

La Porte Independent School District

Lomax Junior High

2019-2020 Improvement Plan

Accountability Rating: C



Mission Statement

Lomax Junior High School will provide a safe environment that ensures that every member of the school community reaches a gold standard of achievement as determined by district and state standards. We commit to do **WHATEVER IT TAKES** to assure this outcome.

Vision

Lomax Junior High School will challenge their students to achieve excellence to bridge the critical gap between instruction and assessment by ensuring deep implementation of action that creates real change and sustainable student achievement while providing a safe and secure environment.

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

Value Statement

We are LOBOPROUD

Postive

Respectful

Organized

Uplifiting

Determined

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lomax Junior High School is one of 2 junior high school campuses that serves only 7th and 8th grade students in the twelve campus La Porte Independent School District. Lomax opened its doors in 1985 and serves predominantly lower class or middle class families. Lomax's current enrollment is approximately 603 seventh and eighth graders. Eleven years ago, approximately 540 students were served by the campus, which is a 14% increase. The students at Lomax Junior High School have a seven period class day scheduled in academic team pods, with five core/supplementary classes and two electives. Every Tuesday and Thursday the student schedule is adjusted for a 45 minute Enrichment Period in order for students to receive the *Character ED* social skill instruction along with remediation and acceleration using *Edgenuity* software programs.

The 2019-20 student population is mostly comprised of the Hispanic and White ethnicity groups and is fully broken down as follows:

Hispanic	51.5%
White	40.1%
African American	6.1%
Two or More Races	1%
American Indian	.9%
Asian	1.9%
Pacific Islander	1.1%

The student enrollment by group is broken down as follows:

Economically Disadvantaged	49.4%
English Learner	10.2%
Special Education	8.6%
At-Risk	51.2%
Homeless	1.5%

The staff of Lomax Junior High is a group of dedicated educators who strive to meet the needs of all students. 100% of the teachers at LXJ are certified for the subjects that they teach. The average years experience for teachers at LXJ is 8.9, and 10 teachers currently hold Masters degree. The ethnic breakdown

of LXJ teacher is as follows:

Hispanic	3
White	28
African American	5
Asian/Pacific Islander	4

Demographics Strengths

Lomax Junior High has many strengths. Some of the notable strengths are:

- Supportive community
- Supportive staff
- Highly trained teachers

Student Academic Achievement

Student Academic Achievement Summary

For the 2019-2020 school year Lomax Junior High received an overall score of 79 which is rated as a B by the Texas Education Agency. This composite score is made up of three domains, Domain 1 Student Achievement, Domain 2 School Progress, and Domain 3 Closing the Gaps.

The four year comparison of STAAR scores shows that last year we saw an increase in the All Subjects, Reading, Social Studies and Writing categories and a decline in Science. Math held steady at 85%

Subject	2016	2017	2018	2019
All Subjects	83%	84%	80%	81%
Math	87%	89%	85%	85%
Reading	87%	85%	77%	83%
Science	83%	87%	88%	83%
Social Studies	73%	77%	74%	77%
Writing	79%	77%	71%	74%

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

Subject by Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
7 th Grade Writing	73.6%	42.7%	14.23%
7 th Grade Reading	77.74%	50.73%	29%
7 th Grade Math	70.17%	24.31%	2.21%
8 th Grade Reading	78%	46%	21%
8 th Grade Math	85%	52%	10%
8 th Grade Science	82%	52%	23%
8 th Grade Social Studies	76%	33%	13%
Algebra 1	99%	74%	32%

READING

Looking deeper, STAAR 2-year Comparison Performance scores for Reading are as follows:

7 th Grade Reading	Approaches	Meets	Masters
17-18	68%	42.5%	22%
18-19	74%	51%	29%

8 th Grade Reading	Approaches	Meets	Masters
17-18	80%	45%	25%
18-19	78%	46%	21%

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

- The Special Education (Sp Ed) scores are 33% lower than All students in 7th grade and 37% lower in 8th grade than All students.
- The LEP subgroup scores are 32% lower than All students in 7th grade, and 24% lower in 8th grade All students.
- Economically Disadvantaged (ECD) scores are lagging behind the all students scores.

The White subgroup did not meet the indicator in any domain of the TEA accountability system. The lower percents in Meets and Masters attributed to the missed indicators. We also did not meet the closing the gaps domain in 7th grade or 8th grade reading in LEP or SPED.

MATH

Looking deeper, STAAR 2-year Comparison Performance scores for Math are as follows:

7 th Grade Math	Approaches	Meets	Masters
17-18	63%	13%	2%
18-19	71%	24%	2.2%

8 th Grade Math	Approaches	Meets	Masters
17-18	92%	70%	18%
18-19	85%	52%	10%

8 th Grade Algebra	Approaches	Meets	Masters
17-18	99%	95%	78%
18-19	99%	74%	32%

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

- The Special Education (SpEd) scores are 37% lower than All students in 7th grade and 48% lower in 8th grade than All students.
- While there was significant improvement for the 7th grade Math in Approaches, Meets, and Masters for the 18-19 school year there were declines in all three scoring categories in 8th grade Math and Algebra.
- The LEP subgroup scores are 18% lower than all students in the 7th grade and 15% lower than All students in 8th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

7th Grade math scores continue to be of great concern for Lomax JH. There is about a 16% difference between Approaches scores from 7th to 8th grade. The White subgroup did not meet the indicator in any domain of the TEA accountability system. The lower percents in Meets and Masters attributed to the missed indicators. We did not meet the closing the gaps targets for any subpop for 7th grade math with the exception of the African American subpop. In 8th grade math we did not meet the closing the gaps targets for LEP or SPED.

Writing

Looking deeper, STAAR 2-year Comparison Performance scores for Writing are as follows:

7 th Grade Writing	Approaches	Meets	Masters
17-18	71%	39%	9%
18-19	74%	42%	14%

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

- The Special Education (SpEd) scores are 46% lower than All students in the 7th grade.
- There was an improvement in the Approaches, Meets and Masters groups from the previous year.
- The LEP subgroup scores are 36% lower than All students in the 7th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

Science

Looking deeper, STAAR 2-year Comparison Performance scores for Science are as follows:

8 th Grade Science	Approaches	Meets	Masters
17-18	88%	56%	29%
18-19	82%	52%	23%

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

- The Special Education (SpEd) scores are 49% lower than All students in the 8th grade.
- There was a slight decline in overall scores for Approaches, Meets and Masters from the previous year.
- The LEP subgroup scores are 32% lower than All students in the 8th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

SOCIAL STUDIES

Looking deeper, STAAR 2-year Comparison Performance scores for Social Studies are as follows:

8 th Grade Social Studies	Approaches	Meets	Masters
17-18	74%	39%	35%
18-19	76%	33%	13%

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

- The Special Education (SpEd) scores are 39% lower than All students in the 8th grade.
- The Approaches category for all student showed a slight increase while the Meets and Masters showed decreases from the previous year.
- The LEP subgroup scores are 11% lower than All students in the 8th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

Student Academic Needs:

- Increase instructional rigor in Tier 1 Instruction
- 51% of all students met or exceeded expected growth on the 2019 STAAR Math (Domain 2a)
- 68% of all students met or exceeded expected growth on the 2019 STAAR Reading (Domain 2a)
- 34% of 8th grade students did not meet standard on the 2019 STAAR Social Studies (Domain 1)
- Special Education students scores continue to lag behind all other subpops, and did not meet academic achievement growth (Domain 1,2,3)
- 14% of English Learners progressed at least one proficiency level on TELPAS Composite Rating (Domain 3)

Identified for Targeted Support

Several areas are being specifically targeted for improvement. Our White subpopulation is not performing to state targets in Reading, Math or the Student Achievement Domain Score, and our Current SPED subpop is not performing to state targets in Math. In mathematics, all students in all demographic areas are below identified targets. Finally, while the graduation rate remains high, there was no improvement in the rate for the 2018-2019 school year and thus this area has been targeted for improvement.

Student Academic Achievement Strengths

- Met Standard in All Indexes
- Improvements in passing percentages in all subjects except 8th grade science.
- 7th grade Reading saw increases in 16 different reporting categories from the pervious year.
- African American sub pop saw large increases in 8th grade sceince and 7th grade math Approaches and Meets. (29,22,20)
- Utilize the RTI and SST process to provide interventions for struggling learners.
- Provided tutors for Math and Reading.
- Utilize interventionist effectively for struggling learners.

School Processes & Programs

School Processes & Programs Summary

All processes instituted at LXJ are the work of a collaboration between the instructional leadership team, the administrative team, and the CPOC committee. These groups meet regularly to discuss campus issues and participate in the decision making of the campus.

In an effort to improve the leadership capacity of the teaching staff at Lomax Junior High a group of aspiring administrators was created that will be tasked with providing input for improving the processes at LXJ. This group will meet every 6 weeks and will be tasked with a different process to examine and give input into new creative solutions.

Lomax serves 62 English Language Learners which is a 2 student decrease from the previous year, and 76 students participate in the Gifted and Talented program an increase of 13. 28 eighth grade students and 33 seventh graders are identified for 504 services, and 52 students are served through Special Education.

Additionally, the curriculum is designed to supplement limited English proficient students' academic as well as language acquisition needs. Certified teachers are trained in the services needed to provide support language arts instruction for all identified dyslexic students. The language arts team has received additional professional development to support language arts instruction for the identified dyslexic students. Gifted and talented(GT) services are provided to GT identified students during the 7thgrade GT/PreAP language arts class, 7thGrade PreAP science class, the 8thgrade GT/PreAP language arts and 8thgrade GT/PreAP science classes. Students qualify for giftedness in LPISD through a screening process which includes assessments which are both qualitative and quantitative. Students engage in critical and creative thinking, problem solving, leadership, and project-based learning that accelerate their learning opportunities.

The GT classes have been blocked in order to allow GT students more access and time with curriculum designed to meet their unique needs. The campus participates in the LPISD Student Technology Initiative. Tech support is provided by the classroom teachers and technical applications class. Title I and Title III funds are utilized in support for Limited English Proficient(LEP) students, including support materials, extended day tutorials, and professional development in best practices.

The identified dyslexic students are served by one certified and trained ELA teacher in their LOBO Period enrichment class and four ELA core teachers trained in the dyslexic intervention strategies, utilizing the research-based Region IV dyslexic curriculum. Funding for the Math Intervention Teacher is 39% Title I, Part A funds. Special Ed services are provided within the inclusive classroom setting by three Coteach teachers and assisted by the three inclusion paraprofessionals. These paraprofessionals are certified as Highly Qualified. The Focus program is provided both, within the classroom and the Focus setting, by one Focus teacher and two paraprofessionals. A fourth-year program at Lomax for students with autism spectrum disorder is called SAIL. Currently, there are 16 students that participate in this program and they are served by one teacher and two paraprofessionals.

For the second school year Lomax JH will be participating in a new PBIS program in an effort to improve the school culture and cut down on unnecessary instances of students being taken out of the classroom for disciplinary purposes. The program sets expectations for behavior for the various spaces around

the campus and provides positive incentives for correct behavior in the form of proud passes and Lobo of the 6 weeks celebrations. In conjunction with this new PBIS program Lomax JH has developed a new discipline management system that was developed by Administration and Staff in an effort to improve the RTI/MTSS program.

A new structured RTI/MTSS program will be continue this year at Lomax Junior High and will be focused on two separate aspects in order to proactively help students achieve success. One of these systems will be focused on instructional intervention while the other will be focused on behavior intervention. All students begin in Tier 1 instructional and behavioral support and will progress to level 2 and three based on need. At each Tier the Campus RTI/MTSS team will meet every 6 weeks in order to evaluate the interventions in place and to determine if more intervention is needed in order to keep the student successful.

While technology is prevalent in the school in the form of laptops they are over 5 years old and can sometimes be unreliable. iPads are being increasingly introduced to the population and have aided in the technology integration of the school. They have also become reconized as tool to aid in the accelration of sturggling students due to the plethora of apps that teachers can utilize to help instrucion be more engaging.

Processes and Programs Needs:

- **Improve aging technology resources**
- **Increase teacher competency in technology integration**
- **Continue strengthening the Rti/MTSS, PBIS, and discipline management plan implemented the prior year**
- **Improve teacher understanding and partiapiation in the campus PLC process, including data analysis and the collaborative planning process**
- **Continue strengthening the Campus Safety Plan with an emphasis on campus Threat Assessment Team**

School Processes & Programs Strengths

Lomax Junior High has several strong processes and programs. A few of these are:

- Small group instruction
- Tutoring plan
- Instructional leadership team
- Robust library
- RTI/MTSS process
- Tier 2 and Tier 3 intervention strategies
- Instructional Leadership Team collaboration
- PLC Data Meetings

Technology strengths include:

- Mimeo's

- Envision software
- 2 computer labs
- Classroom sets of laptops for all core classrooms
- Introduction of iPad carts

Perceptions

Perceptions Summary

The attendance rate for Lomax Junior High remained consistent with the previous year and was 95% for the 2018-2019 school year.

There were a total of 678 days of student instruction missed due to In-School, Out-of-School suspensions, or placement at the DAEP campus that were a result of 219 discipline referrals this year. Due to the success of last years implemented PBIS, new discipline system, and new RTI/MTSS system this is a reduction of 387 discipline referrals and 337 days of missed instruction due to discipline.

There teacher turnover for this past was more significant than in years past with 10 positions needing to be filled. Of those positions 5 teachers are brand new to the profession, and the remaining 5 have at least two years of experience. Each new teacher is paired with a mentor teacher, and meets regularly to make sure that their transition into their new profession is smooth.

Our school-wide Title I program consists of parent involvement activities that include the annual Lobo Launch, Title I Parent Academy, Fine Arts Festival, 6-weeks Lobo Leader Celebrations, monthly CPOC meetings, SST parent conferences, and regular parent meetings. Our State Compensatory Education (SCE) Program consists of a Math Specialist and a Bilingual paraprofessional. All 8th graders are required to take the Technological Applications and Career Explorations classes where they receive assistance in creating their four-year plan in anticipation of becoming college and/or career ready. Language acquisition is integrated within the four core classes of the Academic Team and served by ESL certified teachers.

Perceptions Strengths

Lomax Junior High has a dedicated staff of educators who work every day because they love students and the school that they teach at. All functions are attended very well by our parents, and parents can be counted on to help when needed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

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

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
- Study of best practices
- 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: Strengthen the core curriculum and instruction to ensure growth and successful learning for all students.

Evaluation Data Source(s) 1: LPISD Common Assessments, Map Testing, STAAR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Targeted Support Strategy 1) Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring.	2.4, 2.5, 2.6	Administration, Interventionists, classroom teachers, Tutors	Additional instructional time, targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR
	Funding Sources: 211 Title I, Part A - 15000.00		
2) Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day.	2.4, 2.5, 2.6	Classroom Teachers, Math Specialist, Math Special Ed Specialist,	Targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR
	Funding Sources: 211 Title I, Part A - 33008.52		
3) Provide targeted support in the ELA classrooms by utilizing data driven resources.	2.4, 2.5	ELA Teachers, Instructional Leadership teams	Targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR.
	Funding Sources: 211 Title I, Part A - 2000.00		
4) Collaborative Leadership, Professional Learning Communities will research, implement and review instructional strategies.	2.4, 2.5, 2.6	Principal, Associate Principal, Assistant Principal, Science Coach, Teachers	The teachers will review, reflect and model a strategy. The increased rigor will yield an achievement gain with our learners.

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

Performance Objective 2: Improve % of students who reach the "Meets" level on the STAAR exams to following percentages:

- 7th Grade Math- 50%
- 7th Grade Reading- 65%
- 7th Grade Writing- 65%
- 8th Grade Math- 75%
- 8th Grade Reading- 65%
- 8th Grade Science- 70%
- 8th Grade Social Studies- 50%
- 8th Grade Algebra- 95%

Evaluation Data Source(s) 2: LPISD Common Assessments, Map Testing, STAAR

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Specifically target student deficits using the MAP test, and couple that with specific intervention using edgenuity in the classroom and the intervention period.	2.4, 2.5, 2.6	Teachers, RTI members, Instructional Leadership team.	Improved scores on the STAAR exam.
2) All LXJ staff will analyze data using euphoria to target specific subgroups and specific objectives for mastery.	2.4, 2.5, 2.6	Teachers, RTI members, Instructional Leadership team.	Improved scores on the STAAR exam.
<p style="text-align: center;">Targeted Support Strategy</p> 3) Administration, Instructional Coaches, and teachers will utilize data analysis for each sub pop on all assessments to examine strengths and weaknesses to develop new ways to teach and intervene with all students.	2.4, 2.5, 2.6	Administration, Teachers, Instructional Coaches	Improved scores in the meets and masters levels

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

Performance Objective 3: Lomax JH will increase students performance in the Closing the Achievement Gap domain as evidenced by 18 of 18 student groups achieving Meets on STAAR

Evaluation Data Source(s) 3: Frequent student assessments: Checkpoints, Unit Tests; Benchmarks and STAAR scores

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Lomax JH will provide ongoing professional development to enhance the instruction and delivery for our learners needing EL support.</p>	2.4, 2.5, 2.6	Administration, Instructional Coaches, interventionists, teachers	Increase levels of mastery by EL students evidenced by a higher percentage of students being exited from ESL.
<p>Targeted Support Strategy 2) Lomax JH will implement a comprehensive Response To Intervention /Multi-Tiered System of Support, RtI/ MTSS, to provide intervention for learners.</p>		Teachers Instructional Coaches Administration Counselor	Close the achievement gaps of students who have historically displayed low levels of achievement, Did Not Meet, on state assessments.
<p>Targeted Support Strategy 3) Lomax JH will secure culturally relevant literature to meet the educational and behavioral needs of all learners.</p>	2.4, 2.6	Teachers Instructional Coaches Administration Counselor	Increased on-task behaviors exhibited to show academic growth and levels of mastery.

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

Performance Objective 1: Develop and implement plans to improve campus culture, and management while decreasing student discipline referrals by 10% per year

Evaluation Data Source(s) 1: eSchool data and PIEMS reporting

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Develop and implement a campus Crisis Response Team, a Threat management team, and an Emergency Operations Plan.	2.4, 2.5, 2.6	Principal, Associate Principal, Assistant Principal, Counselor, Nurse, SRO, CIS, CYS	Maintain a safe learning environment to meet the needs of all learners.
2) Continue to strengthen and refine our comprehensive discipline management plan that correlates to RTI/MTSS, and a PBIS school-wide system.	2.5, 2.6	Principal, Associate Principal, Assistant Principal, Interventionists Counselor	Maintain a safe learning environment to meet the needs of all learners.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Implement strategies to provide professional learning for educators on campus.

Evaluation Data Source(s) 1: Number of opportunities for professional development, and participation rates.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide high quality staff development for classroom teachers, administrators, and counselors, to enable them to meet the needs of all students.	2.6	Instructional Leadership team, Administration, Department Heads	Improve staff retention, improve school culture, improve the professional development of faculty.
	Funding Sources: 211 Title I, Part A - 10801.48		
2) Provide quality staff development for teachers and administrators of bilingual/ESL students, as well as increase the number of teacher with ESL Endorsement.	2.6	Administration Teachers	Improve professional development of faculty and administration. Improve LEP students scores on STAAR exams
	Funding Sources: 263 Title III, LEP - 1184.00		

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

Performance Objective 1: Establish a baseline for the purpose of measuring parent and community involvement.

Evaluation Data Source(s) 1: Documentation of advertised opportunities
 Attendance by parents/community members at campus activities
 Informal tracking of attendance at activities, awards, and other campus events

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Throughout the 2019-2020 school year parent meetings will be held at LXJ in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community.	3.1, 3.2	Teachers, Administration, CPOC, Instructional Leadership Team	Improve community involvement
Funding Sources: 211 Title I, Part A - 960.00			

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

Performance Objective 1: Professional Staff will demonstrate required technology competencies as measured by 100% mastery of the SBEC technology Application Standards and district teacher/student productivity software.

Evaluation Data Source(s) 1: Technology work orders, campus PD sign-in sheets, Powerwalk data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver.	2.4, 2.5, 2.6	Principal, Associate Principal, Assistant Principal, Technology Department	Increase integration of technology in the learning environment.
<p>TEA Priorities Connect high school to career and college</p> 2) Provide iPads to be utilized for instruction to support technology integration and provide accelerated learning for those programs. Students will utilize specific apps and use iPads for access to the Edgenuity platform. As well as provide iPads for ESL student check out to help facilitate the same goals.	2.4, 2.5, 2.6	Principal, Associate Principal, Assistant Principal, teachers.	Increase integration of technology in the learning environment, and accelerate instruction for the SSI and summer school programs.
Funding Sources: 211 Title I, Part A - 16535.52, 263 Title III, LEP - 3730.00			

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 Lomax Junior High Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 Lomax Junior High Campus Improvement Plan.

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 Juniuor High office.

2.4: Opportunities for all children to meet State standards

- Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring, as well as specific targeted tutor for struggling ELL students.
- Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day.
- Provide targeted support in the ELA classrooms by utilizing data driven resources
- Collaborative Leadership, Professional Learning Communities will research, implement and review instructional strategies
- Specifically target student deficits using the MAP test, and couple that with specific intervention using edgenuity in the classroom and the intervention period
- All LXJ staff will analyze data using euphoria to target specific subgroups and specific objectives for mastery.
- Develop and implement a campus Crisis Response Team, a Threat management team, and an Emergency Operations Plan.
- Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver.

2.5: Increased learning time and well-rounded education

- Develop a comprehensive discipline management plan that correlates to MTSS/RtI, and a PBIS school-wide system.
 - Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring, as well as specific targeted tutor for struggling ELL students.
 - Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day.
 - Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver.
 - Specifically target student deficits using the MAP test, and couple that with specific intervention using edgenuity in the classroom and the intervention period.

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

- Provide high quality staff development for classroom teachers to enable them to meet the needs for their students to be successful for 100% of classroom teachers in the core contents with an emphasis on math and science.
- Provide quality staff development for teachers and administrators of bilingual/ESL students, as well as increase the number of teacher with ESL Endorsement.
- Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver.

- Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring, as well as specific targeted tutor for struggling ELL students.
- Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Throughout the 2019-2020 school year parent meetings will be held at LXJ in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community.

3.2: Offer flexible number of parent involvement meetings

Throughout the 2019-2020 school year parent meetings will be held at LXJ in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fredna Lussier	Interventionist	Math Interventionist	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors	2110-11-00-043-30-013-6112	\$12,000.00
1	1	1	Pay for Teacher Tutors	2110-11-00-043-30-013-6118	\$3,000.00
1	1	2	FTE payroll	2110-11-00-043-30-000-6119	\$33,008.52
1	1	3	Scope Magazine subscription	2110-11-00-043-30-013-6329	\$2,000.00
3	1	1	PLC Conference	2110-13-00-043-30-013-6411.IS	\$7,801.48
3	1	1	PLC Conference	2110-23-00-043-30-013-6411.IS	\$1,000.00
3	1	1	TASSP Summer Workshop and Law Conference	2110-23-00-043-30-013-6411.IS	\$2,000.00
4	1	1	Refreshments	2110-61-00-043-30-013-6499	\$960.00
5	1	2	iPads, cases, carts, licenses	2110-11-00-043-30-013-6396	\$16,535.52
Sub-Total					\$78,305.52
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	TEXTESOL conference (Travel, Registration, Accommodations)	2630-23-00-043-25-013-6411.IS	\$1,184.00
5	1	2	iPads, cases, licenses	2630-11-00-043-25-013-6396	\$3,730.00
Sub-Total					\$4,914.00
Grand Total					\$83,219.52