

# La Porte Independent School District

## Lomax Elementary

### 2019-2020 Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**  
Academic Achievement in Science



# Mission Statement

The mission of Lomax Elementary is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment.

## Vision

Excellence in character and academics is the Expectation!

**A La Porte ISD graduate is:**

*Bulldog Proud...*

Possesses confidence about the future  
Values the total educational experience - academic, extra-curricular, and social  
Stays connected to the LPISD family  
Commits to lifelong support of LPISD programs

*Prepared...*

Possesses academic and technological proficiencies  
Transitions to college and/or career equipped with the skills, goals, and plans for success  
Values honesty and integrity  
Demonstrates effective communication and collaboration skills

*A Citizen...*

Participates in the democratic process  
Exhibits environmental responsibility  
Respects cultural diversity  
Recognizes and responds to community needs

*An Explorer...*

Thinks critically  
Embraces productive membership in the global community

Values lifelong learning  
Welcomes challenge and innovation

*A Producer...*

Recognizes the importance of systems thinking  
Utilizes data and analysis to pragmatically solve problems  
Exhibits courage to take risks and make tough decisions  
Balances achievement and growth in both personal professional life

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lomax Elementary is one of seven elementary campuses in the La Porte Independent School District. Although Lomax Elementary opened its doors in 1978, the current building is a new building built in 2016 and currently serves 479 students in grades Kindergarten to 5th. We have one FOCUS class (Focusing on Communicating and Understanding Skills), two SAIL (Social Academic and Interpersonal Learning) classes of which one is new to this school year, four Kindergarten classes, four 1st grade classes, four 2nd grade classes, three 3rd grade classes, four 4th grade classes, and four 5th grade classes. Our primary classes K-2nd are self-contained and our secondary classes 3rd – 5th are departmentalized. Lomax Elementary is located on North L Avenue in a safe rural-like area of La Porte where acreage and livestock is visible. There is a nearby community college that supports our STEM parents nights and we anticipate their support in our fine arts/music department as well.

Although Attendance rates are trailing indicators and dropped in the year 2014-2015 to 95.9%, the current attendance has increased steadily to 96.2%. Enrollment was higher in 2014 with 541 students, and currently is 479 students (2019). Our student groups include: 4% African American, 40% Hispanic, 52% White, 3% Two or More Races, less than 1% American Indian, Asian and Pacific Islander, 44% Economically Disadvantaged, 3% ELL and 9.9% Special Education, 35% at-risk, 5.8% GT (Gifted and Talented) while mobility rate is 11.8%.

Lomax Elementary has a dedicated and highly-qualified team of about 45 members that include teachers, paraprofessionals, interventionist (2), counselor (1) and administration staff. As of August 1, 2019, the campus is fully staffed with no vacancies.

### Student Demographics Needs

- Mobility is at a high of 11.8% (increase from previous year)
- Attendance (2018-2019) was 96.6 (Goal is 97%)

### Demographics Strengths

- New building that is conducive to a safe, respectful and innovative learning environment
- Low teacher turnover rate
- Highly-qualified staff, administrators and paraprofessionals
- Community support from local college and industrial partnerships

# Student Academic Achievement

## Student Academic Achievement Summary

Lomax Elementary met TEA standards for the 2018-2019 school year. The campus received a “B” in the Texas Education Agency’s 2019 accountability ratings and received one out of six possible distinctions in the areas of: Science. The overall rating, which was scored 89 out of 100, is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade span and student demographics.

The comparison of STAAR scores at the ALL students level show that the 2018 and 2019 scores do not show much variance. The largest change is in MATH and WRITING with a 4% point loss.

Subject	2017	2018	2019
Math	91%	94%	90%
Reading	89%	94%	92%
Science	99%	96%	93%
Writing	78%	83%	79%

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students mastered grade level expectation.

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 <sup>rd</sup> Math	85%	48%	29%
4 <sup>th</sup> Math	85%	56%	29%
5 <sup>th</sup> Math	95%	77%	35%
3 <sup>rd</sup> Reading	87%	54%	34%
4 <sup>th</sup> Reading	87%	52%	29%
5 <sup>th</sup> Reading	100%	70%	41%

<b>2019 STAAR</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
ALL STUDENTS	Grade Level	Grade	Grade Level
	Performance	Level	Performance
		Performance	
<b>5<sup>th</sup> Science</b>	93%	75%	38%
<b>4<sup>th</sup> Writing</b>	79%	38%	9%

## READING

Looking deeper, STAAR 2019 Reading Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

<b>Reading</b>	<b>2018</b>	<b>2019</b>
<b>3<sup>rd</sup></b>	90	87
<b>4<sup>th</sup></b>	91	87
<b>5<sup>th</sup></b>	99	100

<b>2019 STAAR</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
ALL STUDENTS	Grade Level	Grade	Grade Level
	Performance	Level	Performance
		Performance	
<b>3<sup>rd</sup> Reading</b>	87%	54%	34%
<b>4<sup>th</sup> Reading</b>	87%	52%	29%
<b>5<sup>th</sup> Reading</b>	100%	70%	42%

### 2019 Benchmark Assessment System (BAS) Approaches Meets Exceeds

<b>Kinder</b>	<b>69</b>	<b>49</b>	<b>13</b>
<b>First</b>	<b>75</b>	<b>57</b>	<b>13</b>
<b>Second</b>	<b>79</b>	<b>59</b>	<b>16</b>

An analysis of scores for each student group at each grade level in READING revealed the following:

- Hispanic and Economically Disadvantaged (ECD) subgroups scores do not show a significant variance from the All student group in the Approaches standard, but do show variance in Meets standards.
- All subgroups met target or above on Academic Achievement Status.
- Reading for primary is a year of transition from DRA to BAS, scores reflect decrease.
- There is a significant variance in APPROACHES, MEETS and MASTERS scores in 3rd and 4th grade compared to 5th.

## MATH

Looking deeper, STAAR 2019 Math Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Math	2018	2019
3rd	89%	85%
4th	89%	85%
5th	100%	99%

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
<b>3<sup>rd</sup> Math</b>	85%	48%	29%
<b>4<sup>th</sup> Math</b>	85%	56%	29%
<b>5<sup>th</sup> Math</b>	99%	77%	35%

### Math Every Day Counts (MEDC) 2019 MEETS ADVANCED

<b>Kinder</b>	<b>90%</b>	<b>41%</b>
<b>First</b>	<b>84%</b>	<b>22%</b>

An analysis of scores for each student group at each grade level in MATH revealed the following:



- Hispanic and Economically Disadvantaged (ECD) subgroups scores do not show a significant variance from the All student group in the Approaches standard.
- Economically Disadvantaged (ECD) subgroup shows variance in Meets standards compared to All group.
- All subgroups met target or above on Academic Achievement Status.
- All subgroups, with the exception of White are above the targets in Growth Status (Closing the Gaps Domain).
- There is a significant variance in APPROACHES and MEETS and MASTERS scores in 3rd and 4th grade compared to 5th.
- Primary data in 1st grade is not reaching 90% Meets and 40% Advanced levels.

## Writing

Looking deeper, STAAR 2019 Writing Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Writing	2018	2019
4th	83%	79%

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
4 <sup>th</sup> Writing	79%	39%	11%

An analysis of scores for each student group at each grade level in WRITING revealed the following:

- Hispanic and Economically Disadvantaged (ECD) subgroups scores do not show a significant variance from the All student group in the Approaches standard.
- Economically Disadvantaged (ECD) subgroup score show a significant variance from the All student group in the Meets standard.
- Writing scores have been inconsistent, but there was a significant decrease in MET standards in 2019

## Science

Looking deeper, STAAR 2019 Science Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

<b>Science</b>	<b>2018</b>	<b>2019</b>
<b>5th</b>	96%	93%

<b>2019 STAAR</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
<b>5<sup>th</sup> Science</b>	93%	76%	37%

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- Economically Disadvantaged (ECD) subgroup score show a significant variance from the All student group in the Approaches, Meets and Masters standard.
- Science scores increased significantly since 2017.

### **Student Academic Achievement Needs**

- Increase instructional rigor and relevance in Tier 1 instruction
- 3rd and 4th Grade Reading and Math scores decreased
- 3rd and 4th Grade Meets and Masters standard in Reading and Math is significantly lower than 5th Grade (not growing by 10% nor reaching levels of 70% MEETS and 40% MASTERS).
- Growth Status for White in the area of Math did not meet target
- Growth Status for Non-Continuously Enrolled in the area of Reading did not meet target
- Writing decreased significantly in the Meets Standard
- Primary (k-3) grade literacy skills and reading levels have not increased by 10% or reached grade level goal levels based on BAS data.

### **Student Academic Achievement Strengths**

- Distinctions awarded: Science
- High scores for 5th SCIENCE in APPROACHES, MEETS and MASTERS
- High scores for 5th grade READING for APPROACHES, MEETS and MASTERS
- High scores for 5th grade MATH for APPROACHES and MEETS
- Steady 90%+ Reading (3-5) for APPROACHES

- Texas Honor Roll School (2017-2018 and 2018-2019)

# School Processes & Programs

## School Processes & Programs Summary

The Lomax Leadership Team and CPOC completed a campus needs assessment in May 2019 and July 2019 and found needs in the following areas: consistent expectations and instruction in primary reading and utilizing the data from campus checkpoints. The campus is in year two of the implementation of the Benchmark Assessment System (BAS) for reading in the primary grades, and this year extended to grades 3rd-5th. The BAS system will guide in aligning Reading instruction on the campus and strengthening deeper comprehension skills that vertically impact upper STAAR grades. The initial implementation allowed the campus to become familiar with the system and to assess other areas of literacy. The campus will utilize the BAS to increase the rigor of the comprehension and thinking and help drive instructional/guided groups. The campus primary grades has also utilized the Fountas and Pinnell Continuum to guide Reading instruction in addition to planning Word Study, Phonics and Spelling. The District introduced 3 week assessments (checkpoints) in the 2017-18 school year for grades 2-5th. In the initial implementation, the campus used this data for individual teacher review and self-reflection to help drive instruction and target difficult objectives. In the 2019-2020 school year, the campus will continue to review and discuss the checkpoint data during Professional Learning Community (PLC) meetings to address the areas of instruction that require strategic plans for growth/mastery, in addition to developing multi tiered interventions to meet the needs of all learners. SMART goals and data boards are set up in grade level planning rooms to include attendance, Measures of Academic Progress (MAP), BAS and STAAR data. BAS, MAP and STAAR data is used as criteria that helps determine which students need Multi Tiered Systems of Support (MTSS). Through our MTSS meetings, interventions will be addressed and monitored.

New ELA TEKS are implemented this year, and the district provided ELA collaborations and professional development opportunities in the summer of 2019. There is ongoing ELA professional development embedded into the instructional calendar during early dismissal days in addition to professional development planned by interventionist and administration on campus to support campus needs. Although PLTs (Professional Learning Teams) are not a new concept for our teachers, the next level of collaboration for Lomax is the implementation of PLC (Professional Learning Community) to increase learning for all at higher levels of achievement.

T-TESS goals support the increase of Fundamental Five strategies and Powerwalks are utilized to measure them. As a campus, our goal is to obtain “great” targets on at least four of five fundamentals. The Student Learning Objectives (SLO) are created by grade level needs and developed to support number sense, deeper comprehension skills and problem solving.

## School Processes and Program Needs

- There is an increasing number of tier 2 and tier 3 students that require intervention and tutoring as evidenced through MTSS meetings.
- Primary (k-3) grade literacy skills and reading levels have not increased by 10% or reached grade level goal levels based on BAS data.

## School Processes & Programs Strengths

- Vertical content collaborations
- Small group instruction
- Library books are updated and robust
- Interventionist with ELA Coaching and BAS experience
- MTSS process established
- Tier 2 and Tier 3 Reading intervention support
- Instructional Leadership Team collaboration
- New Character Education Expectations and Program (to include Restorative Justice)
- Special Programs (SAIL) frequent meetings throughout the year with district personnel to support program vision and student needs
- Innovation Stations
- Literacy Library organization and system
- Parent events opportunities with focus on academics and social development

Technology strengths include:

- Mimio's
- Envision software
- Stem Scopes
- AR/STAR
- Study Island
- 2 computer labs
- 3D Printer
- Clever (SS Weekly)

# Perceptions

## Perceptions Summary

At Lomax Elementary “Excellence in Character and Academic Success is the Expectation.” We believe in creating a safe and orderly climate of high expectations where all students can learn and where we have a team with skills and talents capable to making success and achievement happen for our students. At our campus, the discipline plan is aligned K-5 and consistently followed. We take pride in making our character count by reinforcing our Character Code of Conduct at the faculty and student level. We teach students that respect, trustworthiness, responsibility, care, fairness, and being a good citizen are the traits that will get them far in school and in life. All classrooms create social contracts at the beginning of the year with student input that reinforces an environment of mutual respect and understanding of expectations. The campus receives new students every year who move in as well as farewell several great students who move away. Parents are complimentary to the way we handle new student transitions and how quickly we get to know our students and find ways to accommodate their needs and strengths. Lomax families are supportive of our high expectations and home-school relationships are valued.

We support a student-centered environment in which morning labs, choir clubs, chess clubs, and homework hubs are a place where students can go in the mornings. Our student council takes pride in helping with school wide activities that include supporting out Veteran’s Day Program, Fall Festival, Supper with Santa, and fundraising for organizations in needs such as the Texas Children’s Hospital.

We know that communication with our parents is critical and we use different avenues to communicate with then such as Monthly Newsletters, E-Messenger, Remind, and our Home-School Communicator (the Purple Folder for K-5).

## Perceptions Needs

- Increase student-voice opportunities to develop student-centered activities on campus.
- Set student goals (allowing for ownership of academic goals and character goals)
- Peer mentoring/community involvement

## Perceptions Strengths

- Communication
- Great teachers with experience
- PTO

Lomax Elementary is not only a beautiful, safe and secure building, but with that comes great pride and responsibility to ensuring our students receive the education they deserve. Several of our parents are former Lomax students and they pride themselves in their children attending as well. There is a

low turnover rate of teachers that creates an atmosphere of familiarity and trust within our community and families. Our PTO is also a team that believes in supporting our students and values our dedicated staff. Not only do they support our Library Book Fairs and Winter Wonderland, but they are often involved with celebrations on campus to include: Accelerated Reading, Lions of the Month and Citizenship Celebrations. We have well attended parent events to include: Meet and Greet, Title I Open House, Literacy Family Events, Grandparents Night, STEM, GT Enrichment Showcase Event, and Lions Fest which is greatly supported and sponsored by our partners in education.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## 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
- 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
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **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
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

## Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

**Performance Objective 1:** Increase reading and math STAAR scores (3rd-5th) for ALL student groups to above 90% Approaches, 70% Meets and 40% Masters performance for the Spring 2020.

**Evaluation Data Source(s) 1:** 2019-2020 STAAR scores

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Analyze assessment (checkpoints) as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning.	2.5, 2.6	2nd-5th grade chair teachers	The checkpoints will reflect growth on highly tested TEKS. STAAR assessment will reflect growth of same learning objective. *Look at vertical scaffolding Lead4ward document for STAAR data.
2) PLTs (will convert to PLCs) will be conducted with a focus to monitor student growth and progress on achievement.	2.4, 2.6	Principal and lead teachers.	Monthly PLC meetings and minutes will reflect the monitoring of student progress. *Use TEAMS to keep record of these meetings.
3) Multi Tiered Systems of Support (MTSS) will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity. Grade levels will identify intervention time on daily schedule. Certified tutors will be used to support interventions.	2.4, 2.5, 2.6	Teachers	All students who needed intervention will have received it and demonstrate growth on end of year assessments to include: MAP, STAAR, BAS *Schedules *MTSS print out and tutoring sheets *Data
<b>Funding Sources:</b> 211 Title I, Part A - 15798.00			

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

**Performance Objective 2:** Increase MAP Student Achievement Status and Growth in reading and math by 10% compared to last year in every grade level as measured by MAP (comparing BOY to EOY) in grades K-2.

**Evaluation Data Source(s) 2:** Achievement Status and Growth Projection Report

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Support primary readers workshop and effective reading strategies that increase literacy by providing ongoing campus professional development, planning and vertical alignment opportunities.	2.5, 2.6	Interventionist	Increased reading scores at primary levels.
<b>Funding Sources:</b> 211 Title I, Part A - 30327.00			
2) Maximize the use of TEKS resource to increase number sense and academic vocabulary in primary levels utilizing existing resources (MEDC, ENVISION) and vertical alignment.	2.4, 2.5	Teachers	MAP results should reflect an increase of students who have moved from below average to average on the category of numerical representations and relationships. *MOY MAP *EOY MAP

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

**Performance Objective 3:** Increase the Fundamental Five practices to target level "great" on 4 out of all 5 components (must include critical writing) as measured by the final campus summary report in May 2020.

**Evaluation Data Source(s) 3:** PowerWalks reports

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Conduct and provide continuous feedback utilizing PowerWalks and resources.	2.5	Administration	End of year Fundamental Five should demonstrate four out of five good to great targets.
2) T-TESS goals will include Fundamental Five goals that will be measured and monitored throughout the year and summative conference.	2.5	Principal and Assistant Principal.	90-100% of teachers will correlate Fundamental Five as part of T-TESS goal.

## Goal 2: Provide a safe, secure and disciplined learning environment

**Performance Objective 1:** Ensure that the campus is a safe and secure learning environment.

**Evaluation Data Source(s) 1:** Campus crisis plan and discipline reports (calendar with safety drills for the Fall and the Spring; documentation of completed SafeSchools, Kognito and SRP from all staff members).

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Train staff on the Campus Crisis Management Procedures and SRP (Safety Response Protocol) in order to facilitate an environmentally safe and violence free school that is conducive to student success.	2.5	Administrators	100% of staff will be SRP trained.
2) Teach and model to students respectful communication to resolve conflict and minimize discipline within the classroom and the campus utilizing restorative practice methods and classroom guidance sessions on bullying and Character Education. Utilize counselor clerk for counselor's clerical duties.	2.5, 2.6	Counselor	Decrease the number of bullying incidents. *EOY student survey
3) Conduct a minimum of two coordinated exercises per year, including but not limited to Lock Down, Lock Out, Severe Weather, Hold, and/or Shelter-in-Place.	2.5	Principal, Assistant Principal	Staff and students will be better prepared for emergency situations. *calendar dates for these exercises and parent communication letters
4) Provide campus professional development on the impact of trauma for students and emotional poverty.	2.6	Principal, Counselor	Prepare staff to effectively handle student behaviors. *training logs/sign-in sheets: Emotional Poverty, Emotional Backpack

**Goal 2:** Provide a safe, secure and disciplined learning environment

**Performance Objective 2:** Teach and model to students respectful communication to resolve conflict and minimize discipline within the classroom and the campus utilizing restorative practice methods.

**Evaluation Data Source(s) 2:** Discipline records/PEIMS; end of year student survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Schedule time for frequent restorative practices groups and counseling character sessions on the master counselor calendar for K-5.	2.5, 2.6	Counselor	End of year discipline records will reflect less frequency of referrals for disrespectful behaviors on students serviced through restorative practices.

### Goal 3: Attract, develop and retain excellent staff

**Performance Objective 1:** Build capacity of teacher leaders to provide professional learning for educators on campus based on needs.

**Evaluation Data Source(s) 1:** Logs of professional development sessions delivered by teachers

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) The campus will provide at a minimum, three colleague lead staff developments based on campus needs.	2.4, 2.5	Administration and Teachers	Build capacity of teacher leaders *look at sign in-sheets and presenters
2) Provide professional development that will be purposeful in supporting teachers in meeting their T-TESS goals, refinement areas and campus goals.	2.5	Administration and Teachers	increase of teachers meeting T-TESS goals; *Professional development agendas, notes, certificates, and/or T-TESS Summatives

## Goal 4: Promote family engagement and active involvement of the community in the education of our students

**Performance Objective 1:** Increase parent and community participation and engagement

**Evaluation Data Source(s) 1:** Parent logs and sign-in sheets

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Conduct and complete 85% of parent conference by the spring semester that focus on student academic goals and attendance.	3.1, 3.2	Administration Teachers	Review parent conferences logs for 85% participation for all opportunities presented to parents on individual conferences.
2) Increase face to face parent participation in the MTSS process by communicating expectations to attend and be present.	2.6, 3.2	Counselor	MTSS paperwork will reflect parents in attendance and reflect ongoing communication.
3) Create purposeful, easy to use, hands on activities at parent events in which parents can experience and learn how to help their children at home. Provide parent event flyers in Spanish.	2.5, 2.6, 3.1, 3.2	Administration and Interventionist	Survey parents on the helpfulness of the activities offered and allow them to provide feedback. *Flyers of parent engagement opportunities
	<b>Funding Sources:</b> 211 Title I, Part A - 615.00		



## Goal 5: Ensure and demonstrate efficient and effective use of district resources

**Performance Objective 1:** Increase the opportunities for students to utilize technology across grade levels and content.

**Evaluation Data Source(s) 1:** Walkthroughs demonstrating students using technology and inventory of technology in each classroom

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Purchase iPads for classrooms and student use.	2.5	Principal	Provide various and efficient ways to access curriculum. More teachers will start to request iPads to support their instruction in class. *Look at inventory building up
	<b>Funding Sources:</b> 263 Title III, LEP - 1092.00		
2) Utilize technology department to provide at least 3 presentations of instructional technology tools to use in classrooms.	2.4, 2.5, 2.6	Administration	Teachers will become more diverse in the use of technology in their classrooms. *Sign-in sheets of technology PD offered

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Please see the 2019-2020 Lomax Elementary Campus Improvement Plan.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The 2019-2020 Campus Improvement Plan Committee.

### **2.2: Regular monitoring and revision**

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

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

The CIP will be posted on the LPISD website and available at the Lomax Elementary Office.

### **2.4: Opportunities for all children to meet State standards**

- Utilize Envision Math Adoption (k-5) textbook and software, HMH Reading Adoption (K-5), EDC K-1, STAAR Masters and RTI Mastery to address grade specific reading, mathematics and writing concepts and state/supporting standards.
- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- MTSS will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity.
- All students at risk will participate in accelerated instruction and/or interventions provided by interventionist, teachers and/or tutors.
- Grade levels will identify intervention time on daily schedule.
- Teachers and special education staff will collaboratively identify and provide targeted tutoring for special education students.
- Increase writing scores by strengthening vertical alignment and using targeted interventions.
- Analyze student performance on campus every three weeks to monitor instruction.
- Maximize the use of TEKS resource to increase number sense and academic vocabulary in primary levels utilizing existing resources (MEDC, ENVISION) and vertical alignment.
- Provide staff continuous feedback on their powerwalks as it relates to Fundamental Five prior to their summative conference.
- Utilize and support IPADS and make them 100% functional in the classrooms for all students
- Provide professional development on Word Study, Phonics and Spelling (K-3) and guided reading practices
- Provide various technology resources to students and teachers
- Provide tutoring

## **2.5: Increased learning time and well-rounded education**

- Analyze reading checkpoints as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning.
- MTSS will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity. Grade levels will identify intervention time on daily schedule. Certified tutors will be used to support interventions.
- Support primary readers workshop and effective reading strategies that increase literacy by providing ongoing professional development, planning and vertical alignment opportunities.
- Maximize the use of TEKS resource to increase number sense and academic vocabulary in primary levels utilizing existing resources (MEDC, ENVISION) and vertical alignment.
- Conduct and provide continuous feedback utilizing PowerWalks and resources.
- Schedule time for frequent restorative practices groups and counseling character sessions on the master counselor calendar for K-5.

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

- Analyze reading checkpoints as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning.

- PLCs will be conducted with a focus to monitor student growth and progress on student groups (specifically ECD and HISP).
- SST systems will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity. Grade levels will identify intervention time on daily schedule.
- Support primary readers workshop and effective reading strategies that increase literacy by providing ongoing planning and vertical alignment opportunities.
- Schedule time for frequent restorative practices groups and counseling character sessions on the master counselor calendar for K-5.
- BAS and early literacy training will be provided on campus by the literacy interventionist after school and during PD calendar days.
- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their children at home.
- Increase face to face parent participation in the MTSS/RTI (SST) process by communicating expectations to attend and be present.
- Utilize and support IPADS and make them 100% functional in the classrooms for all students to include ELLs.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

- Conduct and complete 85% of parent conference by the spring semester that focus on student academic goals and attendance.
- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their children at home.
- Increase face to face parent participation in the MTSS process by communicating expectations to attend and be present.

### **3.2: Offer flexible number of parent involvement meetings**

- Conduct and complete 85% of parent conference by the spring semester that focus on student academic goals and attendance.
- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their children at home.
- Increase face to face parent participation in the MTSS/RTI (SST) process by communicating expectations to attend and be present.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Haug	Interventionist	Title I	.3950

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Certified tutors for small group interventions	2110-11-00-106-30-019-6112	\$13,892.52
1	1	3	Before school tutoring by certified teachers	2110-11-00-106-30-019-6118	\$1,905.48
1	1	3	Tutoring Transportation	2110-11-00-106-30-019-6494	\$0.00
1	2	1	Professional Development to support campus needs	2110-13-00-106-30-019-6411.IS	\$0.00
1	2	1	Interventionist	2110-11-00-106-30-019-6119	\$30,327.00
1	2	1	Literacy Resources	2110-11-00-106-30-019-6329	\$0.00
4	1	3	Supplies for parent nights	2110-61-00-106-30-019-6399	\$0.00
4	1	3	snacks for parent nights	2110-61-00-106-30-019-6499	\$615.00
<b>Sub-Total</b>					\$46,740.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	iPads	2630-11-00-106-25-019-6396	\$1,092.00
<b>Sub-Total</b>					\$1,092.00
<b>Grand Total</b>					\$47,832.00