

La Porte Independent School District
Lomax Elementary
2023-2024 Improvement Plan



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), four Kindergarten classes, four 1st grade classes, five 2nd grade classes, four 3rd grade classes, four 4th grade classes, and four 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, 2023, the campus is fully staffed with no vacancies.

Our economically disadvantaged rate of 55.26% continues to qualify Lomax Elementary as a Title 1 campus.

The following table shows the Ethnic/Race distribution of students and staff and the student group distribution: (2022-23 TAPR report not available at this time)

	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%
Student Groups					

	STUDENTS		STAFF (Pro./Para)			
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:

- Disparity between staff and student demographics

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

The following table shows LXE's STAAR Data from 2021 – 2023, all grades tested.

	2021	2022	2023
	Approaches	Approaches	Approaches
Math (3rd – 5th)	94%	90%	84%
Reading (3rd - 5th)	94%	92%	88%
Science (5th)	96%	93%	83%

The following table shows LXE's 2023 Math STAAR Data, by grade, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Grade Math	85%	56%	14%
4th Grade Math	79%	48%	15%
5th Grade Math	100%	77%	32%

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

- With the implementation of STAAR 2.0, our data was expected to look very different than previous STAAR years. New item types were included and, while students were well aware of the different types of questions, some types were more difficult than others.
- More than half of 3rd and 5th graders reached the "meets" performance category (56%, 77%). 4th grade was close behind (48%)
- 5th grade students performed outstanding, with 100% passing the "approaches" category.
- Another strength in 5th grade math for the 2023 administration is the large percentage of students that reached masters level (32%).

The following table shows LXE's 2023 Reading STAAR Data, by grade, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Grade Reading	84%	60%	26%
4th Grade Reading	88%	45%	11%
5th Grade Reading	91%	68%	32%

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

- Overall, the "approaches" and "meets" categories were strong in percentages. With the added writing component on STAAR 2.0, this was a strength.
- Over half of the 3rd and 5th graders showed to "meet" the states required criteria.
- 4th grade reading, while "approaches" looks healthy, the focus will be shifted to "meets" and "masters".

The following table shows LXE's 2023 5th Grade Science STAAR Data, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
5th Grade Science	86%	63%	39%

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

- Lomax Elementary shows steady success in 5th grade science results. This data is extremely close to the campus goal from last year (90%, 60%, 40%).

The following tables shows LXE's 2022-23 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	82%	24%	31%	58%	7%	35%	81%	17%	60%

The following tables shows a comparison of LXE's 2022-23 MAP data from Winter to Spring for each grade level.

2022-23	2022-23	2022-23	2022-23
Winter MAP	Spring MAP	Winter MAP	Spring MAP
Math 1st Grade	Math 1st Grade	Reading 1st Grade	Reading 1st Grade
Percentile	Percentile	Percentile	Percentile
48%ile	51%ile	46%ile	48%ile

2022-23	2022-23	2022-23	2022-23
Winter MAP	Spring MAP	Winter MAP	Spring MAP
Reading 2nd Grade	Reading 2nd Grade	Math 2nd Grade	Math 2nd Grade
Percentile	Percentile	Percentile	Percentile
46%ile	54%ile	46%ile	52%ile

2022-23	2022-23	2022-23	2022-23
Winter MAP	Spring MAP	Winter MAP	Spring MAP
Reading 3rd Grade	Reading 3rd Grade	Math 3rd Grade	Math 3rd Grade
Percentile	Percentile	Percentile	Percentile
56%ile	60%ile	53%ile	65%ile

2022-23	2022-23	2022-23	2022-23
Winter MAP	Spring MAP	Winter MAP	Spring MAP
Reading 4th Grade	Reading 4th Grade	Math 4th Grade	Math 4th Grade
Percentile	Percentile	Percentile	Percentile
60%ile	65%ile	61%ile	61%ile

2022-23	2022-23	2022-23	2022-23
Winter MAP	Spring MAP	Winter MAP	Spring MAP
Reading 5th Grade	Reading 5th Grade	Math 5th Grade	Math 5th Grade
Percentile	Percentile	Percentile	Percentile
62%ile	66%ile	59%ile	61%ile

An analysis of the comparison of 2022 Winter to 2023 Spring MAP data for 1st - 5th grades reveals the following:

- All grade levels in both reading and math showed an increase from the winter to the spring assessment.
- 1st and 2nd grade increases were not as significant, perhaps, due to this being a newer assessment type for them (online).
- 3rd through 5th grade showed the highest percentile (each one in the 60%ile or higher). The 40%ile is considered to be on grade level.

The following table shows the data from LXE’s 2022-23 Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings:

	# of EB Sts.	Beginning	Intermediate	Advanced	Adv. High
Kindergarten	4	0	2	0	2
1st Grade	7	1	1	4	1
2nd Grade	4	0	4	0	0
3rd Grade	2	0	0	2	0
4th Grade	8	0	2	4	2
5th Grade	6	0	0	4	2

An analysis of the 2022– 2023 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 2022-23 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 2023 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 2023 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 the STAAR data, there is a noticeable increase in 5th Grade math masters level at 77%
- Most of the grade level MAP data show the students to be above the 40thile, which is considered average (according to NWEA studies).
- When looking at the TELPAS data, 26% of our emergent bilingual students gained a level of proficiency in the English language.
- 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 August 2023. The campus is in year five 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's curriculum department, consists of elementary level instructional coaches. This team has 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 third 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
- Interventionist through ESSER III funds
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS 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, 65% meets and 35% masters performance for the Spring 2024 administration.


Evaluation Data Sources: 2023-24 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 - \$27,376, After school tutoring by certified teachers - 211 Title I, Part A - \$3,200, ESSER III Interventionist - 282 ARP ESSER III - \$66,448.08, Bilingual General Supplies - 263 Title III, LEP - \$729, Title 1 Interventionist - 211 Title I, Part A - \$37,600</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 (1), Heggerty 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>	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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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, to at least 80, when looking at 4th and 5th grade reading and math STAAR scores.





Evaluation Data Sources: 2023-24 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide individualized instruction (multi-tiered) for targeted student groups, including but not limited to White, Hispanic, and "two or more races" 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 2023-24 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;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: 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
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the newly developed District Discipline Plan</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals. Increase students' time in class receiving Tier 1 instruction.</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 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 an active participant.</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 - \$200</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 to support the online practice and testing platforms such as Summit K-12 and MAP Fluency.</p> <p>Strategy's Expected Result/Impact: Provide various and efficient ways to access curriculum. Teachers will see an increase in verbal competence and listening skills.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Targeted Support Strategy</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. *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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Lomax Elementary

Total SCE Funds: \$29,505.00

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	Title 1 Interventionist		\$37,600.00
1	1	3	Certified tutors for small group interventions		\$27,376.00
1	1	3	After school tutoring by certified teachers		\$3,200.00
3	1	2	Professional Development		\$0.00
4	1	2	Supplies for parent nights		\$1,000.00
4	1	2	snacks for parent nights		\$200.00
Sub-Total					\$69,376.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Bilingual General Supplies		\$729.00
Sub-Total					\$729.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER III Interventionist		\$66,448.08
Sub-Total					\$66,448.08