

La Porte Independent School District

Lomax Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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 was built in 2016 and currently serves 469 students in grades Kindergarten to 5th. We have two FOCUS classes (Focusing on Communicating and Understanding Skills), one SAIL (Social Academic and Interpersonal Learning) class, four Kindergarten classes, four 1st grade classes, four 2nd grade classes, four 3rd grade classes, four 4th grade classes, and three 5th grade classes. Our primary classes, K-2nd, are self-contained and our upper elementary 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 are visible.

Lomax Elementary has a dedicated and highly-qualified team of 45 members that include teachers, paraprofessionals, interventionists (3), counselor (1) and administrators (2). As of August 5, 2022, the campus is fully staffed with no vacancies. One of the FOCUS teacher positions is currently filled with a contract employee.

Our economically disadvantaged rate of 44.6% continues to qualify Lomax Elementary as a Title 1 campus. This rate will be closely monitored in the next few years to see if there is a steady decline. We believe this is not an accurate reflection of our school population as families may not be completing the Free and Reduced Meal Application due to the provision made by the USDA to serve free meals to all students regardless of eligibility.

The following table shows the Ethnic/Race distribution of students and staff and the student group distribution:

	STUDENTS			STAFF (Pro./Para)	
	19-20 (Feb. Board Report)	20-21 (Oct. Board Report)	21-22 (Oct. Board Report)	20-21	21-22
Total Enrollment	488	463	470	52 (36/10)	52 (36/12)
Ethnicity					
Hispanic	45.7%	47.5%	47.0%	13.5%/60%	18.9%/40%
Non-Hispanic	54.3%	52.5%	53.2%		
White	46.8%	47.5%	50%	83.7%/86/7%	91.9%/73.3%
African American	3.5%	8.4%	8.0%	0%/0.3%	0%/0.4%
American Indian	3.0%	3.0%	3.0%	0%/0%	0%/0%
Asian	1.0%	2.0%	1.0%	2.0%/0%	2.0%/0%
Pacific Islander	0.2%	0.2%	0.2%	0%/0%	0%/0%

	STUDENTS			STAFF (Pro./Para)		
Student Groups						
English Learners	4.7%	5%	5.5%			
Eco Dis	51.0%	61.7%	44.6%			
Special Education	12.5%	10.2%	15.3%			
Section 504	~	~	~			
Gifted and Talented	8.0%	4.3%	5.3%			
At Risk	~	~	~			

Student Demographics Needs:

- Possibility of low reported economically disadvantaged students due all LPISD students receiving free lunch
- Moderate lack of equality in race and ethnicity between students and staff
 - Specifically, Hispanic and African American
- Low attendance rate (93%) - possibility of a combination of COVID protocol and the return of the flu outbreak

Demographics Strengths

- Ongoing low teacher turnover rate (average new hires - 3 per year)
- High community support from our outstanding PTO. The board members offer their time at least 3 days a week to complete work orders for teachers.
- GT population (5.3%) is relatively close to the state percentage (8.1%)
- Low mobility rate (11.1%) in comparison to the state mobility rate (15.3%)

Student Learning

Student Learning Summary

Based on preliminary STAAR Performance, Lomax Elementary had a student achievement raw component score of 59. In addition, based on Relative Performance, Lomax Elementary had a school progress raw component score of 59.

When looking at the 2022 Closing the Gaps Reports, Lomax Elementary's sub-populations (all students, African American, Hispanic, White, English Learners, and Special Education) met the target set by the state. However, our White and Economically Disadvantaged student group did not meet the target in Student Success Status.

The following table shows LXE's STAAR Data from 2018 – 2022, all grades tested.

	2018	2019	2020	2021	2022
	Approaches	Approaches	No Test Given	Approaches	Approaches
Math (3 rd – 5 th)	94%	90%		80%	84%
Reading (3 rd - 5 th)	94%	92%		80%	88%
Science (5 th)	96%	93%		80%	83%
Writing (4 th)	83%	79%		72%	Not tested as a stand-alone

The following table shows LXE's 2022 Math STAAR Data, by grade, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Grade Math	83%	48%	20%
4 th Grade Math	83%	53%	30%
5 th Grade Math	87%	59%	35%

The following table shows a comparison of LXE's 2017 - 2022 Math STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
3 rd Grade Math	86%	89%	85%	No Test Given	84%	84%
4 th Grade Math	90%	89%	85%		66%	84%
5 th Grade Math	99%	100%	99%		84%	88%

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

- Math scores are slightly declining in 3rd grade. Possible cause for the slight decrease from 2019 to 2022 could be the gaps in instruction related to the COVID 19 pandemic.
- There was a significant decrease in the 4th grade Math Data from 2019 to 2021, however, the data showed a significant increase in 2022.
- There is a noticeable decrease in the 5th grade Math Data from 2019 to 2021. Through rigorous tier 1 instruction, there is a noticeable climb from 2021 to 2022. This shows the recovery of skills that were lost during the COVID 19 pandemic and the move from 2 administrations in 5th grade in 2019 to 1 administration in 5th grade in 2021.
- While the results in all grades are decreasing in the approaches category, the meets category shows that half of our students reached this skill level.
- A strength in 5th grade for the 2022 administration is the large percentage of students that reached meets level (59%).

The following table shows LXE’s 2022 Reading STAAR Data, by grade, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3rd Grade Reading	89%	59%	36%
4th Grade Reading	90%	71%	29%
5th Grade Reading	88%	66%	48%

The following table shows a comparison of LXE’s 2017 - 2022 Reading STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
3rd Grade Reading	88%	90%	87%	No Test Given	90%	89%
4th Grade Reading	82%	92%	87%		72%	90%
5th Grade Reading	99%	99%	100%		78%	88%

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

- Prior to the COVID 19 pandemic, Lomax Elementary had shown a steady rate of reading scores at all grade levels and at all Performance Levels. Cohorts were also showing consistent growth.
- While 2021 showed to be a struggle for 4th and 5th grade from 2019 to 2021, the scores have increased in 2022. This shows that learning gaps are closing for students as we pull further away from the COVID 19 pandemic.

The following table shows LXE’s 2022 5th Grade Science STAAR Data, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
5th Grade Science	83%	55%	28%

The following table shows a comparison of LXE’s 2017 - 2022 Science STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
5th Grade Science	99%	96%	93%	No Test Given	80%	83%

An analysis of scores for each student group in 5th Grade Science revealed the following:

- Lomax Elementary shows a decline in science scores at all Performance Levels from 2017 to 2022. There is a slight improvement from 2021 to 2022. This result might be due to the overall educational recovery from the COVID-19 pandemic.

The following tables shows LXE’s 2021 - 2022 EOY BAS data for Kindergarten through 2nd grade.

	Kindergarten			1st Grade			2nd Grade		
	App. Exp.	Meets Exp.	Exceeds Exp.	App. Exp.	Meets Exp.	Exceeds Exp.	App. Exp.	Meets Exp.	Exceeds Exp.
All Students	79%	54%	28%	53%	43%	33%	86%	76%	39%

Understanding that limited data has been collected as a result of BAS being a new assessment in 2018-2019 and BOY and EOY data collection was limited to the COVID 19 pandemic, the analysis of scores for all students reveals the following:

- There is a significant difference in the percentage of students who Approached Expectations when comparing Kindergarten data to 1st and 2nd Grade. Possible causes could be the interruption in learning during the students' crucial 1st grade year, where a larger growth is expected in reading development.
- Second grade students show that the majority of the population met or exceeded the grade level expectation in reading levels.

The following tables shows a comparison of LXE’s 2021-2022 MAP data from Winter to Spring for each grade level (2nd – 4th, Reading and Math, 1st, Math Only), fall scores are not included due to inconsistency in results related to COVID-19, 5th grade data is not available at this time.

2021-2022	2021-2022
Winter MAP	Spring MAP
Math 1st Grade	Math 1st Grade
Percentile	Percentile
38%ile	42%ile

2021-2022	2021-2022		2021-2022	2021-2022
Winter MAP	Spring MAP		Winter MAP	Spring MAP
Reading 2nd Grade	Reading 2nd Grade		Math 2nd Grade	Math 2nd Grade
Percentile	Percentile		Percentile	Percentile
56%ile	64%ile		41%ile	47%ile

2021-2022	2021-2022		2021-2022	2021-2022
Winter MAP	Spring MAP		Winter MAP	Spring MAP
Reading 3rd Grade	Reading 3rd Grade		Math 3rd Grade	Math 3rd Grade
Percentile	Percentile		Percentile	Percentile
60%ile	62%ile		47%ile	60%ile

2021-2022	2021-2022		2021-2022	2021-2022
Winter MAP	Spring MAP		Winter MAP	Spring MAP
Reading 4th Grade	Reading 4th Grade		Math 4th Grade	Math 4th Grade
Percentile	Percentile		Percentile	Percentile
54%ile	65%ile		53%ile	64%ile

2021-2022	2021-2022		2021-2022	2021-2022
Winter MAP	Spring MAP		Winter MAP	Spring MAP
Reading 5th Grade	Reading 5th Grade		Math 5th Grade	Math 5th Grade
Percentile	Percentile		Percentile	Percentile
69%ile	59%ile		58%ile	58%ile

An analysis of the comparison of 2021 – 2022 Winter to Spring MAP data for 1st grade (math only) and 2nd to 5th grade (Reading and Math) reveals

the following:

- The average percentile for all MAP data falls at or above 50th percentile mark in reading and math for most grade levels.
- All data remains relatively stable from Winter to Spring with the exception of 5th grade reading, which showed a significant increase from winter to spring (10 percentile points).

The following table shows the data from LXE’s 2021-2022 Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings:

	# of EB Sts.	Beginning	Intermediate	Advanced	Adv. High
Kindergarten	2	0	1	1	0
1st Grade	7	0	2	1	4
2nd Grade	1	0	1	0	0
3rd Grade	3	0	0	1	2
4th Grade	4	0	2	2	0
5th Grade	6	0	0	3	3

An analysis of the 2021 – 2022 TELPAS Composite Ratings reveals the following:

- There is a large number of 1st grade EBs that was rated advanced high (4). This will need to be monitored and supported by the ESL teacher in 2nd grade so that the students continue to develop their proficiency in the English language.
- Because there were not any students in 4th grade who were rated in the advanced high level, it decreases the chance for reclassification.

The following table shows LXE’s 2021-2022 Wave 3 data for the Texas Kindergarten Entry Assessment:

Measure	On Track
Vocabulary: Overall Measure	73%
Letter Names	97%
Spelling: Overall Measure	85%
Letter Sounds: Overall Measure	69%
Syllabication	55%
Blending: Overall Measure	57%
Decoding: Overall Measure	41%
Listening Comprehension: Overall Measure	88%
Math: Overall Measure	73%
Science: Overall Measure	100%
Social Emotional Competence	91%

Although this data is being used as a baseline for future comparison, an initial analysis of the 2022 Wave 3 Texas Kindergarten Entry Assessment reveals the following:

- Our students have a strength (above 85%) in Letter Names, Spelling, Science, Listening Comprehension, and Social Emotional Competence.
- Decoding, syllabication, and blending are all areas of concern at under 60%.

Student Learning Needs

- STAAR 4th Grade Math Approaches scores are at an all-time low at 66%
- Decrease in STAAR Reading Scores at all grade levels and at all performance levels in the 2022 school year
- According to TELPAS data, a large percentage of EB students who are in 3rd and 4th grade did not reach advanced high, delaying their opportunity to reclassify
- According to the CLI Engage Assessment, vocabulary development is an area of concern for Kindergarten, while reading fluency is an area of concern for 1st grade

Student Learning Strengths

- According to STAAR data, there is a noticeable increase in 3rd grade reading data from 2019 to 2022 as well a noticeable increase in 5th Grade math masters level at 40%
- Most of the grade level MAP data show the students to be above the 40thile, which is considered average (according to NWEA studies).
- According to BAS data, when compared to the district, Lomax Elementary has a larger percentage of students who are at or above meets expectations at all grade levels (K-2)
- According to the CLI Engage Assessment, letter/sounds correspondence, letter names and early writing skills are a strength Kindergarten, while word reading and decoding are areas of strength for 1st grade

School Processes & Programs

School Processes & Programs Summary

The Lomax Leadership Team and CPOC completed a campus needs assessment in September 2022. The campus is in year four of the implementation of the Benchmark Assessment System (BAS) for reading in the primary grades. This assessment is also used with new students who are new to the campus or enter a grade level with reading data that shows a struggling reader. The BAS system will guide in aligning reading instruction on the campus and strengthening deeper comprehension skills that vertically impact upper STAAR grades. The campus will utilize the BAS to increase the rigor of the comprehension and thinking and help drive instructional and guided reading groups. The campus primary grades have also utilized the Fountas and Pinnell Continuum to guide reading instruction in addition to planning word study, phonics and spelling.

The District recently added a robust curriculum department, consisting of elementary level instructional coaches. This team has already proven to be an asset to our campus and the guidance of instruction. There will be a CBA (Curriculum Based Assessment) given at the conclusion of each unit of study. The teachers will analyze data and use it to guide instruction. At the campus level, CBA data will be a topic of discussion during Professional Learning Community (PLC) meetings to address the areas of instruction that require strategic plans for growth and 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), TPRI, TX-KEA, BAS and STAAR data. BAS, MAP, TPRI, TX-KEA, 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.

The 2017 ELA TEKS is in its second year of implementation, as well as the Reading Academy. As of the conclusion of the 2021-22 school year, our reading interventionists as well as our principal, assistant principal, kindergarten and first grade teachers have completed the Texas Reading Academy. This school year, all of our second and third grade teachers are enrolled and expected to complete the academy by August 2023.

T-TESS goals support the increase of Fundamental Five strategies. The Student Learning Objectives (SLO) are created by classroom or 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.
- Acceleration of learning with the known gaps that students have due to interrupted instruction will likely take up to a school year to close.
- Continued guidance and professional development in effective use of the HMH Adoption, specifically for 2nd – 4th grade teachers
- Guidance and professional development for integrating writing into all subject areas in preparation for the integration of writing in STAAR 2.0
- Vertical alignment in ELA and math, focused on content, strategies and academic vocabulary
- Continued focus on the improvement of Tier 1 instruction, as related to the delivery of instruction of the identified priority standard
- Consistent use of technology applications to support student centered learning
- Consistent use of rigorous instructional materials that are aligned to the TEKS and support student centered learning
- Development of a structured school wide mentoring program for students identified as needing additional social/emotional support

School Processes & Programs Strengths

- Vertical content collaboration after school hours. The teachers will use the TEKS along with the unit plans to learn and discuss learning outcome expectations
- Small group instruction expected in reading and math schedule every day
- Library books are updated and robust
- Interventionist with ELA Coaching and expert-level BAS experience
- Addition of an Interventionist through ESSER III funds
- Addition of Instructional Coaches to support and guide classroom teachers in each content area
- The coaches will provide a scope and sequence along with planning documents for units of study
- New Character Education Expectations and Program (to include Restorative Justice)
- Literacy Library organization and system
- Parent events opportunities with focus on academics and social development
- Data dis-aggregation of district wide curriculum based assessments (CBA) in grades 2nd – 5th to drive instruction
- Robust Literacy Library
- Strong RtI/MTSS/SST Process
- Dedicated tutors provided additional intervention in math and reading
- Availability of a wide variety of technology application to support student learning

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 of 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.

We support a student-centered environment. Homework Hub is a place where students can go in the mornings to catch up on the prior day's homework if they weren't able to complete it at home. This club ensures that our students get the practice they need outside of the classroom. Our reading interventionist hosts a "Book Club" in the mornings where students can discover and enjoy book series and talk with other readers.

We know that communication with our parents is critical and we use different avenues to communicate with them such as Monthly Newsletters, School Messenger, Remind, school marquee, and our Home-School Communicator (purple folder).

Perceptions Needs

- Provide increased student-voice opportunities to develop student-centered activities on campus (Student Council).
- Explore ways to have students set goals (allowing for ownership of both academic and character goals)
- Increase efforts to partner with community members to increase involvement from individuals outside of the school realm.

Perceptions Strengths

- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- 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
- Community surveys and/or other feedback





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 for ALL student groups to above 90% approaches, 70% meets and 40% masters performance for the Spring 2023 administration.

Evaluation Data Sources: 2022-23 STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze curriculum based assessments (CBA) 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.</p> <p>Strategy's Expected Result/Impact: The CBAs 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.</p> <p>Staff Responsible for Monitoring: Grade Level Lead Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will be conducted with a focus to monitor student growth and progress on achievement.</p> <p>Strategy's Expected Result/Impact: Bi-monthly PLC meetings and minutes will reflect the monitoring of student progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Multi-Tiered Systems of Support (MTSS) will focus on effective interventions targeting academics and behavior. Ongoing progress monitoring and fidelity checks will be gathered and grade levels will identify intervention time on daily schedule. Certified tutors will be used to support interventions.</p> <p>Strategy's Expected Result/Impact: All students who needed intervention will have received it and demonstrate growth on end of year assessments to include: MAP, STAAR, BAS, CLI Engage, TELPAS</p> <ul style="list-style-type: none"> *Schedules *MTSS print out and tutoring sheets *Data <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Certified tutors for small group interventions - 211 Title I, Part A - \$17,995, After school tutoring by certified teachers - 211 Title I, Part A - \$8,958, ESSER III Interventionist - 282 ARP ESSER III - \$67,091.04, Certified tutors for small group interventions - 263 Title III, LEP - \$1,040</p>	Formative			Summative
	Nov	Jan	Apr	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 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 2: Strengthen and align the core curriculum and instruction to ensure growth and successful learning for all students.

Evaluation Data Sources: TX-KEA

1st- EDC





K-3 BAS reading levels

1-5 MAP

2-5 Common Benchmark Assessments

3-5 STAAR





TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize vertically aligned resources, including but not limited to, TEKS Resource System, Envision Math (textbook and software), HMH Reading, Every Day Counts (K-2), Fountas and Pinnell Phonics (Kindergarten), Rigby Readers, Study Island, IXL, Xtra Math, Countdown to STAAR (3-5 Math Reading, Writing, and Science). Ensure all resources are rigorous and address grade specific content and state readiness/supporting standards.</p> <p>Strategy's Expected Result/Impact: By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Funding Sources: Interventionist - 211 Title I, Part A - \$32,026.25</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide instructional support and professional development on utilizing various types of data, such as but not limited to, Benchmark, BAS, MAP, TX-KEA, to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to make better informed decisions about core instruction with a better understanding of the data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Increase the growth measure, according to the STAAR accountability system, from 84 to 85, when looking at 4th and 5th grade reading and math STAAR scores.





Evaluation Data Sources: 2022-2023 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide individualized instruction (multi-tiered) for targeted student groups, including but not limited to White and EcoDis sub-populations, through small group intervention/tutoring/enrichment, specifically for students in 4th - 5th grade before, during and/or after school.</p> <p>Strategy's Expected Result/Impact: By providing targeted Tiered Instruction, Acceleration and Enrichment, specifically for students in the 4th and 5th grade, we will be able to track student progress and fill in identified gaps in understanding, which will show an increase in individual student performance on all 2022 - 2023 STAAR assessments in comparison to the prior year's STAAR Assessment.</p> <p>Staff Responsible for Monitoring: 4th and 5th grade teachers Interventionists Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Sources: Campus crisis plan and discipline reports (calendar with safety drills for the Fall and the Spring; documentation of completed Safe Schools, and SRP from all staff members).

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a minimum of two coordinated safety exercises per year, including but not limited to Lock Down, Lock Out, Severe Weather, Hold, and/or Shelter-in-Place.</p> <p>Strategy's Expected Result/Impact: Staff and students will be better prepared for emergency situations. *calendar dates for these exercises and parent communication letters</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campus professional development on the impact of trauma for students and emotional poverty.</p> <p>Strategy's Expected Result/Impact: Prepare staff to effectively handle student behaviors. *training logs/sign-in sheets: Emotional Poverty, Emotional Backpack</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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





Evaluation Data Sources: Discipline records/PEIMS; end of year student survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule time for frequent restorative practices groups and counseling character sessions on the master counselor calendar for K-5.</p> <p>Strategy's Expected Result/Impact: End of year discipline records will reflect a decrease of referrals for disrespectful behaviors from students serviced through restorative practices.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teach and model for students respectful communication to resolve conflict and minimize discipline within the classroom and the campus, provide restorative practice methods and classroom guidance sessions on bullying and Character Education for students.</p> <p>Strategy's Expected Result/Impact: Decrease the number of bullying incidents by 15% *EOY student survey (3rd through 5th grade students)</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Apr	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 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 Sources: Logs of professional development sessions delivered by teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide at a minimum, three colleague lead staff developments based on campus needs. A survey will be given to the teachers to complete at the beginning and middle of the school year. Teachers who have a proven effective knowledge-base of topics in need will be asked to present to the faculty.</p> <p>Strategy's Expected Result/Impact: Build capacity of teacher leaders *look at sign in-sheets and presenters</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development that will be purposeful in supporting teachers in meeting their T-TESS goals, refinement areas and campus goals.</p> <p>Strategy's Expected Result/Impact: increase of teachers meeting T-TESS goals; *Professional development agendas, notes, certificates, and/or T-TESS Summatives</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$0</p>	Formative			Summative
	Nov	Jan	Apr	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 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 Sources: Parent logs and sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase face to face parent participation in the MTSS process by communicating expectations to attend and be present.</p> <p>Strategy's Expected Result/Impact: MTSS paperwork will reflect parents in attendance and reflect ongoing communication.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 information and flyers on ways to help at home.</p> <p>Strategy's Expected Result/Impact: Survey parents on the helpfulness of the activities offered and allow them to provide feedback.</p> <p>*Flyers of parent engagement opportunities</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists</p> <p>Funding Sources: Supplies for parent nights - 211 Title I, Part A - \$1,000, snacks for parent nights - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Apr	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: 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 Sources: Walkthroughs demonstrating students using technology and inventory of technology in each classroom

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase technology hardware such as headsets and iPads to support listening skills (for classrooms and student use).</p> <p>Strategy's Expected Result/Impact: Provide various and efficient ways to access curriculum. More teachers will start to request iPads to support their instruction in class.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize technology department to provide at least 3 presentations of instructional technology tools to use in classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will become more diverse in the use of technology in their classrooms.</p> <p>*Sign-in sheets of technology PD offered</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Lomax Elementary

Total SCE Funds: \$26,885.05

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Lomax Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laura Haug	Interventionist	1

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		\$17,995.00
1	1	3	After school tutoring by certified teachers		\$8,958.00
1	2	1	Interventionist		\$32,026.25
3	1	2	Professional Development		\$0.00
4	1	2	Supplies for parent nights		\$1,000.00
4	1	2	snacks for parent nights		\$500.00
Sub-Total					\$60,479.25
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Certified tutors for small group interventions		\$1,040.00
Sub-Total					\$1,040.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER III Interventionist		\$67,091.04
Sub-Total					\$67,091.04