

# **Dickinson Independent School District**

## **Louis G. Lobit Elementary**

### **2024-2025 Campus Improvement Plan**

**Accountability Rating: C**



# **Mission Statement**

To know every student you serve by name and need.

## **Vision**

To become the best school ever!

## **Value Statement**

Committed  
Compassionate  
Creative  
Collaborative

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# Comprehensive Needs Assessment

Revised/Approved: September 23, 2024

## Demographics

### Demographics Summary

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

Lobit Elementary School currently serves 762 students in grades PK-3. The campus serves the neighborhoods close to the school. The demographics served include 326 Economically Disadvantaged students (42.8%) and 184 At-Risk students (24.2%).

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

The student population is 14.4% African-American, 35.7% White, 4.3% Asian, 39.4% Hispanic, 49.6% male and 50.4% female with a low socioeconomic status of 42.8%. The staff population is 3.9% African-American, 82.5% Anglo, and 13.6% Hispanic, and 5.8% male and 94.2% female with an average of 9 years of experience.

The overall mobility rate for the campus is approximately 11.7%, with a drop-out rate of 0%. The average daily attendance rate for students is 95.7%. The average daily attendance rate for staff is 94%. The district goal is 98%. There are a total of 12 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 41 English As A Second Language Learner students (5.4%), 51 students in the Gifted and Talented program (6.7%), 29 students identified for 504 services (3.8%), 163 students served through special education services (21.4%), and 16 Dyslexia students (2.1%). There are 112 students currently in the RTI process.

### **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 campus houses an economically disadvantaged population of 42.8% and SPED population of 21.4% which are students that need strategies effective with language development to ensure success with ELA TEKS. **Root Cause:** Students are coming to school lacking academic vocabulary.

**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:** We are currently only able to serve the students who are already in TIER 3 or identified as SPED or 504.

# 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 HISPANIC/AA 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	77
Closing Performance Gaps	90	83

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 3rd grades. **Root Cause:** Students are coming to school lacking academic vocabulary and phonetic skills that are prerequisites to readings.

**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. **Root Cause:** Students require intervention and repeated review to access grade-level curriculum

**Problem Statement 3:** Too many students are reading below grade level in English from 1st to 3rd grades.

# 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 95.7%. The district goal of 97% 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
- Lobit Essentials and House System 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%. **Root Cause:** COVID-19 has greatly impacted attendance rates.

# 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 T-TESS 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 are two 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, TPBSI, 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:** Statement 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 (Prioritized):** 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 21<sup>st</sup> 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 not a bilingual campus. We have one or two 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 ECSE and Life Skills, 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 Life Skills 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 Life Skills Program focuses on daily and functional living skills to be as

independent as possible once completing educational requirements and learning a job skill. The BLP program provides 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 STAAR, MAP, MCLASS, CLI
- Weekly PLCs with each grade level
- Power PLCs
- Implementation and instruction provided to teachers on STR and Balanced Literacy
- Prime Time
- Data monitored on the Digital Data Wall
- Summit K-12 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 (Prioritized):** Planning, instruction, and assessment need to be a cyclical process where each component drives the others. **Root Cause:** PLC process needs to be reset with a focus on the 4 essential questions.

**Problem Statement 2 (Prioritized):** All students are not reading at or above grade level at the end of second grade.

**Problem Statement 3:** Tier 1 instruction needs to be differentiated to meet individual students needs.

**Problem Statement 4 (Prioritized):** Students do not have automaticity with the foundational numeracy and skills.

**Problem Statement 5:** We have a growing number of dyslexia students that are being underserved.

**Problem Statement 6 (Prioritized):** The RTI program lacks structure and organization. **Root Cause:** Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.

# 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:** We need to continue to improve and expand parent academic learning opportunities.

**Problem Statement 2:** Social Media is underutilized for parent communication.

**Problem Statement 3 (Prioritized):** 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 21<sup>st</sup> 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
- Summit K-12 program for all EB students
- MAP testing for all students
- Online Interim Assessments

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** 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:** The quality of TIER 1 instruction is not consistent across the campus.

**Root Cause 1:**

**Problem Statement 1 Areas:** Staff Quality, Recruitment, and Retention

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

**Root Cause 2:** PLC process needs to be reset with a focus on the 4 essential questions.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

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

**Root Cause 3:**

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** Students do not have automaticity with the foundational numeracy and skills.

**Root Cause 4:**

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** The RTI program lacks structure and organization.

**Root Cause 5:** Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** We need to continue to explore ways to ensure consistent parent communication.

**Root Cause 6:**

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** 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 7:** We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.

**Problem Statement 7 Areas:** Technology

# Goals

Revised/Approved: September 23, 2024

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

**Performance Objective 1:** 100% of all PK-3 students will make at least one year's growth in Reading.

**High Priority**

**Evaluation Data Sources:** M CLASS  
MAP  
CLI

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district's literacy plan in order to embed STR into the balanced literacy instruction in the classroom.  <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> ELA Curriculum Specialists Administrators Instructional Interventionist Instructional Coaches Teachers  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 255-Title IIA, - 211-Title IA, - 199-SCE, - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth STAAR Performance TELPAS Growth <b>Staff Responsible for Monitoring:</b> Administrators Instructional Interventionists Instructional Paraprofessional Dyslexia Specialist  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> PK-3 teachers will attend targeted professional development in STR implementation with ELA Curriculum Specialist and/or Instructional Coaches. <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> ELAR Curriculum Specialist Instructional Coaches Administrators  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve TIER 1 instruction: Comprehension Fluency Phonics Guided Reading STR  <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Principal Deputy Superintendent for Instructional Services Director of Federal Programs/ELL	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Instructional Coaches will model and coach teachers as needed with the implementation of STR into the balanced literacy program and reader's workshop. <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches  <b>Funding Sources:</b> - 211-Title IA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Teachers Consultants Administrators Instructional Coaches ELAR Curriculum Specialist  <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 263-Title IIIA		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> 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 <b>Strategy's Expected Result/Impact:</b> MCLASS MAP STAAR <b>Staff Responsible for Monitoring:</b> ELA Curriculum Specialists Principal Assistant Principal Instructional Interventionists Instructional Coaches Teachers  <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Students will take the CLI, mCLASS, and MAP assessments three times per year in order to track proficiency and progress in Reading . <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth CLI Growth Improved data tools <b>Staff Responsible for Monitoring:</b> MCLASS Proctors MAP Proctors CLI Proctors Teachers Administrators  <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

**Performance Objective 2:** 100% of all 2nd and 3rd grade students will make at least one year's growth in Math.

**High Priority**

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement both whole and small group guided math instruction. <b>Strategy's Expected Result/Impact:</b> Grade Level Screener Growth CLI Growth MAP Growth STAAR Performance Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Math Curriculum Specialist Instructional Coaches Administrators  <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional Coaches will model and coach teachers as needed with the implementation of the math TEKS and guided math. <b>Strategy's Expected Result/Impact:</b> Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators  <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue to use Building Fact Fluency, Countdown to STAAR, and Engaging Mathematics in order to provide teachers with resources that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS. <b>Strategy's Expected Result/Impact:</b> Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Classroom Teachers  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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). <b>Strategy's Expected Result/Impact:</b> Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Teachers Academic Coaches Principals  <b>Funding Sources:</b> Title Funds to pay for training - 255-Title IIA		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Students will take the online MAP assessment three times per year in order to track proficiency and progress in Math. <b>Strategy's Expected Result/Impact:</b> MAP Growth Improved data tools <b>Staff Responsible for Monitoring:</b> MAP Proctors Instructional Coaches Administrators  <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> LES will utilize Instructional Interventionists and Instructional Paraprofessionals to provide intervention, and/or inclusion support to at-risk students in TIER 2 and 3.  <b>Strategy's Expected Result/Impact:</b> Goal Screener Growth MAP Growth STAAR Performance <b>Staff Responsible for Monitoring:</b> Administrators Instructional Interventionists Instructional Paraprofessional  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 3:** The TEA accountability rating for Domain 1 will increase to 85% or better.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use student data to drive instruction that allows students to apply their knowledge to master the grade level curriculum in both familiar and unfamiliar ways. <b>Strategy's Expected Result/Impact:</b> Increased Domain 1 Scores Increased number of students achieving meets and masters on STAAR <b>Staff Responsible for Monitoring:</b> Teachers Coaches Administrators Students	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 4:** 85% of EB students will increase their TELPAS composite score by one or more proficiencies levels.

**High Priority**

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction. <b>Strategy's Expected Result/Impact:</b> TELPAS Composite Scores <b>Staff Responsible for Monitoring:</b> ELL Teachers Instructional Coaches Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas. <b>Strategy's Expected Result/Impact:</b> TELPAS Growth <b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators LPAC Coordinator ELL teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> STAAR Growth TELPAS Growth <b>Staff Responsible for Monitoring:</b> Administrators LPAC Coordinators ELL Teachers Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 5:** 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 Sources:** PLC

RTI/MTSS

GT Services

Counseling

Restorative Practices

Character Strong

Second Step

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom. <b>Strategy's Expected Result/Impact:</b> Enhanced PLC Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Administrators Counselor Instructional Coaches  <b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will actively participate in PLC meetings that are focused on instruction and student improvement. <b>Strategy's Expected Result/Impact:</b> Enhanced PLC Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Classroom Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Enhanced PLC Improved TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services Contracted Services Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards. <b>Strategy's Expected Result/Impact:</b> Enhanced PLC and planning of TIER 1 instruction <b>Staff Responsible for Monitoring:</b> Instructional Coaches Classroom Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will have direct access to district approved online reading and math programs which support classroom instruction. <b>Strategy's Expected Result/Impact:</b> MCLASS Growth MAP Growth STAAR Performance Increased differentiation <b>Staff Responsible for Monitoring:</b> Teachers Administrators Director of Technology Director of Educational Services  - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> GT enrichment will be provided to identified students through the utilization of cluster classes. <b>Strategy's Expected Result/Impact:</b> Increased enrichment opportunities Increased level of Meets and Master on STAAR <b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators GT Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 1:** Student attendance will increase to 97% for the school year.

**Evaluation Data Sources:** Attendance data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attendance incentives will be offered each nine weeks and rewards giving to students who meet the campus goal. <b>Strategy's Expected Result/Impact:</b> Increased student attendance <b>Staff Responsible for Monitoring:</b> Attendance Clerk Teachers Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis. <b>Strategy's Expected Result/Impact:</b> Increased student attendance <b>Staff Responsible for Monitoring:</b> Counselor Social Worker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 97%. We will also discuss with students the importance of being at school each day so that learning can occur. <b>Strategy's Expected Result/Impact:</b> Increased student attendance <b>Staff Responsible for Monitoring:</b> Teachers Attendance Clerk Receptionist Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased student attendance <b>Staff Responsible for Monitoring:</b> District Attendance Intervention Specialists Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**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. Some staff will get additional training in each of these areas by outside trainers.

**Evaluation Data Sources:** Restorative Practices

No Place For Hate

Red Ribbon Week

Project Wisdom

Standard Response Protocol

SEL Training

Character Strong

Second Step

Kelsoe's Choice

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increased safety Increased citizenship <b>Staff Responsible for Monitoring:</b> Counselor  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.  <b>Strategy's Expected Result/Impact:</b> Increased awareness Increased safety <b>Staff Responsible for Monitoring:</b> Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 2) Campus will participate in Red Ribbon Week. <b>Strategy's Expected Result/Impact:</b> Increased awareness Increased coping skills Increased decision making skills <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote a safe and secure school environment by utilizing the Standard Response Protocol to respond to emergency situations. <b>Strategy's Expected Result/Impact:</b> Increased awareness Decreased confusion and response time in emergency situations. <b>Staff Responsible for Monitoring:</b> Administrators Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment. <b>Strategy's Expected Result/Impact:</b> Increased student and teacher relationships Decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Counselors Administrators Behavior Coach Classroom Teachers  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

**Evaluation Data Sources:** Fitness Gram data  
SHAC participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 2) All PK-4 students will participate in daily recess. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for movement Increased focus in the classrooms. <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will implement the Daily Mile to encourage movement while also building self-esteem and relationships. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for movement Increased self-esteem Increased relationships <b>Staff Responsible for Monitoring:</b> Teacher Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Through our master schedule, we will make sure that each student participates in vigorous physical activity during the PE classes for the required minutes. <b>Strategy's Expected Result/Impact:</b> Increased physical fitness opportunities <b>Staff Responsible for Monitoring:</b> PE Teachers Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will have campus participation on the district's SHAC Committee as well as the FitnessGram. <b>Strategy's Expected Result/Impact:</b> Increased physical fitness opportunities Increased healthy choices <b>Staff Responsible for Monitoring:</b> PE Coaches Administrators SHAC Representative	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

**Evaluation Data Sources:** Discipline Referral Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment. <b>Strategy's Expected Result/Impact:</b> Increased student and teacher relationships Decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Counselors Administrators Behavior Coach Classroom Teachers  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and students will utilize the school wide discipline plan and the Lobit Essential 20 in order to teach and reinforce campus behavior expectations. <b>Strategy's Expected Result/Impact:</b> Increased citizenship Increased awareness of expectations Decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**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 Sources:** Parent Survey Results  
Community/Business Partnerships  
Parent Engagement activity attendance  
Participation in PTO events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased transparency in planning <b>Staff Responsible for Monitoring:</b> Principal School Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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: Monique Green, Kacee Jackson, Morgan Smith, Maygen Valdez, and Katie Parker-PTO Board Members. <b>Strategy's Expected Result/Impact:</b> Increased Parent Engagement <b>Staff Responsible for Monitoring:</b> Principal CIC Committee PTO School Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recruit teachers, parents, community and business members to be a part of the CIC. <b>Strategy's Expected Result/Impact:</b> Increased input from all stakeholders <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased communication Increased parent and community engagement <b>Staff Responsible for Monitoring:</b> Principal Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide high quality and timely customer service addressing community and parental questions at the campus level. <b>Strategy's Expected Result/Impact:</b> Increased positive community and parent communication <b>Staff Responsible for Monitoring:</b> Principal Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased number of Kindergarten students registered prior to August Decreased transition anxiety for student and parents <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Lobit Middle School Staff  <b>Funding Sources:</b> - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased exposure to various careers and colleges <b>Staff Responsible for Monitoring:</b> Teachers Counselor Administrators  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement Increased student achievement <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement Increased student achievement <b>Staff Responsible for Monitoring:</b> Teachers Instructional Interventionists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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-8/1-8/2 2. Meet the Teacher-8/13 @ 3-5 4. Parent Orientations-9/5 @ 5 7. 5 Monthly Music Programs @ 6 8. Open House-March 2025 9. PK/K Roundup-May 2025 10. Book Fair Family Nights in October and March <b>Strategy's Expected Result/Impact:</b> Increased parent engagement <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> LES will have a Parent Engagement Coordinator that will coordinate/document all parent engagement activities on campus throughout the year. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement Proper documentation of parent engagement activities <b>Staff Responsible for Monitoring:</b> Principal Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 4:** LES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student 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 Sources:** Staff Retention Rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will provide tiered interventions designed to assist teachers in meeting district and state standards in the classroom. <b>Strategy's Expected Result/Impact:</b> Improved TIER 1 instruction Decreased turnover rate Increased TIA Participation <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved TIER 1 instruction Decreased turnover rate Increased TIA Participation <b>Staff Responsible for Monitoring:</b> Dir. of Prof Development Principal  <b>Funding Sources:</b> - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased # of teachers with ESL and SPED certifications. <b>Staff Responsible for Monitoring:</b> Principal Teachers Human Resources	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased retention of highly qualified staff <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Director of Professional Development  <b>Funding Sources:</b> - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The campus will use T-TESS as our teacher observation tool. T-TESS will allow for teachers to set both professional practice and student growth goals that relate to campus and district goals. <b>Strategy's Expected Result/Impact:</b> Increased Teacher Effectiveness Increased retention of highly qualified staff Increased TIA Participation <b>Staff Responsible for Monitoring:</b> Administrators Teachers Director of HR  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased staff input Increased staff satisfaction <b>Staff Responsible for Monitoring:</b> Campus Staff Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 1:** All students will have one-to-one devices and technology will be incorporated into instruction in 100% of the classrooms at LES.

**Evaluation Data Sources:** Increased device usage  
Student products that incorporate technology  
Technology usage demonstrated in observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All K-3 students will participate in a weekly technology class as part of the specials rotation. <b>Strategy's Expected Result/Impact:</b> Increased computer literacy <b>Staff Responsible for Monitoring:</b> Master schedule Computer Lab Paraprofessional	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Technology will be added at the campus in order to move towards our goal of having a 1-1 technology to student ratio.  <b>Strategy's Expected Result/Impact:</b> Increased access to technology <b>Staff Responsible for Monitoring:</b> Technology Department Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**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 Sources:** Campus work orders  
Campus budget

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will report any maintenance items to front office personnel in a timely manner. <b>Strategy's Expected Result/Impact:</b> Increased building maintenance <b>Staff Responsible for Monitoring:</b> School Secretary Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administration and custodial staff will do weekly walkthroughs of the campus to list structural and classroom maintenance needs. <b>Strategy's Expected Result/Impact:</b> Increased building maintenance <b>Staff Responsible for Monitoring:</b> Administrators Custodial Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased building maintenance Improved access to supplies and materials <b>Staff Responsible for Monitoring:</b> Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Decreased energy costs <b>Staff Responsible for Monitoring:</b> Campus Administrators District Energy Administrators	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 3:** In coordination with the business office, we will comply with 100% of all financial management policies/practices for federal, state, and local funding.

**Evaluation Data Sources:** Campus Budgets  
Purchase Orders

# State Compensatory

## Budget for Louis G. Lobit Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.98

Brief Description of SCE Services and/or Programs

## Personnel for Louis G. Lobit Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.08
Butler, S.	Instructional Coach	1
Demunbrun, C	Instructional Support	1
Dunham, A	Instructional Support	1
Lopez, C.	Instructional Support Paraprofessional	1
Matranga, M.	Instructional Support	0.9

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rolla, A	Instructional Coach		1.0

# Campus Funding Summary

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

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