

La Porte Independent School District

Lomax Junior High

2023-2024 Improvement Plan



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 512 seventh and eighth graders. 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. There is also an enrichment period that meets daily. The enrichment period serves many purposes including Character Strong social skill instruction, ESL training, dyslexia accommodations, along with remediation and acceleration for student gaps.

The 2023-24 student population is mostly comprised of the Hispanic and White ethnicity groups and is fully broken down as follows:

Hispanic	58%
White	34%
African American	6%
Two or More Races	.3%
American Indian	.2%
Asian	1%

The student enrollment by group is broken down as follows:

Economically Disadvantaged	71%
Emergent Bilingual	15.2%
Special Education	16.2%
At-Risk	42.3%
Homeless	.02%

The staff of Lomax Junior High is a group of dedicated educators who strive to meet the needs of all students. The ethnic breakdown of LXJ teacher is as follows:

Hispanic	8
White	31
African American	3
Asian/Pacific Islander	0

Demographics Strengths

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

- Supportive community
- Supportive staff
- Highly trained teachers

Student Learning

Student Learning Summary

The TEA has delayed the release of the 2023 accountability ratings. In the 2021-2022 school year Lomax JH received an over score of 78 which is rated a C 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.

Subject	2021	2022	2023
All Subjects	72%	76%	77%
Math	64%	67%	75%
Reading	74%	86%	84%
Science	80%	77%	80%
Social Studies	70%	71%	69%

The 2023 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 have a high likelihood in being successful in the next grade.

Subject by Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
7th Grade Reading	84%	67%	34%
7th Grade Math	62%	25%	1%
8th Grade Reading	83%	57%	23%
8th Grade Math	80%	40%	10%
8th Grade Science	79%	45%	13%
8th Grade Social Studies	69%	37%	17%
Algebra 1	100%	92%	50%

READING

Looking deeper, STAAR 4-year Comparison Performance scores for Reading are as follows:

7th Grade Reading	Approaches	Meets	Masters
18-19	74%	51%	29%
20-21	68%	38%	19%
21-22	86%	65%	43%
22-23	84%	67%	34%

8th Grade Reading	Approaches	Meets	Masters
18-19	78%	46%	21%
20-21	76%	42%	19%
21-22	85%	53%	33%
22-23	83%	57%	23%

The results of the STAAR exam for reading showed scores to remain steady with improvement in the meets category for both exams. There was a significant drop in the masters scores for both exams.

MATH

Looking deeper, STAAR 4-year Comparison Performance scores for Math are as follows:

7th Grade Math	Approaches	Meets	Masters
18-19	71%	24%	2.2%
20-21	47%	7%	1%
21-22	57%	11%	1%
22-23	62%	25%	1%

8th Grade Math	Approaches	Meets	Masters
18-19	85%	52%	10%
20-21	71%	45%	9%
21-22	63%	24%	7%
22-23	80%	40%	10%

8th Grade Algebra	Approaches	Meets	Masters
18-19	99%	74%	32%
20-21	99%	70%	34%
21-22	96%	76%	37%
22-23	100%	92%	50%

The math scores at Lomax Junior High showed great improvement across all tests. Double digit improvements in the 7th grade math test at the meets level, and double digit improvements in the 8th grade math test in approaches and meets. The Algebra 1 students showed double digit improvements in the meets and masters categories.

SCIENCE

Looking deeper, STAAR 4-year Comparison Performance scores for Science are as follows:

8th Grade Science	Approaches	Meets	Masters
18-19	82%	52%	23%
20-21	80%	55%	25%
21-22	76%	42%	18%
22-23	79%	45%	13%

The science scores showed improvement from the previous year in the approaches and meets categories. The masters category has declined for the last two years.

SOCIAL STUDIES

Looking deeper, STAAR 4-year Comparison Performance scores for Social Studies are as follows:

8th Grade Social Studies	Approaches	Meets	Masters
18-19	76%	33%	13%
20-21	70%	31%	15%
21-22	69%	33%	20%
22-23	69%	37%	17%

The social studies scores remained steady at LXJ with a slight improvement in the meets category and a slight reduction in the masters category.

Student Academic Needs:

- Increase instructional rigor in Tier 1 Instruction with emphasis in the areas of Math and ELA
- Targeted support for the SPED, Emergent Bilingual, and ECO DIS subpops
- Increase enrichment opportunities for higher student achievement in "Meets" and "Masters"
- Increase the use of student achievement to guide data-driven decision-making

Student Learning Strengths

There was a lot of growth in the 22-23 school year from the previous year. The overall scores for the "all test" categories were bolstered by the "all test" growth of math by 8% and science by 3%.

- 7th Grade Reading grew in the Meets category by 2%
- 8th Grade Reading grew in the Meets category by 4%
- 7th Grade Math grew by 5% in approaches and 14% in meets
- 8th Grade Math grew 17% in approaches, 16% in meets and 3 % in Masters
- 8th Grade Algebra grew by 4% in approaches, 16% in Meets and 13% in Masters
- 8th Grade Science grew 3% in approaches and 3 % in Meets
- 8th Grade Social Studies grew 4% in Meets

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 Campus Performance Objectives Committee (CPOC) committee. These groups meet regularly to discuss campus issues and participate in the decision making of the campus.

Lomax JH serves 74 Emergent Bilinguals which is an eight student increase from the previous year, and 46 students participate in the Gifted and Talented program. 31 eighth grade students and 24 seventh graders are identified for 504 services, and 64 students are served through Special Education.

Additionally, the curriculum is designed to supplement emergent bilingual 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 their "Advanced" core courses. 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 identified dyslexic students are served by two certified and trained ELA teachers during 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 Education services are provided within the inclusive classroom setting by three inclusion support 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.

Our school-wide Title I program consists of parent involvement activities that include the annual Lobo Camp, Title I Parent Academy, Fine Arts Festival, monthly CPOC meetings, Student Success Team (SST) parent conferences, and regular parent meetings. 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 for emergent bilinguals is integrated within the four core classes of the Academic Team and served by ESL certified teachers.

Processes and Programs Needs:

- Improve aging technology resources
- Increase teacher competency in technology integration
- Continue strengthening the Response to Intervention/ Multitiered System of Supports (RtI/MTSS), Positive Behavior Intervention Support (PBIS), and discipline management plan
- Improve teacher understanding and participation in the campus Professional Learning Community (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
- Use of career software in the development of four-year plans

- Instructional leadership team
- Robust library
- RTI/MTSS process
- Tier 2 and Tier 3 intervention strategies
- Instructional Leadership Team collaboration
- PLC Data Meetings
- LOBO period

Technology strengths include:

- 1 to 1 Laptop for all students

Perceptions

Perceptions Summary

All aspects of our school revolve around the idea of making all of our students LOBO PROUD. We instill in our students in everything they do to be positive, respectful, organized, uplifting and determined. This can be found in our academic practices, and our intervention acceleration processes. We help to develop this in our students as a staff by being role models in all of the LOBO PROUD tenants.

Perceptions Strengths

Lomax Junior High has a dedicated staff of educators who work every day because they love students and the school where they teach. 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- PSAT
- Local diagnostic reading assessment data
- Observation Survey results

Student Data: Student Groups

- 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: Lomax JH will increase student achievement in all content areas as evidenced by STAAR scores averaging 60 for the combined approaches, meets and masters levels.

Evaluation Data Sources: LPISD Common Assessments, Map Testing, STAAR





Strategy 1 Details	Reviews			
<p>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. Scheduling software will be utilized to make sure all students are receiving the acceleration they require.</p> <p>Strategy's Expected Result/Impact: Additional instructional time, targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR</p> <p>Staff Responsible for Monitoring: Administration, Interventionists, classroom teachers, Tutors, Instructional Coaches</p> <p>Funding Sources: Supplies for Tier 1 instruction (Calculators, classroom supplies etc.) and M3 sessions - 211 Title I, Part A - \$8,540, Scheduling software (Edficiency)/Lead4ward field guides, Edpuzzle, quill - 211 Title I, Part A - \$6,600</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instruction will be differentiated to meet all student needs, by providing a math and reading interventionist.</p> <p>Strategy's Expected Result/Impact: Targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Math Interventionist, Math Special Ed Specialist, ELA interventionist</p> <p>Funding Sources: FTE payroll (Math Interventionist) - 211 Title I, Part A - \$29,470, FTE payroll (Reading Interventionist) - 282 ARP ESSER III - \$64,296.72</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted support in the ELA and Math classrooms by utilizing data driven resources.</p> <p>Strategy's Expected Result/Impact: Targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR.</p> <p>Staff Responsible for Monitoring: ELA Teachers, Instructional Leadership teams</p> <p>Funding Sources: Scope Magazine subscription, Reading materials, and novels - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will be trained on differentiated instructional strategies (grouping, mini-lessons, centers and resources, voice and choice in product, and balance teamwork and individual work) for students.</p> <p>Strategy's Expected Result/Impact: Address learning deficiencies in students in both speed and depth.</p> <p>Staff Responsible for Monitoring: Campus administration, Teachers, and instructional coaches.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor and review Level III advanced performance on CBAs and benchmarks during PLCs. Individualized and flexible plans will be created to maximize student growth.</p> <p>Strategy's Expected Result/Impact: Increased display of critical thinking and student achievement.</p> <p>Staff Responsible for Monitoring: Campus administration, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: To increase teacher collective efficacy and strengthen our Tier 1 instruction we will implement effective PLCs on the campus. During the PLCs we will support teachers in unpacking the essential standards, identify learning targets, write SMART goals for learning targets, and assist in developing assessments aligned to the rigorous learning targets. Our emphasis on collaborative practices will help support rigorous instruction</p> <p>Strategy's Expected Result/Impact: We are expecting an increase in student achievement by ensuring rigorous Tier 1 instruction is occurring.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Instructional Coaches</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</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 2: Lomax JH will increase student performance on the ELA and Math STAAR exams as evidenced by obtaining scores of 75% approaches, 50% Meets, and 25% Masters on both 7th and 8th grade Math STAAR exams, and 85% approaches, 65% meets, and 50% masters on the 7th and 8th grade ELA exams.

Evaluation Data Sources: LPISD Common Assessments, Map Testing, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All LXJ staff will analyze data using Eduphoria to target specific subgroups and specific objectives for mastery. 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.</p> <p>Strategy's Expected Result/Impact: Improved scores on the STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, RTI members, Instructional Leadership team.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administer BOY, MOY, and EOY MAP assessments for reading (grade 7-8) and for math (grade 7-8) to inform instruction and identify individual student gaps.</p> <p>Strategy's Expected Result/Impact: Improve student outcomes</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train all staff on the use of Depth of Knowledge (DOK) question strategies for implementation in daily instruction.</p> <p>Strategy's Expected Result/Impact: Show improvement in student scores at the meets and masters level.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, and Instructional coaches</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>				





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 student performance in the Closing the Achievement Gap domain as evidenced by 18 of 18 student groups achieving Meets on STAAR.

High Priority

Evaluation Data Sources: Frequent student assessments: Checkpoints, Unit Tests; Benchmarks and STAAR scores





Strategy 1 Details	Reviews			
<p>Strategy 1: Lomax JH will provide ongoing professional development to enhance the instruction and delivery for our learners needing Emergent Bilingual support, as well as provide tutoring after school.</p> <p>Strategy's Expected Result/Impact: Increase levels of mastery by Emergent Bilingual students evidenced by a higher percentage of students being exited from ESL.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, interventionists, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Emergent Bilingual Supplies for tutoring - 263 Title III, LEP - \$2,160</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Lomax JH will implement a comprehensive Response To Intervention /Multi-Tiered System of Support, RtI/ MTSS, to provide intervention for learners.</p> <p>Strategy's Expected Result/Impact: Close the achievement gaps of students who have historically displayed low levels of achievement, Did Not Meet, on state assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administration Counselor Interventionists Tutors</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers, District Instructional Coaches, and Campus Administrators will work collaboratively during PLCs and common planning times to understand the specificity of the TEKS in order to provide rigorous and relevant lessons/strategies to ensure academic success for all students.</p> <p>Strategy's Expected Result/Impact: We are expecting an increase in student achievement by ensuring rigorous Tier 1 instruction is occurring.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Administrators</p> <p>Title I: 2.4</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 4: Lomax JH will increase student achievement in US History on the 8th Grade STAAR exam as evidenced by obtaining scores of 80% on approaches, 50% meets and 35% masters.





Evaluation Data Sources: 2024 8th Grade STAAR Social Studies

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire certified tutor to help with targeted groups of students based on CBA and formative assessment data.</p> <p>Strategy's Expected Result/Impact: Increased results on STAAR exams</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, SS PLC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Pay for Tutor - 211 Title I, Part A - \$12,900</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 5: 65% of English Learners will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2023 TELPAS scores.

Evaluation Data Sources: 2024 TELPAS data





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement using the Summit K-12 platform to practice the online listening and speaking portion of the TELPAS assessment for grades 7-8.</p> <p>Strategy's Expected Result/Impact: A 10% increase in listening, speaking, reading, writing, and overall composite TELPAS scores</p> <p>Staff Responsible for Monitoring: Administration, Teachers, ESL aide.</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 6: Lomax Junior High will prepare students for College and Career Readiness and success in CTE courses in HS.

High Priority

Evaluation Data Sources: Course Selections, course assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Lomax JH will have various groups from the HS come to our CTE classes and give presentations on what is offered at the HS. Strategy's Expected Result/Impact: Increase student awareness of career pathways. Staff Responsible for Monitoring: Administration, CTE teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will complete the career exploration interest survey as 8th graders in College and Career/Tech Apps classes. Strategy's Expected Result/Impact: Increase student understanding of college and career pathways at the HS. Staff Responsible for Monitoring: CTE Teachers, Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Lomax Junior High will encourage participation in academic and performance-based UIL events. Strategy's Expected Result/Impact: Increase participation in academic and performance-based competitions. Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: eSchool data and PIEMS reporting





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to strengthen and refine our comprehensive discipline management plan that correlates to RTI/MTSS, and a PBIS school-wide system. We will also utilize the CIS program to help provide SEL help to all of our student populations.</p> <p>Strategy's Expected Result/Impact: Maintain a safe learning environment to meet the needs of all learners.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Interventionists Counselor</p> <p>Funding Sources: CIS worker - 211 Title I, Part A - \$12,500</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen and maintain an attendance task force that studies student attendance patterns and creates individualized plans of action for students with continued attendance issues.</p> <p>Strategy's Expected Result/Impact: Improve students attendance and academic success.</p> <p>Staff Responsible for Monitoring: Campus administration Attendance Task force members</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and maintain a campus culture committee that will develop ongoing events that will improve the collective culture of Lomax JH.</p> <p>Strategy's Expected Result/Impact: Increase the involvement of staff and students in the overall culture building of the campus.</p> <p>Staff Responsible for Monitoring: Campus administration Culture committee members</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Increase student participation in school activities by developing and creating supportive student clubs and extra-curricular activities. Strategy's Expected Result/Impact: Improve levels of school pride and involvement. Staff Responsible for Monitoring: Campus administration	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: Implement strategies to provide professional learning for educators on campus. All staff will participate in improving Tier 1 instruction.

Evaluation Data Sources: Number of opportunities for professional development, and participation rates.


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high quality staff development for classroom teachers, administrators, and counselors, to enable them to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Improve staff retention, improve school culture, improve the professional development of faculty.</p> <p>Staff Responsible for Monitoring: Instructional Leadership team, Administration, Department Heads</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide quality staff development for teachers and administrators of bilingual/ESL students, as well as increase the number of teacher with ESL Endorsement.</p> <p>Strategy's Expected Result/Impact: Improve professional development of faculty and administration. Improve LEP students scores on STAAR exams.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.</p> <p>Strategy's Expected Result/Impact: Increase teaching effectiveness and low teacher turnover.</p> <p>Staff Responsible for Monitoring: Campus administration</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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


Performance Objective 1: Improve parent and community involvement on campus, through effective communication, committees, and events.


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Throughout the 2023-2024 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.</p> <p>Strategy's Expected Result/Impact: Improve community involvement</p> <p>Staff Responsible for Monitoring: Teachers, Administration, CPOC, Instructional Leadership Team</p> <p>Funding Sources: Refreshments - 211 Title I, Part A - \$750</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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 Sources: Technology work orders, campus PD sign-in sheets, Walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide instructional technology to be utilized for instruction to support technology integration and provide accelerated learning for those programs, as well as increased student proficiency over a variety of platforms.</p> <p>Strategy's Expected Result/Impact: Increase integration of technology in the learning environment, and accelerate instruction for the SSI and summer school programs.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, teachers.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will utilize educational applications as a tool in the classroom to increase student performance.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement. This will be monitored through walk -throughs, observations campus usage reports and student work samples.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</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>				

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scheduling software (Edficiency)/Lead4ward field guides, Edpuzzle, quill		\$6,600.00
1	1	1	Supplies for Tier 1 instruction (Calculators, classroom supplies etc.) and M3 sessions		\$8,540.00
1	1	2	FTE payroll (Math Interventionist)		\$29,470.00
1	1	3	Scope Magazine subscription, Reading materials, and novels		\$2,500.00
1	4	1	Pay for Tutor		\$12,900.00
2	1	1	CIS worker		\$12,500.00
4	1	1	Refreshments		\$750.00
Sub-Total					\$73,260.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Emergent Bilingual Supplies for tutoring		\$2,160.00
Sub-Total					\$2,160.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	FTE payroll (Reading Interventionist)		\$64,296.72
Sub-Total					\$64,296.72