

# **Dickinson Independent School District**

## **Elva C. Lobit Middle School**

### **2019-2020 CIP**



# Mission Statement

The mission of Lobit Middle School is to foster an environment where students are respectful, kind, and self-reliant in their learning.

## Vision

The students of Lobit Middle School will receive an education in which learning extends beyond the classroom, creating an atmosphere of integrity, perseverance, and pride.

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# Comprehensive Needs Assessment

Revised/Approved: April 24, 2019

## Demographics

### Demographics Summary

Elva C. Lobit Middle School is one of twelve Title IA schoolwide campuses in the Dickinson Independent School District. Lobit Middle School opened its doors in August 2016. Lobit Middle School serves 422 students in grades 5 and 6. At the start of the school year, 56% of our student were economically disadvantaged, by the end of the school year that increased to 63%. This is a Title I School-wide Campus.

The student population is 31% African-American, 34% White, 33% Hispanic, 1% Asian, 45% male and 55% female. The staff population is 1% African-American, 85% White, 14% Hispanic, 13% male and 87% female with an average of 8 years of experience. The current teacher/student ratio is 1:27.

### Student Populations:

American Indian	African American	White	Asian	Hispanic	Multi-Race
0	31%	34%	1%	33%	0

Male	Female	Low Socioeconomic
45%	55%	54%

- **Staff Populations:**

African-American	Anglo	Asian	Hispanic	Male	Female	Years of Experience
1%	85%	0%	14%	13%	87%	8

The average daily attendance rate for students is 97%. Lobit Middle School recorded a total of 266 office referrals, with a total of 86 discipline incidences resulting in parts of day suspensions, in-school suspensions and out-of school suspensions this year.

	<b>2016-2017 School Year</b>	<b>2017-2018 School Year</b>	<b>2018-2019 School Year</b>
<b>Average Daily Attendance</b>	97%	97%	97%
<b>Total Discipline Referrals</b>	266	200	373
<b>Number of Referrals reflecting classroom disruption</b>	175	105	261

Elva C. Lobit Middle School serves 20 English Language Learner students (5%), 11 students in the Gifted and Talented program (3%), 45 students identified for 504 services (10%), and 79 students served through special education services (18%).

	<b>ELL</b>	<b>GT</b>	<b>504</b>	<b>SPED</b>
<b>Number of Students</b>	20	11	45	79
<b>Percent of Students</b>	5%	3%	10%	18%

### **Demographics Strengths**

Our campus has the following demographic strengths:

- Diverse student population
- Multiple training opportunities to better prepare staff for our diversified campus
- Promote attendance using parent contact
- Teachers have attended 7 Steps to a Language Rich Classroom
- I Can I Care school-wide positive behavior incentives

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Staff demographics do not match the demographics of the students, especially within our African-American population.

# Student Achievement

## Student Achievement Summary

### Summary

Throughout the school year a variety of assessments play a key role in campus academic performance. The State of Texas Assessments of Academic Readiness (STAAR) assess how students master content for the current school year; the Texas English Language Proficiency Assessment System (TELPAS) assess our English Language Learners on their language acquisition, the Measure of Academic Performance (MAP) provides teachers with detailed information on reading and math skills, and district benchmark assessments; which measure content knowledge as students progress throughout the school year.

### 5th Grade STAAR

1 <sup>st</sup> Administration	2017			2018			2019		
	App Grade Level	Meets Grade Level	Masters Grade Level	App Grade Level	Meets Grade Level	Masters Grade Level	App Grade Level	Meets Grade Level	Masters Grade Level
Reading	69%	38%	18%	65%	33%	10%	68%	38%	19%
Math	76%	38%	14%	77%	46%	14%	73%	39%	19%

1 <sup>st</sup> Administration	2017			2018			2019		
	Limited	Expected	Accelerated	Limited	Expected	Accelerated	Limited	Expected	Accelerated
Reading	55%	33%	12%	45%	41%	14%	49%	38%	13%
Math	57%	32%	10%	61%	34%	6%	59%	29%	12%

### 6th Grade STAAR

	2017			2018			2019		
	App Grade Level	Meets Grade Level	Masters Grade Level	App Grade Level	Meets Grade Level	Masters Grade Level	App Grade Level	Meets Grade Level	Masters Grade Level
Reading	73%	35%	17%	64%	27%	10%	56%	18%	4%
Math	72%	36%	14%	76%	43%	13%	71%	35%	10%

	2017			2018			2019		
	Limited	Expected	Accelerated	Limited	Expected	Accelerated	Limited	Expected	Accelerated
Reading	54%	39%	7%	66%	30%	4%	77%	20%	3%
Math	43%	51%	6%	50%	45%	5%	57%	39%	4%

## Student Achievement Strengths

Our strengths are:

### 5th Grade Reading

- Approaches Grade Level increased in All, Hispanic, White, Eco Dis, and EL
- Meets Grade Level increased in All, African American, Hispanic, White and Eco Dis
- Master Grade Level increased in All, African American, Hispanic, and White
- Meets Grade Level increased on the second administration in All, Hispanic, and Eco Dis

### 6th Grade Reading:

- Approached Grade Level increased in African American
- Meets Grade Level increased in Special Education

### 5th Grade Math:

- Masters Grade Level increased in All, Hispanic, White and Eco Dis
- Approached Grade Level on the second administration increased in All, Hispanic, White, and Eco Dis
- Meets Grade Level on the second administration increased in All and White

### 6th Grade Math:

- Approaches Grade Level increased in African American
- Meets Grade Level increased in African American
- Masters Grade Level increased in African American

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading



and math. **Root Cause:** Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

**Problem Statement 2:** Math and Reading Safegurads were not met at the state or federal level. **Root Cause:** Not all students are on grade level in reading and math.

# School Culture and Climate

## School Culture and Climate Summary

### Summary

A parent survey was sent out and those responding felt that Lobit Middle School has a positive and welcoming environment. Parents, students and teachers felt strongly that students feel safe at LMS. Students, teachers, and parents felt strongly that students feel comfortable reporting to a staff member when a student was in a crisis, needing help. Character lessons throughout the year provide opportunities for students to understand emotions and how they affect daily routines.

At Lobit Middle School, the culture and climate is enhanced by consistency among staff members and students. Campus-wide expectations and procedures are in place, displayed throughout the building. Discipline data is reviewed periodically and shared with staff members to address any issues that exist.

## School Culture and Climate Strengths

The committee identified the following strengths:

- There is a campus-wide discipline system.
- Teachers provide a variety of consequences within the classroom before writing a discipline referral.
- Teachers plan well together, and the instructional framework is consistent.
- Staff members are respectful and productive with one another.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Misbehavior in classrooms make instruction difficult, especially when classes have substitutes. **Root Cause:** Procedures in classrooms are sometimes inconsistent and we need to re-evaluate our school-wide expectations.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Lobit Middle School strives to interview and employ highly qualified teachers and instructional paraprofessionals and works closely with district Educational Services and Human Resources departments to provide trainings and assistance to those who may need assistance. Open instructional positions are posted on our district website with ample time to recruit certified and effective individuals prior the beginning of the school year. There is also a positive recruitment tactic of networking within professional communities among colleagues. Ensuring retention of highly qualified individuals is offered through district wide mentor and protégé programs. At a campus level, this includes campus wide supports including administration, expert teachers, academic/instructional coaches, and the behavior coach.

At LMS, PLC meetings are held regularly to address district initiatives and campus needs. Additionally, professional development and resources to support them are provided for staff and are not limited to Region 4 trainings or contracted specialists. Staff members are encouraged to collaborate with colleagues to plan instruction with best practices and strategic interventions for struggling students.

Discussing PLC's, the team felt although PLC's are amazing, more time for implementation, evidence of success, and closure are needed to make a greater impact or to even get a grip on the strategy or intervention proposed in general.

## Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- All LMS Staff meet the requirement of highly qualified according to state and district requirements
- Recruitment is a strength for our district with multiple avenues utilized for finding the best candidates
- Professional development is offered in a variety of formats throughout the school year to address student academic needs in all content areas
- District and campus mentor/protégé programs promote the development and support of new teachers
- PLC meetings and information provided
- Participation in district-wide and individual training surveys relating to professional development
- Contracted services focused on developing more effective classroom instruction across a variety of student groups and needs

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Planning and PLC time is not enough time for planning, collaboration, and peer observations. **Root Cause:** Teachers have a wide variety of responsibilities during their planning/PLC time.

**Problem Statement 2:** Are all teachers certified in the area they are teaching? Are all teachers ESL certified?

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum at Lobit Middle School is aligned with the TEKS, English language Proficiency Standards (ELPS) and the College Career Readiness Standards (CCRS). Teachers follow the TEKS and implement the district year at a glance and pacing guides. Curriculum planning by departments is ongoing during the school year and is developed with the help of administration, curriculum specialists and academic staff. Team leaders collaborate with district curriculum specialists during the school year and summer to update curriculum. Evidence from walk-throughs and evaluations show that teachers are increasing the content rigor and relating it to real world applications. Students are engaging in higher level thinking activities. Professional Learning Communities meet on a regular basis to find and discuss best practices for implementing lessons. Content objectives and language objectives are written on the board and discussed in every classroom. Many teachers have been trained in ELPS strategies to provide linguistic accommodations for the bilingual population. Scaffolding and differentiated instruction are supported by Academic coaches in the core classes. Teachers utilize projectors, document cameras and mobile computer labs to create more engaging lessons. Teachers use Eduphoria to gather data and decide on student groupings for maximizing student success across the campus. Students analyze and graph their results after unit tests, benchmarks and the MAP testing. Conferences are held with students to discuss their progress and students set goals for their success.

Teachers and staff at Lobit Middle School are dedicated to increasing student achievement and performance by providing students with a well-rounded education through rigorous, higher level activities. Teachers analyze common assessments, CBAs, MAP reading and math data, and state testing data as well as informal assessments to identify the needs of students. The schedule at LMS has been adjusted to allow for maximum literacy, math and science instruction. Gifted and Talented students in 5th and 6th grade follow a PreAP curriculum and complete a Texas Performance Standards project each year. Struggling students receive RtI interventions including Academic Coach support, Behavior Coach support and Leveled Literacy Intervention. Student progress is consistently monitored by case managers who update IEP and/or LPAC information. Teachers actively track individual student data and students complete individualized data tracking sheets.

The goal of Lobit Middle School is to reach the College and Career Readiness standard of 85% of all students meeting the passing rate. In order to reach that goal, LMS teachers attend a variety of professional development courses to ensure that the most effective strategies are being implemented. Also, LMS administration offers many opportunities for teachers during weekly PLC meeting where instructional practices are discussed.

## Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- Providing interventions to struggling students: Academic Coaches, LLI , Leveled Readers, small group instruction
- Data analysis-disaggregating data after assessments to form intervention groups and determine need to re-teach objectives
- Career Day-encouraging students to set goals for the future

- Having access to multiple formats of curriculum
- Support for students experience difficulty- ARDS, LPAC, RtI paperwork completed in a timely manner
- Staffings and PST meetings conducted to make decisions regarding accommodations for students
- Communication of content and English language objectives
- Curriculum aligned with State Standards
- Common assessments in Math, Science and Social Studies
- Weekly meetings in Professional Learning Communities

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Struggling students remain in an RtI setting, with little to no progress for an extended period of time. **Root Cause:** Interventions are limited and are not meeting the needs of all struggling students.

**Problem Statement 2:** Is curriculum being taught at the level it is assessed by the state? Are all teachers planning, delivering, and assessing curriculum correctly?

# Parent and Community Engagement

## Parent and Community Engagement Summary

A parent survey was sent out and those responding felt overwhelmingly positive about the school's welcoming atmosphere and effectiveness. Parents have opportunities such as PTO, Parent Orientation Night, Open House, student dances, etc. to be involved with the school. Individual parent/teacher conferences are scheduled at the beginning of November. The school communicates with parents through various formats so that the information is accessible to all. Interpreters are available to help at ARDs and other meetings where language could be a barrier. With the help of Communities in Schools, we have strong ties with several community partners. They are recruited as needed and supported through appreciative gestures such as artwork, letters, and lunches. Parents participate in site-based planning through Campus Improvement Committee and the Education Improvement Committee. They are invited and serve on a volunteer basis.

## Parent and Community Engagement Strengths

The following needs were identified:

- While teachers work to maintain communication with parents, we could improve our coordination of time needed to facilitate this better.
- Teacher web pages are excellent tools to keep parents aware of what is going on in their children's classes.
- Parent-based committees at the school need to be more ethnically diverse in representation.
- Conduct parent meetings to discuss family engagement and student academics with parents of our academically fragile students.
- Continue to expand opportunities for transition information/visits/and materials for not only students coming from elementary and going to junior high school but students who are coming from home school or private schools.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Additional avenues of communication from school to home need to be investigated and implemented. **Root Cause:** Not all families have functional internet access and phones.

# School Context and Organization

## School Context and Organization Summary

Lobit Middle School is a safe learning environment that sets high expectations and realizes the benefit of collaboration with parents, community, students and staff. We align the goals of the campus based on the TEKS, which are vertically aligned and allow teachers to reinforce learning across multiple subject areas. Daily operations and schedules are in place to ensure all students are receiving maximum instructional time. Collectively, as a staff, we discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal communicates campus academic and staffing needs throughout the school year by attending bi-weekly A-Teams with district administration and with superintendent and district offices during individual campus staffings for the next school year in early spring.

## School Context and Organization Strengths

The following strengths were identified:

- Teachers have the ability to communicate digitally with parents through Skyward and Outlook.
- The perception of students, teachers, parents and community members is that Lobit Middle School is a safe, positive learning environment that meets the needs of all students.
- Vertical alignment of the curriculum links our campus and district goals.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Parents do not receive email communication from teachers. **Root Cause:** Parents change email addresses and it is not updated in Skyward.

# Technology

## Technology Summary

The teachers at Lobit Middle School are equipped with technology to assist in academic instruction. Every classroom has a teacher and student computer, document camera, projector, and power point clicker. LMS currently has 12 chrome carts for daily use. Teachers utilize Google Classroom to house class assignments and projects. A computer lab is also available to teachers/students when chromebooks are already in use.



## Technology Strengths

The following strengths were identified:

- Students use many interactive websites to further their knowledge of the content area.
- Teachers utilize chromebooks on campus to immerse students in the internet and technology.
- The district has an excellent technology department who are readily available to offer help and corrects issues.
- Teachers communicate with parents through updated web pages, Skyward messenger, and Remind 101.
- All fifth grade students are enrolled in a technology course as part of their elective curriculum.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers do not always have access to computers when needed for teaching. **Root Cause:** Limited access to chromecarts because four teachers have to share one set of twenty-five.



# Priority Problem Statements

**Problem Statement 1:** Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math.

**Root Cause 1:** Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Classroom instruction is not facillitating learning to the Meets or Masters learning level on STAAR

**Root Cause 2:** Teachers do not have an understanding of the proficiency levels of the TEKS.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Math and Reading Safegurads were not met at the state or federal level.

**Root Cause 3:** Not all students are on grade level in reading and math.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Planning and PLC time is not enough time for planning, collaboration, and peer observations.

**Root Cause 4:** Teachers have a wide variety of responsibilities during their planning/PLC time.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Struggling students remain in an RtI setting, with little to no progress for an extended period of time.

**Root Cause 5:** Interventions are limited and are not meeting the needs of all struggling students.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Misbehavior in classrooms make instruction difficult, especially when classes have substitutes.

**Root Cause 6:** Procedures in classrooms are sometimes inconsistent and we need to re-evaluate our school-wide expectations.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** Additional avenues of communication from school to home need to be investigated and implented.

**Root Cause 7:** Not all families have functional internet acess and phones.

**Problem Statement 7 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance 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
- Evaluation(s) of professional development implementation and impact

#### **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
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.**

**Performance Objective 1:** 100% of students, including those in specific student groups, will show individualized, measurable growth.

**Evaluation Data Source(s) 1:** 2020 STAAR results

**Summative Evaluation 1:**

**Targeted or ESF High Priority**



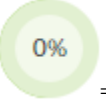

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools                      1) Administer and analyze district reading, math, writing, and science common assessments, CBAs and benchmarks                      *disaggregate results by teacher                      *disaggregate by student groups, specifically Hispanic, LEP, Eco Dis, and Special Education                      *discuss in team meetings and PLCs and plan for interventions and the spiraling of non mastered TEKs</p>		Principal, Assistant Principal, Classroom Teachers, Instructional Coaches	Increase in campus/district/state assessment				
<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1  <b>Funding Sources:</b> No Funding Required - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Provide staff development to 5th and 6th grade reading teachers to enhance the incorporation of TEKS and literacy *Literacy coach to train and plan with teachers *Fontas and Pinnell Guiding Readers and Writers *HMH training for new resources		District Curriculum Specialist, Literacy Academic Coach, Classroom teachers	Increase in campus/district/state assessment				
<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 255-Title IIA - 0.00, 263-Title IIIA - 0.00, 211-Title IA - 0.00, Local Funding - 0.00							
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Provide Balanced Literacy instruction in all ELA classrooms including: *mentor texts (read aloud) *guided reading books *Literacy Library *scaffold questioning		Classroom Teachers, Instructional Coaches	Increase in campus/district/state assessment				
<b>Problem Statements:</b> Student Achievement 1, 2 - Student Academic Achievement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, 199-SCE - 0.00, Local Funding - 0.00							
<b>TEA Priorities</b> Build a foundation of reading and math 4) Increase math skills and problem solving by *providing guided math to ensure student mastery of new math TEKS *I do, We do, You do instruction *fact fluency practice *creating common, uniformed math vocabulary *Thinking Maps *providing uniformed daily warm-ups/LoneStar 2.0		Principal, Assistant Principal, Classroom Teachers, Academic Coaches	Increase in campus/district/state assessment				
<b>Funding Sources:</b> Local Funding - 0.00, 199-SCE - 0.00, 211-Title IA - 0.00							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Increase science skills by *incorporating science-based reading materials into science and reading classrooms *provide well supplied classrooms for labs *create non-negotiable lists of skills for feeder schools *Building Academic Vocabulary *Thinking Maps		Principal, Assistant Principal, Classroom Teachers, Academic Coaches	Lesson plans CBA/Benchmark results				
<b>Funding Sources:</b> Local Funding - 0.00, 199-SCE - 0.00, 211-Title IA - 0.00							
6) Incorporate the integration of SS TEKS into the literacy block *provide planning time to collaborate the integration of literacy and social studies skills *provide Jr Scholastic/SS Weekly as a reading resource		Teachers, Academic Coaches and Campus Administrators	Lesson Plans CBA/Benchmark				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 7) Provide specialized instruction to students identified as at-risk of failing and collaborate with teachers in the classroom *LLI pullout support *Literacy groups *FastForWord *Tutorials *access to technology for small group, individualized support		Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, LLI support	Increase in campus/district/state assessment				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
<b>Funding Sources:</b> 199-SCE - 0.00, 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00							
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 8) Monitor student progress by conducting grade level meeting to discuss student assessment results administered each nine weeks *DRA results *CBA/Benchmark test results *monitoring walls at all grade levels to chart progress *teacher input on test writing, evaluation and re-writes		Principal, Assistant Principal, Classroom Teachers, Instructionals Coaches	Increase in campus/district/state assessments				
<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1							
<b>Funding Sources:</b> No Funding Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 9) Adhere to district guidelines and training for Response to Intervention by: *conducting monthly grade level meeting to review Tier 1 strategies for students and determine if additional supports are needed	2.4	Principal, Assistant Principal, Classroom Teachers, SIT Team	Fewer students performing below grade level				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> No Funding Required - 0.00						
10) Conduct SIT meetings to develop Tier 2 plans of intervention for students struggling to master grade level TEKS and STAAR objectives after universal interventions have been tried		Principal, Assistant Principal, Classroom Teachers, SIT Team	Fewer students performing below grade level				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> No Funding Required - 0.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 11) Utilizing benchmark data, past STAAR data and MAP data, intentional instruction is designed to address deficits for students projected to not meeting standard on 1st administration of 5th grade STAAR reading and/or math		Classroom teachers, Instructional Coaches	Increase in state assessment results				
	<b>Funding Sources:</b> 199-SCE - 0.00, Local Funding - 0.00, 211-Title IA - 0.00						
<b>Comprehensive Support Strategy</b> 12) Instructional Specialists will provide support and intervention for students at-risk of failing by pushing into classrooms and collaborating with classroom teachers.		Instructional Specialists, Classroom Teachers	Increase in students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, 199-SCE - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>13) Provide training opportunities for teachers and administrators throughout the school year which are intended to enhance instruction and improve student knowledge. Provide supplemental resources that support curriculum instruction.</p>		Teachers and Campus administrators	Increase in number of students performing on grade level and an increase of campus/district/state assessment				
<p><b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00, 199-SCE - 0.00</p>							
<p><b>Comprehensive Support Strategy</b></p> <p>14) Provide opportunities for general education teachers, special education teachers, fine arts teachers, pe teachers, and Instructional Coaches time to collaborate on individual student needs to ensure success to all students, in all settings.</p>		Teachers and Campus administrators	Increase in campus/district/state assessment				
<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p>							
<p>15) LMS will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.</p>	2.5	Principal	Increase in state test scores				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>16) Instructional coaches will lead weekly content planning meetings and provide instructional support inside the classroom for classroom teachers.</p>	2.4	Principal Assistant Principal Instructional Coaches	Increase in campus/district assessments, state assessments				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 1</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

## Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 1:** Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. **Root Cause 1:** Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

**Problem Statement 2:** Math and Reading Safegurads were not met at the state or federal level. **Root Cause 2:** Not all students are on grade level in reading and math.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Planning and PLC time is not enough time for planning, collaboration, and peer observations. **Root Cause 1:** Teachers have a wide variety of responsibilities during their planning/PLC time.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Struggling students remain in an RtI setting, with little to no progress for an extended period of time. **Root Cause 1:** Interventions are limited and are not meeting the needs of all struggling students.

### Student Academic Achievement

**Problem Statement 1:** Classroom instruction is not facillitating learning to the Meets or Masters learning level on STAAR **Root Cause 1:** Teachers do not have an understanding of the proficency levels of the TEKS.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.





**Performance Objective 2:** Students in reading and math will exceed the state and federal requirement for academic achievement in the meets grade level or above.

**Evaluation Data Source(s) 2:** 2020 STAAR Results

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 1) Implement TEKS Tuesdays to collaborate in content teams to unpack the TEKS, understand the depth of TEKS and how the student expectations must be understood to teach to the mastery level expected.	2.4, 2.5, 2.6	Principal Assistant Principal Classroom Teachers Instructional Coaches	Increase in the number of students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Achievement 2 - Student Academic Achievement 1						
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide focused professional development for WICOR strategies in all content areas: *Introduction to WICOR *One-Pagers, Quick writes, sentence stems, and focused note-taking *Essential questions, levels of thinking *Whip around, Stand/Talk/Sit, WICOR Buddies Collaboratively marking the text, writing in margins	2.4	Principal Assistant Principal AVID Instructional Team	Increase in the number of students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Academic Achievement 1						
3) Provide focused walkthroughs targeting implementation of WICOR strategies in all classrooms, by Instructional Coaches	2.4	Principal Assistant Principal Instructional Coaches	Increase in students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> Math and Reading Safegurads were not met at the state or federal level. <b>Root Cause 2:</b> Not all students are on grade level in reading and math.
<b>Problem Statement 1:</b> Classroom instructions and interventions are not meeting the needs of all students in aquiring a full years growth on STAAR reading and math. <b>Root Cause 1:</b> Classroom instruction and interventions have focused on students meeting standard, not depth of growth.
Student Academic Achievement
<b>Problem Statement 1:</b> Classroom instruction is not facillitating learning to the Meets or Masters learning level on STAAR <b>Root Cause 1:</b> Teachers do not have an understanding of the proficency levels of the TEKS.


**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 3:** 100 % of LMS students in special education will make a year's worth of growth in reading and math.

**Evaluation Data Source(s) 3:** 2020 STAAR Results

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) Instructional coaches will plan with RISE reading and math teachers to unpack the TEKS, understand the depth of TEKS and how the student expectations must be understood in order to plan for students in special education.	2.4	Principal Assistant Principal Instructional Coaches	Increase in growth of campus/district/state assessment				
<b>TEA Priorities</b> Improve low-performing schools 2) Provide training to classroom teachers on effective ways to accommodate classroom assignments and instructional strategies	2.4	Principal Assistant Principal Case Managers	Increase in campus/district/state assessment				
<b>Problem Statements:</b> Student Achievement 1							
							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. <b>Root Cause 1:</b> Classroom instruction and interventions have focused on students meeting standard, not depth of growth.


**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 4:** 100% of ELL students will make a year's progress on STAARR reading, math, and science and make a year's progress on TELPAS

**Evaluation Data Source(s) 4:** STAAR results  
TELPAS results

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will demonstrate consistent use of ELPS strategies in all classrooms which follows the district 3-year plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development *academic vocabulary, brick and mortar words		Principal, Assistant Principal	Increase campus/district/state assessment				
<b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00							
2) Teachers will provide instruction using research based supplemental materials, consistent use of word walls with pictures and other vocabulary strategies in all classrooms to support academic language development		Classroom teachers, Instructional Coaches	Increase in campus/district/state assessment				
<b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, Special Programs - 0.00, 199-SCE - 0.00							
<b>TEA Priorities</b> Improve low-performing schools 3) Teachers will plan and deliver instruction using TELPAS rating outcomes, PLDs, and TELPAS listening and speaking rubrics	2.4	Principal Assistant Principal Instructional Coaches	Increase in TELPAS rating levels Increase in campus/district/state assessment				
<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1							
							

**Performance Objective 4 Problem Statements:**



**Student Achievement**

**Problem Statement 1:** Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. **Root Cause 1:** Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

**Student Academic Achievement**


**Problem Statement 1:** Classroom instruction is not facillitating learning to the Meets or Masters learning level on STAAR **Root Cause 1:** Teachers do not have an understanding of the proficiency levels of the TEKS.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 5:** 100% of LMS core content teaches will be ESL certified

**Evaluation Data Source(s) 5:** Teacher certifications

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam		Classroom teachers	Increase in TELPAS results Increase in campus/district/state assessments				
<b>Funding Sources:</b> Local Funding - 0.00, 255-Title IIA - 0.00							
							


**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 6:** 100% of LMS staff will show their college accomplishments in their classrooms.


**Evaluation Data Source(s) 6:** 100% of staff display college accomplishments in their classrooms.

**Summative Evaluation 6:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Display college plaques in the classroom		Counselor, Classroom Teacher	Increase in college awareness				
2) Promote higher level education by incorporating conversations during morning meeting, promotion of wearing college shirts, AVID bulletin boards		Counselor, Classroom Teachers	Increase in college awareness				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


## Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 1:** Maintain a teacher turnover rate under 5%

**Evaluation Data Source(s) 1:** Number of teachers retained at the end of the school year.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Assist new teachers in acquiring an understanding of the district curriculum as well as lesson planning through: *introduction to grade level curriculum, scope and sequence, TEKS and STAAR objectives *in-depth look at curriculum, curriculum calendars, TEKS and STAAR objectives *discussion on differentiation teaching of GT, IEP modifications, and 504 accommodations *learning walks *peer observations	2.4, 2.5	Principal Assistant Principal, Counselor, Mentor Teachers	Increase in understanding of grade level expectations Increase in student performance				
				<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Local Funding - 0.00			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Any new teacher will participate in the "Protege" program provided by the district with support from a mentor teacher located on that campus. Second year teachers still in need of a mentor will join the district's NaviGator program for additional support.	2.4, 2.5	Director of Professional Development	Teacher understanding of campus and district procedures Lower teacher turnover rate				
				<b>Funding Sources:</b> 255-Title IIA - 0.00, Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Offer a network of support to new teachers and mentors by: *informal meetings with principal and assistant principal *meeting with mentor to discuss various topics *grade level meetings *campus PLCs *district and campus professional development		Principal, Assistant Principal, Classroom Teachers	Teacher understanding of campus and district procedures Lower teacher turnover rate				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Local Funding - 0.00, 255-Title IIA - 0.00						
4) Survey staff at mid year to determine areas of interest for summer staff development and at the end of the year to determine fall staff development		Principal, Assistant Principal	Staff development will be relevant to the needs of the teachers				
							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. <b>Root Cause 1:</b> Classroom instruction and interventions have focused on students meeting standard, not depth of growth.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Planning and PLC time is not enough time for planning, collaboration, and peer observations. <b>Root Cause 1:</b> Teachers have a wide variety of responsibilities during their planning/PLC time.





### Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 1:** School discipline referrals will be less than 200 referrals

**Evaluation Data Source(s) 1:** Monthly/Yearly Discipline incident reports.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide behavior RtI through the campus SIT process	2.5	SIT Committee, Behavior Coach, Classroom Teachers	Increase in on-task behavior increases opportunity to learn in the classroom Increase in student performance				
<b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1							
2) Participate and implement district-wide training and strategies in Restorative Practices	2.5	Principal Assistant Principal Instructional Leadership Team	Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.				
<b>Problem Statements:</b> School Culture and Climate 1							
3) Conduct classroom guidance lessons linked to character trait of the month	2.5	Counselor	Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.				
<b>Problem Statements:</b> School Culture and Climate 1							
4) Participate in activities that promote good choices, bully prevention, and conflict resolution, such as: Rachel's Challenge Red Ribbon Week Kelso's Choice No Place for Hate Finding Kind	2.5	Counselor CIS	Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.				
<b>Problem Statements:</b> School Culture and Climate 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Incorporate Project Wisdom into daily messages for students	2.5	Principal, Assistant Principal	Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.				
<b>Problem Statements:</b> School Culture and Climate 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Misbehavior in classrooms make instruction difficult, especially when classes have substitutes. <b>Root Cause 1:</b> Procedures in classrooms are sometimes inconsistent and we need to re-evaluate our school-wide expectations.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Struggling students remain in an RtI setting, with little to no progress for an extended period of time. <b>Root Cause 1:</b> Interventions are limited and are not meeting the needs of all struggling students.

## Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

**Performance Objective 1:** Through efficient and effective management of resources and operations, campus support will be maximized.

**Evaluation Data Source(s) 1:** Balanced budget maintained for 2019-2020 to provide the resources and personnel necessary to assist campuses as they strive to meet State and Federal standards of achievement for all students.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal and secretary will work with the district business office to ensure all monies are appropriately spent.		Principal, Secretary	Teachers will have appropriate resources Increase in student performance				







## Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 1:** Student attendance will meet or exceed 97%

**Evaluation Data Source(s) 1:** Monthly reports/End of year reports of student attendance.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parent education on communication tools during Meet the Teacher Night, first day packets, Parent Orientation, and teacher web pages		Principal, Assistant Principal, Counselor, Office Staff, Classroom Teachers	Increase in parent engagement Increase in student attendance Increase in student performance				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00						
2) Promote parent involvement through *Title 1 Parent Meeting, September 12, 2019, 5:15 *Parent Orientation, September 12, 2019, 5:30-6:45 *Parent University sessions, October 15, 2019, January 14, 2020, and March 24, 2020 *Leviacon, February 1, 2020, 10-2 *Open House, March 5, 2020, 5:30-6:30 *Campus Volunteers *Monthly "Upcoming Events" newsletters *Teacher Web Pages *timely information delivered on child's DRA, CBA, and STAAR test results	3.1, 3.2	Principal, Assistant Principal, Classroom Teachers	Increase in parent involvement Increase in student performance				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Promote parent involvement through parent-teacher conferences that create a compact between the school and the parent to ensure student success and there the school provides information in a language parents can understand	3.2	Principal, Assistant Principal, Classroom Teachers	Increase in parent involvement Increase in student attendance				
<b>Funding Sources:</b> Local Funding - 0.00							
4) The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.	3.1	Principal, Terri Bruce Assistant Principal, Nancy Segura Counselor, Patrice Carhart Teacher, Christy Littleton Teacher, LaWanda Williams Parent, Larissa Alvarado Business Partner, Mary Bass	Increase in parent involmment				
5) Provide transition plans for students entering LMS from private schools or home school environements *incorporate buddy system for new enrollees		Principal, Assistant Principal, Counselor	Increase in student attendance				
<b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00							
6) Provide opportunities for Junior High counselors to discuss junior high expectations and courses available to students and parents.		Counselor, JH Counselor	Increase in student attendance				
<b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

## Parent and Community Engagement

**Problem Statement 1:** Additional avenues of communication from school to home need to be investigated and implented. **Root Cause 1:** Not all families have functional internet acess and phones.

# State Compensatory

## Personnel for Elva C. Lobit Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Landolt, J.	Instructional Support		.25
Lowe, T.	Instructional Support		.25
Nix, D.	Instructional Support		.25
Schumann, L.	Instructional Support Paraprofessional		1.0
Schumann, M.	Instructional Support Paraprofessional		1.0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students
2. The needs of students who are failing, or are at-risk of failing, to meet State standards
3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
  - \* provide opportunities for all children to meet the challenging State academic standards
  - \* use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

\* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

## **2.2: Regular monitoring and revision**

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

## **2.3: Available to parents and community in an understandable format and language**

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

## **2.4: Opportunities for all children to meet State standards**

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

## **2.5: Increased learning time and well-rounded education**

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

## **2.6: Address needs of all students, particularly at-risk**

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

### **3.2: Offer flexible number of parent involvement meetings**

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Scimeca, N.	Academic Coach		1.0



## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Terri Bruce	Principal
Administrator	Nancy Segura	Assistant Principal
Non-classroom Professional	LaWanda Williams	Academic Coach
Non-classroom Professional	Traci Lowe	Academic Coach
Classroom Teacher	Christy Littleton	5th Grade Teacher
Classroom Teacher	Krissy Strickhausen	5th Grade Teacher
Classroom Teacher	Ryan Petersen	6th Grade Teacher
Classroom Teacher	Logan Corbin	5th Grade Teacher
Classroom Teacher	Deb Wiedemann	6th Grade Teacher
Non-classroom Professional	Nikki Scimeca	Instructional Specialist