

Joshua Independent School District
Loflin Middle School
2024-2025 Campus Improvement Plan



Mission Statement

LMS students will exemplify excellence in academics, athletics, arts, and actions.

Vision

LMS will be a highly acclaimed model of educational excellence.

Core Beliefs

LMS provides a safe and orderly environment.

LMS students set goals and achieve high levels of success.

LMS effectively and efficiently manages resources to promote student success.

LMS is a source of pride and unity for students, staff, parents, and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

R.C. Loflin Middle School is a middle school in Joshua ISD. Loflin Middle School has a staff of 89 and serves 736 students in grades 6-8. Loflin Middle School provides a variety of quality educational opportunities. Loflin is a Continuous Improvement campus that involves stakeholders in the decision-making process through campus and district committees and an annual climate survey. Programs for special populations at Loflin include At-Risk, Emerging Bilinguals, Dyslexia, GT, and Special Education.

Loflin Middle School has a strong history in the Joshua community. Loflin is committed to achieving academic excellence and a positive and working environment for both students and staff. Attendance at Loflin continues to be strong with an average of 95.59%.

Last year at snapshot, the Loflin demographic profile was as follows:

White - 388

Hispanic - 299

African American -26

Pacific Islander/American Indian - 3

Asian - 6

Economically Disadvantaged - 399

EB-144

At-Risk - 367

GT - 38

504 - 77

Special Education - 103

Attendance Rate - 95.59%

Demographics Strengths

Loflin Middle School has many strengths. Some of the most notable strengths include:

Loflin provides Bilingual ELAR Co-Teacher to ensure additional support for Emerging Bilingual students. Loflin also ensures that all ELA teachers are ESL certified and that all teachers are also ELPS trained. Loflin understands and embraces an educational environment where a student's individual learning needs are a priority and work to provide intervention and enrichment that fit those needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Loflin did not meet interim targets in Closing the Gaps (Academic Growth) for Math in the following demographic groups: Hispanic, African American, and white population. **Root Cause:** Progress monitoring and response to intervention have not been specific to student weaknesses and strengths at both the Tier 1 and Tier 2 level.

Problem Statement 2 (Prioritized): Loflin did not meet interim targets in Closing the Gaps (Academic Growth) for Reading in the following demographic groups: African American, Hispanic, and white populations. **Root Cause:** Progress monitoring and response to intervention have not been specific to student weaknesses and strengths at both Tier 1 and Tier 2 levels.

Student Learning

Student Learning Summary

With a district goal of 90% Approaches, Loflin is making strong moves toward that goal. For the May administration of the STAAR test, Loflin had the 80% approaches for all test combined. Loflin continues to ensure that Intervention and enrichment are a priority for our students. We are making great strides in narrowing the learning gap for our students as we work to increase our Meets and Masters level.

Student Learning Strengths

Based on data from the 2023 accountability report, campus strengths are:

- Loflin uses data driven instruction to develop schedules
- Loflin MS has 24 minutes of targeted and intentional intervention and enrichment during the day
- 50% of students achieved Meets Grade Level standard on STAAR and 18% of students achieved Masters for all subjects.
- 39%% of Emerging Bilinguals achieved meets grade level standard and 11% achieved Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students not at or above meets grade level for Reading which is below district and state expectations . **Root Cause:** Lack of student achievement for Math and RLA. Not consistent intervention at the Tier 1 classrooms and the Tier 2 Response to Intervention across grade levels.

Problem Statement 2 (Prioritized): Students not at or above meets grade level for academic growth in Math which is below district and state expectations. **Root Cause:** Lack of student growth for Math and not enough consistent and intentional intervention across grade levels.

Problem Statement 3 (Prioritized): Students not at or above meets grade level for academic growth in RLA . This is below district and state expectations. **Root Cause:** Lack of consistency in filling in the gaps of learning at the Tier 1 and Response to Intervention at the Tier 2 level.

School Processes & Programs

School Processes & Programs Summary

Loflin Middle School is a Continuous Improvement campus with a focus on training staff in the systematic approach model. The CI model provides systematic alignment using School and Classroom Systems Level Checks. All ELAR teachers employed at Loflin Middle School are ESL certified and meet all certification requirements in their academic teaching area. Implementation and alignment of Professional Learning Communities (PLC) is a focus school wide. The goals of Loflin PLCs are to create and maintain a viable curriculum with aligned common assessments. Students who are not making progress are targeted with response to intervention (RtI) programs during the school day. Teachers in all classrooms have access to class sets of Chromebooks which are used to enhance the learning environment using instructional technology.

For the 2023-24 school year, Loflin will focus on developing, maintaining, and growing different aspects of the PLC process including data driven instruction and targeted RtI. Loflin will also focus on refinement of the Continuous Improvement model for all teachers. ELAR classes are double blocked for 6th and 7th grade. Math classes are double blocked in 6th grade.

School Processes & Programs Strengths

1. Continuous Improvement procedures are documented and systematic throughout the school year including training for teachers.
2. Core content teacher PLC each day on data to drive instruction and RtI.
3. Administrators have been trained in the PLC process to provide support to campus PLCs.
4. All teachers and administrators are required to complete yearly EL training.
5. All teachers are required to complete yearly GT training if they are teaching Honors classes.
6. PLC's include professional development day.
7. Teachers and Administrators are supported by district Instructional Technologist to assist in with program implementation and technology needs.
8. Teachers and administrators have access to district instructional coaches to provide additional classroom support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Implementation of PLC strategies has been inconsistent from year to year. **Root Cause:** No consistent tracking of PLC strategies.

Problem Statement 2 (Prioritized): Loflin MS has seen an increase in discipline referrals at the secondary level. **Root Cause:** Inconsistent use of proactive measure in classroom and at the campus level to mitigate referrals.

Perceptions

Perceptions Summary

Surveys of staff and parents are conducted annually to receive feedback from stakeholders and action plans are written when needs are identified. Loflin Middle School utilizes multiple methods for parent communication including the LMS website, teacher websites, weekly newsletter sent out by email and social media, monthly opportunities for parents to meet with admin, Remind101, Skylert, emails, phone calls, and conferences. LMS has an athletic Booster Club and opportunities for parents and community members to volunteer. Parents and community members are encouraged to participate in the Site-Based Decision Making Committee. Loflin focuses on ensuring a safe environment for all students through implementation of an aligned Emergency Operations Plan.

In order to prepare students for entry into middle school and high school, Loflin provides transition meetings for 5th grade parents and students and 8th grade parents and students to ensure a smooth transition to the next level.

Perceptions Strengths

1. Loflin provides communication to parents through the website, weekly newsletters emailed out to parents and posted on social media, teacher parent conferences, and designated nights in the fall and spring for parents to meet teachers.
2. Parent communication is provided in English and Spanish.
2. Parent survey results are consistently favorable.
3. Loflin monitors social media for concerns and comments. Multiple opportunities are provided for parental and community involvement.
4. Safety audits confirm safe environment for everyone.
5. Transition plans for 5th grade students and 8th grade students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are common misconceptions about the definition of bullying, bullying investigations, and programs that Loflin has in place to address bullying. **Root Cause:** Often mean behavior is considered bullying.

Problem Statement 2 (Prioritized): School safety issues have been brought to the forefront of all public schools. **Root Cause:** Multiple school shootings have made school safety issues a priority nationwide.

Priority Problem Statements

Problem Statement 1: Students not at or above meets grade level for Reading which is below district and state expectations .

Root Cause 1: Lack of student achievement for Math and RLA. Not consistent intervention at the Tier 1 classrooms and the Tier 2 Response to Intervention across grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students not at or above meets grade level for academic growth in Math which is below district and state expectations.

Root Cause 2: Lack of student growth for Math and not enough consistent and intentional intervention across grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Loflin MS has seen an increase in discipline referrals at the secondary level.

Root Cause 3: Inconsistent use of proactive measure in classroom and at the campus level to mitigate referrals.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are common misconceptions about the definition of bullying, bullying investigations, and programs that Loflin has in place to address bullying.

Root Cause 4: Often mean behavior is considered bullying.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: School safety issues have been brought to the forefront of all public schools.

Root Cause 5: Multiple school shootings have made school safety issues a priority nationwide.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Loflin did not meet interim targets in Closing the Gaps (Academic Growth) for Math in the following demographic groups: Hispanic, African American, and white population.

Root Cause 6: Progress monitoring and response to intervention have not been specific to student weaknesses and strengths at both the Tier 1 and Tier 2 level.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Loflin did not meet interim targets in Closing the Gaps (Academic Growth) for Reading in the following demographic groups: African American, Hispanic, and white populations.

Root Cause 7: Progress monitoring and response to intervention have not been specific to student weaknesses and strengths at both Tier 1 and Tier 2 levels.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students not at or above meets grade level for academic growth in RLA . This is below district and state expectations.

Root Cause 8: Lack of consistency in filling in the gaps of learning at the Tier 1 and Response to Intervention at the Tier 2 level.

Problem Statement 8 Areas: Student Learning

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Loflin MS will provide safe schools for students and staff.

Performance Objective 1: 100% of LMS staff will implement an aligned emergency operations plan, including a threat assessment process and procedure.

High Priority


Evaluation Data Sources: Students and staff will know and understand emergency procedures.


- Implementing and refining Standard Response Protocol
- Monthly drills
- training agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Loflin Middle School will execute drill procedures using the Standard Response Protocol as if it were an actual emergency to ensure all staff and students understand and are prepared for an emergency situation. Raptor will be utilized for drills.</p> <p>Strategy's Expected Result/Impact: Staff and students will understand and be able to react appropriately during drills and emergencies according to the Standard Response Protocol</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Loflin Emergency Response Team will work through table top safety scenarios in order to ensure that Loflin is prepared for different safety scenarios.</p> <p>Strategy's Expected Result/Impact: Increase safety of students and staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will have their student ID visible for inspection.</p> <p>Strategy's Expected Result/Impact: Ensure student safety</p> <p>Staff Responsible for Monitoring: Staff Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Loflin will create a Threat Assessment team that will be trained and will monitor threats to the school. Strategy's Expected Result/Impact: All school threats will be addressed to keep Loflin students and staff safe Staff Responsible for Monitoring: Admin, Staff, Loflin Police Officer</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All campus visitors will be screened through Raptor in the front office and receive visitors badge. Campus volunteers must have a criminal background check. Contract vendors must be fingerprinted. Strategy's Expected Result/Impact: Loflin will be secure and visitors screened or monitored while on campus. Staff Responsible for Monitoring: Loflin Admin, HR department, Loflin receptionist</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Full time police officer at Loflin and a full time safety monitor at Loflin. Strategy's Expected Result/Impact: Increase safety throughout campus and ensure that classrooms and exterior doors remain closed and locked. Staff Responsible for Monitoring: Loflin Admin, Police Officer</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: CRASE Active Shooter and Stop the Bleed Training Strategy's Expected Result/Impact: Teachers have been trained on how to respond in the event of an active shooter, which includes being able to stop bleeding and save lives. Staff Responsible for Monitoring: Campus admin, Nurse, Police Officer</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Student Conductor will be used to monitor the location of all students at all times. Strategy's Expected Result/Impact: The immediate response report can be ran to notify administration of who is not in their assigned class in the even of an emergency. Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions





Problem Statement 2: School safety issues have been brought to the forefront of all public schools. **Root Cause:** Multiple school shootings have made school safety issues a priority nationwide.

Goal 1: Loflin MS will provide safe schools for students and staff.

Performance Objective 2: 100% of LMS will implement an aligned character education and drug awareness plan.

Evaluation Data Sources: Discipline referrals, suicide assessments, character education weekly during homeroom time, and drug awareness presentations during homeroom.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive counseling and character lessons periodically through the year provided by the campus counselors.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of positive character traits and counseling services promoting a positive campus culture through character education</p> <p>Staff Responsible for Monitoring: Counselors Staff Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Loflin will implement Red Ribbon Week with various drug prevention programs.</p> <p>Strategy's Expected Result/Impact: Students will have better understanding of drug awareness.</p> <p>Staff Responsible for Monitoring: Counselors Staff Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: REACH Council Prevention Services are provided to students who have positive drug test.</p> <p>Strategy's Expected Result/Impact: Students engaging in at risk behaviors will decrease.</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: REACH Council will provide 5 weekly sessions of Too Good for Drugs to all 7th grade students.</p> <p>Strategy's Expected Result/Impact: Decrease substance abuse, reduce risk of behavioral issues, improved quality of life</p> <p>Staff Responsible for Monitoring: Counselors Staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Gaggle will be used to monitor Google Drive for students at Loflin Middle School to prevent suicide, violence, bullying, harassment, coercion, drug abuse, and stalking.</p> <p>Strategy's Expected Result/Impact: Reduce and alert administrators and police of incidences related to suicide, violence, bullying, harassment, coercion, drug abuse, and stalking, thus promoting the safety and health of students.</p> <p>Staff Responsible for Monitoring: Loflin Admin, Counselors, district technology department</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Our counselors will develop a plan for October will a focus on Bullying Prevention. This will include schoolwide dress up days, kindness challenges during lunch, topics for parents to engage students in conversations on social media and guidance lessons within the classroom.</p> <p>Strategy's Expected Result/Impact: Decrease bullying on campus and explains bullying examples to students and how to reach out for assistance.</p> <p>Staff Responsible for Monitoring: Campus Admin, Counselors</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There are common misconceptions about the definition of bullying, bullying investigations, and programs that Loflin has in place to address bullying. Root Cause: Often mean behavior is considered bullying.</p>

Goal 1: Loflin MS will provide safe schools for students and staff.

Performance Objective 3: 100% of Loflin MS will implement an aligned health and wellness plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Loflin will provide an anonymous system called STAY ALERT for anyone to report safety concerns such as bullying, suicidal thoughts, self-harm, student conflict, etc. Bullying data is collected by district.</p> <p>Strategy's Expected Result/Impact: The proper individuals will be notified and students can receive help immediately</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will speak with students making outcries of self-harm and notify parents as per district policy and procedure. The campus provides resources to students and parents through counselors, campus website, and handbook. Counselors will also report all incidents of students making suicidal outcries each month so that the district can provide appropriate resources.</p> <p>Strategy's Expected Result/Impact: Improve mental health</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All 6-8th grade students will participate in age appropriate lessons that help students avoid the risk of sexual activity, bullying, and drugs through YES program. Parental information meetings about the program content are offered before the students participate.</p> <p>Strategy's Expected Result/Impact: Reduce at risk behaviors</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: All students will participate in the Fitness Gram. Strategy's Expected Result/Impact: Increase health and fitness Staff Responsible for Monitoring: PE teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All campus staff will be trained in trauma informed care practices and receive self care strategies from the counseling staff Strategy's Expected Result/Impact: Staff will be able to respond appropriately to students dealing with trauma. Staff will be able to identify possible stressors and effectively deal with them appropriately. Staff Responsible for Monitoring: Administrators Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All Loflin students will will learn about health and wellness topics using the SPARK curriculum. Strategy's Expected Result/Impact: Students will make healthy choices in regard to eating well, exercise, and getting enough sleep. Staff Responsible for Monitoring: PE teachers, counselors, and Loflin Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Loflin will participate in the Goodside Health to help with medical diagnosis increase academic hours saved and reduce absenteeism. Strategy's Expected Result/Impact: Improve academic outcomes and attendance Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: There are common misconceptions about the definition of bullying, bullying investigations, and programs that Loflin has in place to address bullying. Root Cause: Often mean behavior is considered bullying.

Goal 1: Loflin MS will provide safe schools for students and staff.

Performance Objective 4: 100% of LMS will implement an aligned student code of conduct.

Strategy 1 Details	Reviews			
<p>Strategy 1: Add layer of student behavior intervention by providing lunch detention for students that are consistently unsuccessful in the classroom because of behavior and consistently create a disruption for fellow students.</p> <p>Strategy's Expected Result/Impact: Decrease number of students ISS for repeated behavior issues in the classroom. Decrease the number of missing assignments</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Loflin will create after school detention as a layer of student behavior intervention for students that are not successful in the classroom because of behaviors and consistently create a disruption for fellow students</p> <p>Strategy's Expected Result/Impact: Decrease number of students in ISS for repeated behaviors in the classroom.</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Loflin admin will review discipline matrix to ensure that all discipline is consistent with code of conduct.</p> <p>Strategy's Expected Result/Impact: Consistency in application of discipline.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Loflin will create office detention as a layer of student behavior intervention for students that are not successful in the classroom because of behaviors and consistently create a disruption for fellow students</p> <p>Strategy's Expected Result/Impact: Consistency in application of discipline.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Using Student Conductor to track discipline and communicate with guardians about behavior. Strategy's Expected Result/Impact: Clear and consistent communication about discipline and behavior. Staff Responsible for Monitoring: Behavior Interventionist and Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Each month at our monthly principal's meeting, we will monitor our SPED discipline numbers. Strategy's Expected Result/Impact: We will develop strategies for those SPED kids who are frequently in trouble on a regular basis so our overall discipline numbers. Staff Responsible for Monitoring: Administration, Behavior Interventionist, and Sped Lead Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Loflin MS has seen an increase in discipline referrals at the secondary level. Root Cause: Inconsistent use of proactive measure in classroom and at the campus level to mitigate referrals.

Goal 2: Loflin MS will ensure that every child is prepared for success in college, a career, or the military.





Performance Objective 1: Loflin MS will meet or exceed the target score of 90% in Domain 1-Student Achievement, Domain 2-Student Progress, and Domain 3-Closing the Gaps.

High Priority

Evaluation Data Sources: 9 week exams, BOY, MOY, Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC aligned to the strategic implementation guide (SIG) addressing essential learning standards, use of teacher created formative assessments, and analysis of student achievement data in order to inform instruction that will meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction, intervention, and enrichment lessons that emphasize writing techniques across content areas, develop critical thinking and related key skills needed for increasing student achievement and growth on all measures including STAAR domains. Support will be timely, TEKS focused, and aligned to specific student need.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RLA teachers use common writing strategy across all grade levels. This will provide a consistent instructional strategy that will improve writing scores.</p> <p>Strategy's Expected Result/Impact: Increase in ECR scores.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Scheduled RtI time in the master schedule with timely, directive and systematic intentional interventions planned for students based on needs identified in the PLC.</p> <p>Strategy's Expected Result/Impact: Increase in percentages at the approaches, meets, and masters level for all students in all STAAR assessments. performance and test scores. Increase percentages at the approaches, meets, and masters level in all STAAR assessments. Obtain district goal of 90% approaches level.</p> <p>Staff Responsible for Monitoring: Administrators Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$120,614.09</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Loflin will administer one TELPAS practice for speaking and writing domains during the fall semester.</p> <p>Strategy's Expected Result/Impact: Increase all EB students STAAR passing rate by 5%. and TELPAS rating by one level.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Train new Loflin teachers and administrators on RtI and PLC implementation. All administrators and select teachers will attend RtI at Work and/or Solution Tree PLC Institute</p> <p>Strategy's Expected Result/Impact: Teachers will gain instructional and collaborative strategies to plan intervention and enrichment and drive instruction.</p> <p>Staff Responsible for Monitoring: Admin Staff</p> <p>Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Loflin students will participate in Renaissance, district created test, or other district approved instruments to measure growth. Strategy's Expected Result/Impact: Tracking students growth in all core contents will improve growth, improve student outcomes, and provide tool for determining TIA designations. Staff Responsible for Monitoring: Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Loflin will provide up to 30 hours of Accelerated Instruction in small groups for students who do not meet expectations on STAAR. Student interventions will be documented in our SIS and reported through PEIMS. Strategy's Expected Result/Impact: Student learning outcomes will improve. Staff Responsible for Monitoring: Loflin Admin and teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Loflin did not meet interim targets in Closing the Gaps (Academic Growth) for Reading in the following demographic groups: African American, Hispanic, and white populations. Root Cause: Progress monitoring and response to intervention have not been specific to student weaknesses and strengths at both Tier 1 and Tier 2 levels.
Student Learning
Problem Statement 1: Students not at or above meets grade level for Reading which is below district and state expectations . Root Cause: Lack of student achievement for Math and RLA. Not consistent intervention at the Tier 1 classrooms and the Tier 2 Response to Intervention across grade levels.
Problem Statement 2: Students not at or above meets grade level for academic growth in Math which is below district and state expectations. Root Cause: Lack of student growth for Math and not enough consistent and intentional intervention across grade levels.
Problem Statement 3: Students not at or above meets grade level for academic growth in RLA . This is below district and state expectations. Root Cause: Lack of consistency in filling in the gaps of learning at the Tier 1 and Response to Intervention at the Tier 2 level.





Goal 2: Loflin MS will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 2: 100% of Loflin MS will build a foundation of English Language Arts Reading, and mathematics

High Priority

Evaluation Data Sources: 6 weeks exams, Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide bi-lingual teacher to support bi-lingual students as they transition from the elementary bi-lingual program to middle school.</p> <p>Strategy's Expected Result/Impact: Meet district goal of 90% approaches and 50% of all students at the masters level.</p> <p>Staff Responsible for Monitoring: Bi-lingual teachers Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$70,061</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students with Dyslexia or related reading disorders will receive instruction using MTA method.</p> <p>Strategy's Expected Result/Impact: All dyslexic students will develop tools to improve reading skills.</p> <p>Staff Responsible for Monitoring: MTA teacher Administration</p> <p>Targeted Support Strategy</p> <p>Funding Sources: - Dyslexia - \$38,565.06</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Train and support Loflin Reading Interventionist/Teacher at the CALP/CALT level and continue to support teacher as language therapist and Provider of Dyslexia Instruction.</p> <p>Strategy's Expected Result/Impact: 1. Dyslexia students will gain one academic year in reading fluency and comprehension and measured by grade level standards in STAAR Reading, other measurement results as applicable to the grade level.</p> <p>Staff Responsible for Monitoring: Loflin Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Content Specialists to support teachers with classroom management support, instructional strategies, assessments, PLCs, RtI, mentoring, lesson modeling and intervention support.</p> <p>Funding Sources: - 255 Title II, Part A, TPTR - \$32,220</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Loflin did not meet interim targets in Closing the Gaps (Academic Growth) for Math in the following demographic groups: Hispanic, African American, and white population. Root Cause: Progress monitoring and response to intervention have not been specific to student weaknesses and strengths at both the Tier 1 and Tier 2 level.</p>
<p>Problem Statement 2: Loflin did not meet interim targets in Closing the Gaps (Academic Growth) for Reading in the following demographic groups: African American, Hispanic, and white populations. Root Cause: Progress monitoring and response to intervention have not been specific to student weaknesses and strengths at both Tier 1 and Tier 2 levels.</p>

Goal 2: Loflin MS will ensure that every child is prepared for success in college, a career, or the military.





Performance Objective 3: 100% of Loflin MS classrooms will implement the college and career readiness plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will take the careers course to help them develop a 4 year plan and investigate career choices</p> <p>Strategy's Expected Result/Impact: All students will develop a 4 year plan with a chosen endorsement</p> <p>Staff Responsible for Monitoring: Careers teacher Campus Admin</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - CCMR - \$80,546.58</p>	Formative			Summative
	Nov	Jan	Mar	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: Loflin MS will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 4: Loflin MS will increase to 97% attendance rate.

Evaluation Data Sources: Attendance data


Strategy 1 Details	Reviews			
<p>Strategy 1: Create grade level incentives to increase attendance rates.</p> <p>Strategy's Expected Result/Impact: Increased attendance to 97% and no dropouts.</p> <p>Staff Responsible for Monitoring: PEIMS clerk Attendance clerk Administration</p>	Formative			Summative
	Nov	Jan	Mar	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: Loflin MS will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 1: 100% of Loflin MS teachers meet state and local certification requirements.

Strategy 1 Details	Reviews			
<p>Strategy 1: All Loflin staff will district compliance powerpoint, which includes: FERPA, Sexual Harassment, Suicide Prevention, Teen Dating Violence, Texas Educator's Code of Ethics, Copyright, Stop the Bleed,</p> <p>All Loflin staff will complete online compliance courses, which includes: -Bloodborne Pathogens -Bullying Prevention</p> <p>Strategy's Expected Result/Impact: By providing all staff with compliance training, Loflin MS will ensure that all students are in a safe and appropriate learning environment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All new teachers in Loflin will complete online training over Texas Behavior Support Initiative (TBSI), ELL Support Training, and Dyslexia Training.</p> <p>Strategy's Expected Result/Impact: By providing training, Loflin MS will ensure that teachers are prepared to provide quality instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of secondary ELAR teachers, 100% of elementary core teachers, 100% of self SPED self contained teachers will be ESL certified.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All Loflin MS honors/advanced teachers must be GT certified (initial 30 hours) and receive a 6 hour GT update each school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Loflin MS will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.





Performance Objective 2: Loflin MS will have 95% or greater teacher and principal retention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Loflin Middle School will continue to build staff culture by implementing a series of staff appreciation events and activities such as: regular social gatherings, games and activities and positive pop-ins to allow teachers a break during the day.</p> <p>Strategy's Expected Result/Impact: Recognition of staff accomplishments Social gatherings Pop-ins to show support Increased campus moral</p> <p>Staff Responsible for Monitoring: Counselors Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for BIC students to show success and support to build on that success.</p> <p>Strategy's Expected Result/Impact: Re-integrate BIC students back to the general education environment</p> <p>Staff Responsible for Monitoring: BIC Staff Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal will monitor school climate by setting up mobile office a minimum of twice a week at different locations in the school.</p> <p>Strategy's Expected Result/Impact: Improved climate and culture Show support to teachers Build relationships with students</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Admin will model PLC instructional strategies at monthly staff meetings and monitor weekly PLC meetings for maximum efficiency.</p> <p>Strategy's Expected Result/Impact: Improve communication of expectations Insure intentional use of time</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: We will use CI walkabouts to demonstrate examples of districts new CI expectations in order for teachers to continue to improve their instruction.</p> <p>Strategy's Expected Result/Impact: Improve CI and opportunity to share ideas and strategies</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Loflin MS will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.





Performance Objective 3: Loflin MS will use last years success to maintain a 90% or greater overall score on the Campus Financial Scorecard.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Principal will continue monthly budget meetings with the school secretary to review and adjust budget as needed to insure financial scorecard goal is achieved.</p> <p>Strategy's Expected Result/Impact: Maintain the streamlined spending process created in previous year Identify unneeded expenditures</p> <p>Staff Responsible for Monitoring: Campus Principal Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	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: Loflin MS will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 4: Over 92% of LMS staff and parents will respond with satisfaction on the annual survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Loflin will provide curriculum night, open house, and for students and parents. Strategy's Expected Result/Impact: Parents are given opportunity to learn about the grade level curriculum and expectations along with highlighting student work. Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Loflin will provide transitional meetings for 5th grade and 8th grade students and parents and course selection meetings for all students and parents. Strategy's Expected Result/Impact: Improve communication and provide parents with knowledge on preparing students for secondary experience and beyond. Staff Responsible for Monitoring: Counselors Teachers Administrators</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Loflin Middle School will enhance parent communication and relationships by providing: a weekly newsletter to parents in various formats and by providing updated information and celebrations via social media daily. Strategy's Expected Result/Impact: Increased parent satisfaction survey to 92% Staff Responsible for Monitoring: Principals Support Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Loflin will give call parents and promote positive office referrals to students Strategy's Expected Result/Impact: Increased parent communication Positive interactions with stakeholders Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	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>				

RDA Strategies

Goal	Objective	Strategy	Description
2	1	2	RLA teachers use common writing strategy across all grade levels. This will provide a consistent instructional strategy that will improve writing scores.
2	1	3	Scheduled RtI time in the master schedule with timely, directive and systematic intentional interventions planned for students based on needs identified in the PLC.
2	1	4	Loflin will administer one TELPAS practice for speaking and writing domains during the fall semester.
2	1	5	Train new Loflin teachers and administrators on RtI and PLC implementation. All administrators and select teachers will attend RtI at Work and/or Solution Tree PLC Institute

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	RLA teachers use common writing strategy across all grade levels. This will provide a consistent instructional strategy that will improve writing scores.
2	1	3	Scheduled RtI time in the master schedule with timely, directive and systematic intentional interventions planned for students based on needs identified in the PLC.
2	1	4	Loflin will administer one TELPAS practice for speaking and writing domains during the fall semester.
2	1	5	Train new Loflin teachers and administrators on RtI and PLC implementation. All administrators and select teachers will attend RtI at Work and/or Solution Tree PLC Institute
2	2	1	Provide bi-lingual teacher to support bi-lingual students as they transition from the elementary bi-lingual program to middle school.
2	2	2	Students with Dyslexia or related reading disorders will receive instruction using MTA method.

Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$120,614.09
2	2	1			\$70,061.00
Sub-Total					\$190,675.09
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$32,220.00
Sub-Total					\$32,220.00
Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$38,565.06
Sub-Total					\$38,565.06
CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$80,546.58
Sub-Total					\$80,546.58

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024
Child Abuse and Neglect	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/4/2024
Coordinated Health Program			Jo Lynn Augsburger	9/12/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/12/2024
Dyslexia Treatment Program	Director of Dyslexia		Jo Lynn Augsburger	9/12/2024
Pregnancy Related Services	Executive Director of Secondary	8/1/2024	Jo Lynn Augsburger	9/12/2024
Post-Secondary Preparedness			Jo Lynn Augsburger	9/12/2024
Recruiting Teachers and Paraprofessionals			Jo Lynn Augsburger	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Chief Academic Officer		Jo Lynn Augsburger	9/12/2024
Texas Behavior Support Initiative (TBSI)	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/4/2024
Technology Integration	Executive Director of Instructional Technology	7/24/2024	Jo Lynn Augsburger	9/4/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024