

Dickinson Independent School District

Louis G. Lobit Elementary

2025-2026 Campus Improvement Plan



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

Demographics

Demographics Summary

Louis G. Lobit Elementary and Elva C. Lobit Middle School are two campuses within Dickinson Independent School District, both opening their doors in August 2016. Together, they serve students from Pre-Kindergarten through 5th grade. These two campuses will be combining for the 2025-2026 school year.

Lobit Elementary serves 774 students in grades PK–3. The campus supports a diverse student population, including 38.76% economically disadvantaged and 46.3% at-risk students. The student demographic breakdown includes 16.02% African-American, 35.4% White, 4.13% Asian, and 37.86% Hispanic, with a nearly even gender split.

The elementary school supports a variety of student programs:

- 5.56% Emergent Bilingual
- 5.17% Gifted and Talented
- 4.01% 504 Services
- 24.16% Special Education
- 2.97% Dyslexia
- 112 students are currently in the RTI process

Staff at Lobit Elementary have an average of 10 years of experience and reflect the following demographics: 1.9% American Indian, 6.7% African-American, 65.7% White, 25.72% Hispanic, and are 4.96% male and 95.2% female. The average daily student attendance is 95.6%, and staff attendance is 94%, with a staff retention rate of 80%. The school had 15 total discipline referrals, none resulting in OSS.

Elva C. Lobit Middle School serves 625 students in grades 4–5, with 51% of students identified as economically disadvantaged. The student population is composed of 21% African-American, 34% White, 38% Hispanic, 3% Asian, and 5% two or more races, with a gender split of 51% male and 49% female.

The middle school provides support through various academic and intervention programs:

- 9% Emergent Bilingual
- 4% ESL
- 16% Gifted and Talented
- 6% 504 Services
- 21% Intervention

- 22% Special Education

The staff is made up of 11% African-American, 64% White, and 20% Hispanic educators, with an average of 7 years of teaching experience. The average daily attendance rate for the 2023–24 school year is 95.3%.

Together, Lobit Elementary and Middle Schools are committed to serving a diverse student population with academic and social-emotional supports, maintaining strong attendance and retention, and fostering a positive, inclusive learning environment.

Demographics Strengths

- LES serves a diverse population
- LES is a neighborhood school
- LES is connected to a Middle School
- Although we have not reached our 96% ADA goal, 95.7 is an improvement

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: The campus houses an economically disadvantaged population of 38.76% and SPED population of 24.16% 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.

Problem Statement 3: 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

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, and we received a TELPAS rating of 3 out of 4. 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.

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.

STAAR 2025 4th and 5th grade

- Overall 83 which is an 11 point increase from 2024
- Domain 1- 79 which is a 7 point increase from 2024
- Domain 2a- 81 which is a 16 point increase from 2024
- Domain 2b- 65 which is a 12 point increase from 2024
- Domain 3- 86 which is a 12 point increase from 2024

STAAR 2025 3rd Grade

- Overall 92 which is a 13 point increase from 2024
- Domain 1- 91
- Domain 2b- 85
- Domain 3- 93

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

- 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: 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.

Problem Statement 4: 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 5: 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 6: 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. Edit Associated Areas

School Culture and Climate

School Culture and Climate Summary

Lobit Elementary School fosters a positive and welcoming environment where both students and staff feel safe, supported, and engaged. Students enjoy coming to school and see it as a fun place to learn, while staff describe it as a friendly and positive place to work. The school culture is built on respectful relationships, clear behavioral expectations through the Lobit Essentials, and a strong sense of security.

High academic standards and rigorous instruction keep students engaged in learning, and staff work diligently to form meaningful relationships that contribute to a successful school climate. Programs like **Character Strong**, **Second Step**, and **Conflict Resolution** are embedded into the school day to help students develop social-emotional skills and make responsible choices. These tools empower students to talk through issues and reach resolutions, reinforcing a safe and respectful campus culture.

While student attendance reached 95.7%—slightly below the district goal of 98%—it reflects strong student satisfaction and a desire to be at school, especially considering attendance is often out of the students' control at this age. Teacher attendance was 94%. Staff value professional development and find it useful for growing their practice.

The school continues to focus on strengthening communication around discipline and events, as well as improving the structure and use of WIN Time to better support student growth. Overall, the culture and climate at Lobit Elementary are described as positive, with clear evidence that students and staff enjoy being part of the school community.

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
- 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: Student attendance has not reached the target goal of 98%.

Root Cause: COVID-19 has greatly impacted attendance rates.

Problem Statement 2: Communication from admin is lacking when responding to village violations/referrals.

Root Cause: Root Cause Lack of system to ensure appropriate communication in regards to discipline. Edit Associated Areas

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and staff at Lobit Elementary meet highly qualified standards, with all teachers fully certified and teaching within their certification areas. The campus is committed to supporting teacher growth and student success through a comprehensive system of professional development, feedback, and mentoring.

Routine classroom walkthroughs and formal T-TESS evaluations are conducted, with timely feedback provided through Eduphoria Strive. Coaches and administrators regularly observe, model, and offer instructional support to ensure high-quality teaching across all classrooms. Learning walks and collaborative data conversations—such as SDI and RTI kid talks—are popular professional learning opportunities that allow staff to learn from one another and align instruction to student needs.

To ensure ongoing professional growth, all staff are required to complete 24 mandated professional development hours each summer. Upcoming and ongoing trainings include Rigor and Relevance, TPBSI, GT, ELPS, Special Education, and Restorative Discipline. These are monitored and supported through campus walkthroughs and evaluations. Annual surveys are also used to gather feedback on the effectiveness of professional learning.

New teachers are supported through weekly mentoring check-ins and walkthroughs. The campus works to maintain a low turnover rate—currently at 80%—and benefits from district inductee programs, a strong mentoring system, and a teacher incentive program aimed at encouraging retention. Weekly teacher attendance incentives are also provided at the campus level.

As the campus prepares to welcome two new teachers next year, the committee emphasized the importance of continuous improvement and suggested enhancements to the interview process, such as including team members in candidate interviews. Lobit Elementary remains focused on building instructional capacity and supporting staff to meet the needs of every student.

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
- 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): The quality of TIER 1 instruction is not consistent across the campus.

Root Cause: Providing new teachers and experienced teachers in need of assistance support to improve their teaching skills.

Problem Statement 2: 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

Lobit Elementary School delivers a rigorous, standards-aligned instructional program grounded in research-based practices and designed to meet the diverse needs of all learners. The district curriculum, accessible through Schoology, is aligned with state standards and supported by placemats, grade-level common assessments, and nine-week benchmarks. Teachers use data from Common Formative Assessments (CFAs), benchmarks, and mock testing environments to guide instruction, adjust grouping during WIN (What I Need) time, and ensure alignment with state assessments.

Instruction emphasizes 21st-century learning skills through rigor, relevance, technology integration, and multiple intelligences. A variety of instructional strategies—including fluid grouping, open-ended questioning, and student projects—support differentiated instruction. Teachers work closely with academic coaches, a behavior coach, and intervention teams to support both academic and behavioral needs. WIN time is used daily to provide Tier 2 instruction based on CFA data, and efforts are underway to enhance the intentional use of this time for targeted support.

Lobit offers a wide range of student services and special programs:

- **Emergent Bilingual/ESL:** Lobit is not a bilingual campus, but each grade level has ESL-certified teachers serving students. ELL students are monitored by LPAC and assessed annually with TELPAS, Woodcock-Muñoz, and ITBS.
- **Gifted and Talented (GT):** GT students, representing approximately 3–5% of the population, are served in designated cluster classes and participate in weekly enrichment during Genius Hour. They also benefit from cross-curricular STEAM experiences during Brainiac block and field trips.
- **Section 504:** Students qualifying under Section 504 receive accommodations in the general education setting. The 504 committee meets annually to review each student's plan, with services tailored to individual needs.
- **Special Education:** Lobit provides services for ECSE, Life Skills, and BLP programs, addressing a range of needs including Autism, intellectual disabilities, behavioral challenges, and health-related services. Campus staff ensure timely assessment, appropriate placement, and fidelity to IEP implementation.
- **At-Risk Students:** Identified at-risk students are supported through the RTI process, with interventions designed to close achievement gaps and promote growth.

The campus site-based decision-making committee (SBDM) helps determine professional development based on student data and instructional needs. Teachers engage in ongoing training in areas such as Rigor and Relevance, GT, ELPS, Special Education, Restorative Discipline, and TPBSI. Instruction is grounded in a balanced approach to literacy and math, ensuring equity and high expectations for all learners.

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
- WIN 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
- 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): 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.

Problem Statement 7: 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 8: 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.

Family and Community Engagement

Family and Community Engagement Summary

Lobit Elementary School values strong partnerships with families and the community, recognizing them as essential contributors to student success. The campus consistently welcomes parents and community members, with the school serving as a vital hub for the surrounding neighborhoods. Family and community engagement is fostered through a variety of events, including book fairs, award ceremonies, music programs, PTO carnivals, and resource nights. Parents are also involved in decision-making processes through participation in campus and district improvement committees.

To ensure inclusive communication, all school and district communications are available in Spanish and Vietnamese, with translation services provided for additional languages upon request. Bilingual staff members offer direct support to families, and district-level translation services are accessible at each campus and through the Educational Services Center (ESC), which serves as a central support hub for community members. Families can also access student information through Skyward Family and Student Access, available in their preferred language.

The school benefits from a number of community partnerships that support students and families, including M.I. Lewis, Galveston County Social Services, The Safe Place, the Child Advocacy Center, DePelchin, the Telepsychiatric Clinic, Interfaith Caring Ministries, and the Dickinson Rotary Club. On campus, students receive services through programs such as PST, speech, dyslexia, and academic coaching.

In a recent parent survey, families expressed appreciation for the care their children receive and the quality of communication from the school. Parents feel welcomed and have multiple opportunities to participate and volunteer. However, some parents suggested the need for more consistent communication across teaching teams and expressed a desire for more individualized updates about their child's classroom progress. A few parents also showed interest in volunteering or observing in classrooms more frequently.

Overall, Lobit Elementary continues to grow as a supportive, welcoming, and collaborative environment where families, staff, and community partners work together to meet the needs of all students.

Family 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
- 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 Family and Community Engagement Needs

Problem Statement 1: Social Media is underutilized for parent communication.

Root Cause: Assign people to take the lead on positively promoting LEV.

Problem Statement 2 (Prioritized): We need to continue to explore ways to ensure consistent parent communication.

Root Cause: Utilize technology to provide easily accesible communication to parents.

Problem Statement 3: 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. Edit Associated Areas

School Organization

School Organization Summary

Lobit Elementary School operates within a strong system of district and campus collaboration that supports student success and continuous improvement. The district plays a vital role by providing resources through the budgeting process, supporting the hiring and retention of qualified staff, and ensuring curriculum alignment with state standards. Smaller class sizes and targeted academic support have led to measurable student growth, as reflected in district data.

Campus operations are guided by a shared mission and vision embraced by students, staff, parents, and the community. Lobit maintains a safe learning environment with high expectations for all students. Instructional goals are aligned with the TEKS and reinforced across subject areas through vertically aligned planning. Daily schedules and operational structures are designed to maximize instructional time for every student.

Teachers have a meaningful voice in decision-making through participation in problem-solving teams, PLCs, faculty and team meetings, benchmark conferences, and curriculum development. While state assessments are driven by the TEKS, teachers contribute to the design and implementation of local assessments to better meet student needs. Collaboration is further strengthened by structured input from stakeholders through vertical teams, PTO, the School Improvement Team (SIT), and parent conferences.

Campus leadership maintains consistent communication with district administration through regular A-Team meetings and individual campus staffings to advocate for academic and staffing needs. As a campus, Lobit prioritizes professional learning communities that focus on the four essential PLC questions, ensuring that all students are learning at high levels through intentional collaboration and continuous reflection.

School 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
- 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 Organization Needs

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

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

Technology

Technology Summary

Lobit Elementary School is equipped with a wide range of technology tools that enhance instruction and support 21st-century learning. Classrooms feature interactive projectors, whiteboards, document cameras, tablets, computers, and Chromebooks, ensuring that all students have access to technology and that teachers are able to integrate digital tools to foster collaboration, engagement, and rigor.

The campus follows a structured protocol for Chrome cart usage to ensure consistent and effective access to devices. Ongoing professional learning sessions, both campus-based and district-provided, help teachers stay current on the integration of technology in core content areas. Many teachers have developed strong expertise with digital tools and contribute to the ongoing growth of their peers. Students also receive year-round support in digital literacy, ensuring they are prepared to engage in technology-rich environments.

The infrastructure supports reliable internet connectivity and benefits from partnerships with industry experts. Parent and community engagement around technology initiatives helps foster a supportive culture for innovation. While the cost and upkeep of aging or damaged equipment present ongoing challenges, the campus remains committed to maintaining and upgrading resources to meet current instructional needs. Flexible policies, teacher input, and continuous assessment of effectiveness help guide future improvements in technology integration.

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
- 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): 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.

Problem Statement 2: 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: The quality of TIER 1 instruction is not consistent across the campus.

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

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: Utilize technology to provide easily accessible communication to parents.

Problem Statement 6 Areas: Family 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

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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

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
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: June 18, 2025

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

Performance Objective 1: 100% of all PK-5 students will make at least one year's growth in Reading.

High Priority

Evaluation Data Sources: M CLASS

MAP

CLI

STAAR

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

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

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

Strategy 6 Details	Reviews			
<p>Strategy 6: Contracted Services providers will be utilized throughout the year to provide professional development and instructional direction to support early literacy development for staff on campus.</p> <p>Strategy's Expected Result/Impact: MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction</p> <p>Staff Responsible for Monitoring: Teachers Consultants Administrators Instructional Coaches ELAR Curriculum Specialist</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and proficiency levels of the standards:</p> <p>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</p> <p>Strategy's Expected Result/Impact: MCLASS MAP STAAR</p> <p>Staff Responsible for Monitoring: ELA Curriculum Specialists Principal Assistant Principal Instructional Interventionists Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

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

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

Performance Objective 2: 100% of all 2nd-5th grade students will make at least one year's growth in Math.

High Priority

Evaluation Data Sources: MAP
STAAR

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

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will attend high quality training both in and out of the district based on research based best practices for math (travel expenses included when necessary).</p> <p>Strategy's Expected Result/Impact: Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction</p> <p>Staff Responsible for Monitoring: Teachers Academic Coaches Principals</p> <p>Funding Sources: Title Funds to pay for training - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will take the online MAP assessment three times per year in order to track proficiency and progress in Math.</p> <p>Strategy's Expected Result/Impact: MAP Growth Improved data tools</p> <p>Staff Responsible for Monitoring: MAP Proctors Instructional Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: LES will utilize Instructional Interventionists and Instructional Paraprofessionals to provide intervention, and/or inclusion support to at-risk students in TIER 2 and 3.</p> <p>Strategy's Expected Result/Impact: Goal Screener Growth MAP Growth STAAR Performance</p> <p>Staff Responsible for Monitoring: Administrators Instructional Interventionists Instructional Paraprofessional</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE</p>	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 3: The TEA accountability rating for Domain 1 will be 90% or better.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increased Domain 1 Scores Increased number of students achieving meets and masters on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators Students</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<p>Strategy 1: All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction.</p> <p>Strategy's Expected Result/Impact: TELPAS Composite Scores</p> <p>Staff Responsible for Monitoring: ELL Teachers Instructional Coaches Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas.</p> <p>Strategy's Expected Result/Impact: TELPAS Growth</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators LPAC Coordinator ELL teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development.</p> <p>Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth</p> <p>Staff Responsible for Monitoring: Administrators LPAC Coordinators ELL Teachers Instructional Coaches</p>	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			
<p>Strategy 1: Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom.</p> <p>Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction</p> <p>Staff Responsible for Monitoring: Administrators Counselor Instructional Coaches</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will actively participate in PLC meetings that are focused on instruction and student improvement.</p> <p>Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

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

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

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			
<p>Strategy 1: Attendance incentives will be offered each nine weeks and rewards giving to students who meet the campus goal.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Attendance Clerk Teachers Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Counselor Social Worker</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Teachers Attendance Clerk Receptionist Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will utilize the District Attendance Intervention Specialists to help us with students that have chronic attendance issues that cannot be resolved at the campus level.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: District Attendance Intervention Specialists Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Promote "No Place for Hate" program campus wide. Along with our current Character Education programs we will address the following: Violence Prevention Bullying Character Traits</p> <p>Strategy's Expected Result/Impact: Increased safety Increased citizenship</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.</p> <p>Strategy's Expected Result/Impact: Increased awareness Increased safety</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

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

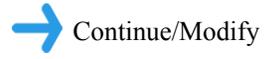
Strategy 1 Details	Reviews			
<p>Strategy 1: 2) All PK-4 students will participate in daily recess. Strategy's Expected Result/Impact: Increased opportunities for movement Increased focus in the classrooms. Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will implement the Daily Mile to encourage movement while also building self-esteem and relationships. Strategy's Expected Result/Impact: Increased opportunities for movement Increased self-esteem Increased relationships Staff Responsible for Monitoring: Teacher Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Through our master schedule, we will make sure that each student participates in vigorous physical activity during the PE classes for the required minutes. Strategy's Expected Result/Impact: Increased physical fitness opportunities Staff Responsible for Monitoring: PE Teachers Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will have campus participation on the district's SHAC Committee as well as the FitnessGram. Strategy's Expected Result/Impact: Increased physical fitness opportunities Increased healthy choices Staff Responsible for Monitoring: PE Coaches Administrators SHAC Representative</p>	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			
<p>Strategy 1: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment.</p> <p>Strategy's Expected Result/Impact: Increased student and teacher relationships Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Counselors Administrators Behavior Coach Classroom Teachers</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and students will utilize the school wide discipline plan and the Lobit Essential 20 in order to teach and reinforce campus behavior expectations.</p> <p>Strategy's Expected Result/Impact: Increased citizenship Increased awareness of expectations Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: The campus will make available the English version of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus libraries in an effort to build parent engagement. A Spanish translation will be available upon request.</p> <p>Strategy's Expected Result/Impact: Increased transparency in planning</p> <p>Staff Responsible for Monitoring: Principal School Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement</p> <p>Staff Responsible for Monitoring: Principal CIC Committee PTO School Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recruit teachers, parents, community and business members to be a part of the CIC.</p> <p>Strategy's Expected Result/Impact: Increased input from all stakeholders</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the home/school connection by providing parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities through social media and web pages, teacher communication logs, and flyers.</p> <p>Strategy's Expected Result/Impact: Increased communication Increased parent and community engagement</p> <p>Staff Responsible for Monitoring: Principal Campus Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide high quality and timely customer service addressing community and parental questions at the campus level.</p> <p>Strategy's Expected Result/Impact: Increased positive community and parent communication</p> <p>Staff Responsible for Monitoring: Principal Campus Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Lobit Middle School.</p> <p>Strategy's Expected Result/Impact: Increased number of Kindergarten students registered prior to August Decreased transition anxiety for student and parents</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Lobit Middle School Staff</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path.</p> <p>Strategy's Expected Result/Impact: Increased exposure to various careers and colleges</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrators</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: At our Parent Universities, we will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement Increased student achievement</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: In November, we will provide individual parent- teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement Increased student achievement</p> <p>Staff Responsible for Monitoring: Teachers Instructional Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The campus will offer a variety of parent and family engagement meeting during the school year in order to strengthen involvement between home and school.</p> <ol style="list-style-type: none"> 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 <p>Strategy's Expected Result/Impact: Increased parent engagement</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: LES will have a Parent Engagement Coordinator that will coordinate/document all parent engagement activities on campus throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement Proper documentation of parent engagement activities</p> <p>Staff Responsible for Monitoring: Principal Parent Engagement Coordinator</p>	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			
<p>Strategy 1: Administrators will provide tiered interventions designed to assist teachers in meeting district and state standards in the classroom.</p> <p>Strategy's Expected Result/Impact: Improved TIER 1 instruction Decreased turnover rate Increased TIA Participation</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Any teacher new to the profession will participate in the mentor/protege program provided by the district. Second year teachers will join the district's Navigator program for additional support.</p> <p>Strategy's Expected Result/Impact: Improved TIER 1 instruction Decreased turnover rate Increased TIA Participation</p> <p>Staff Responsible for Monitoring: Dir. of Prof Development Principal</p> <p>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal will encourage 100% of certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners.</p> <p>Strategy's Expected Result/Impact: Increased # of teachers with ESL and SPED certifications.</p> <p>Staff Responsible for Monitoring: Principal Teachers Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will continue to interview and hire highly qualified teachers for our campus. Through the use of our Instructional Coaches, we will work to make sure that no teacher goes unsupported.</p> <p>Strategy's Expected Result/Impact: Increased retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Director of Professional Development</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Effectiveness Increased retention of highly qualified staff Increased TIA Participation</p> <p>Staff Responsible for Monitoring: Administrators Teachers Director of HR</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate and the level of support they feel from mentor teachers, team members, department members and administration.</p> <p>Strategy's Expected Result/Impact: Increased staff input Increased staff satisfaction</p> <p>Staff Responsible for Monitoring: Campus Staff Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
Strategy 1: All K-3 students will participate in a weekly technology class as part of the specials rotation. Strategy's Expected Result/Impact: Increased computer literacy Staff Responsible for Monitoring: Master schedule Computer Lab Paraprofessional	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Technology will be added at the campus in order to move towards our goal of having a 1-1 technology to student ratio. Strategy's Expected Result/Impact: Increased access to technology Staff Responsible for Monitoring: Technology Department Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> 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			
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner. Strategy's Expected Result/Impact: Increased building maintenance Staff Responsible for Monitoring: School Secretary Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration and custodial staff will do weekly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Increased building maintenance Staff Responsible for Monitoring: Administrators Custodial Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic and extracurricular experiences for all students. Strategy's Expected Result/Impact: Increased building maintenance Improved access to supplies and materials Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: LES will focus on energy management and conservation to help reduce energy costs for the district by follow the daily and holiday shut down procedures. Strategy's Expected Result/Impact: Decreased energy costs Staff Responsible for Monitoring: 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

Plan Notes

2025-2026 State Compensatory Education Program

Lobit Elementary 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 Elementary will use \$624,913 of State Compensatory funds during the 2025-2026 school year to:

- Provide supplemental Instructional Coaches, instructional interventionists, and instructional paraprofessional to support identified at-risk students in core subjects on campus,
- Provide supplemental funds for accelerated instruction (including Saturday and Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards
- Provide District Social Worker/Campus Counselor with additional funds for trainings, travel, and supplies /materials for students who are home bound and at-risk.

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