

IN LA PORTE ISD EVERY STUDENT'S SUCCESS IS OUR NUMBER ONE PRIORITY

CAMPUS IMPROVEMENT PLAN SUMMARY 2023-2024

LOMAX ELEMENTARY

GOAL ONE

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

PERFORMANCE OBJECTIVES

- 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.
- Strengthen and align the core curriculum and instruction to ensure growth and successful learning for all students.
- 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.

GOAL TWO

Provide a safe, secure and disciplined learning environment.

PERFORMANCE OBJECTIVES

- Ensure that the campus is a safe and secure learning environment.
- Teach and model for students respectful communication to resolve conflict and minimize discipline within the classroom and the campus utilizing restorative practice methods.

GOAL THREE

Attract, develop and retain excellent staff.

PERFORMANCE OBJECTIVES

- Build capacity of teacher leaders to provide professional learning for educators on campus based on needs.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Increase parent and community participation and engagement.



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GOAL FIVE

Ensure and demonstrate efficient and effective use of the district resources.

PERFORMANCE OBJECTIVES

- Increase the opportunities for students to utilize technology across grade levels and content.

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
- LPISD outperformed the State in grades 3-5 reading, grades 3-5 math, and grade 5 science for the All, EcoDis, Sped, and EB student groups for AP, ME, and MA.
- LPISD outperformed the State in grade 6 reading for All, EcoDis, sped, and EB at Approaches and grade 6 math at Approaches and Meets.
- LPISD outperformed the State in grade 7 reading for All, EcoDis, sped, and EB at Approaches, Meets, and Masters and grade 8 reading for these student groups in Approaches.
- For Algebra I, the Sped student group more than doubled the percentage at the Approaches and Meets level.
- For Biology I, the Sped students groups performance improved 2.5 times in Approaches over 2020-2021 and the EB improved 1.5 times. Both groups saw marked increases at the Meets level.



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OPPORTUNITIES

- 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.
- 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
- Closely monitor Summit K-12 to ensure the students are able to practice regularly to score their best on TELPAS.
- 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

MEASURES & INDICATORS OF SUCCESS

- Achievement Data (MAP, STAAR, CBAs, TX-KEA (KG), BAS)
- Language Assessment (TELPAS)
- Attendance Data
- Discipline Data
- Walkthrough/Observation Data
- Surveys (Parent, Staff)

