

Lumberton Independent School District

Lumberton Primary School

2019-2020

LR

Mission Statement

In order to achieve our vision, Lumberton Primary School will provide a positive learning environment that will empower all students to develop good character, to achieve academic success, and to create a life-long love of learning.

Vision

Children are our future. We are dedicated to their success in our diverse and ever changing world!

Value Statement

Focus on the student and everything else will fall in place.

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Demographics 6
 - Student Achievement 7
 - School Culture and Climate 8
 - Staff Quality, Recruitment, and Retention 9
 - Curriculum, Instruction, and Assessment 10
 - Parent and Community Engagement 11
 - School Context and Organization 12
 - Technology 13
- Priority Problem Statements 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 18
 - Goal 1: Sixty percent of LPS students will pass the STAAR Reading Assessment/Unit Reading Assessment at Meets Grade Level. (District Goal 2) 18
 - Goal 2: Fifty-nine percent of LPS students will pass the STAAR Math Assessment/ Unit Math Assessment at Meets Grade Level. (District Goal 2) . 22
 - Goal 3: LPS staff members in collaboration with parents and students will demonstrate the schools vision, mission, values and goals focused on a safe environment and high expectation. (District Goal 3 & 4) 26
 - Goal 4: LPS will create, distribute and implement a campus handbook that clearly defines expectations, roles and responsibilities. (District Goals 1 & 3) 34
- Comprehensive Support Strategies 38
- Plan Notes 39
- Campus Funding Summary 41

Comprehensive Needs Assessment

Needs Assessment Overview

June 6, 2019 Data Collection for CNA Committee met to gather needed data to begin work on the CNA Committee Members Present: Katherine Waldrop-Principal, Garielle Chandler-At-Risk Co-ordinator, Heather Fountain--Interventionist, Lisa Yarbro-Interventionist, Brittany Thompson-Interventionist, Chrissy Bailey-Paraprofessional

June 7, 2019 Campus Needs Assessment Meeting #1 Committee members met to review data in the areas of :

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent and Community Engagement
- School Context and Organization
- Technology

The committee broke into groups and disseggregated data to answer questions from the TEA NCLB Comprehensive Needs Assessment. Each group listed strengths and weaknesses for each area along with an area to work on. The committee as a whole reviewed the findings and came up with 3 areas to work on. However, the committee decided to reconvene after the 2018-2019 STAAR results were released before making final decisions.

June 20, 2019 Campus Needs Assessment Meeting #2 Committee Memebers reconvened to make final decisions and review 2018-2019 STAAR results. Three areas of focus were determined to be: Increase % of students passing the STAAR Reading at the meets level, Increase the % of students passing the STAAR Math at the meets level, and building community among campus stake holders. The committee agreed to reconvene after staff returns in August to complete strategies for the CIP in order to get "buy-in" from the staff.

August 30, 2019 2019 Accountability Meeting Reviewed 2019 Identification of Schools for Improvement, brief discussion and brainstorming.

September 11, 2019 2019 Accountability Targeted Assistance Meeting #1 Campus Leadership Team met to review 2019 Accountability Overview, completed 1-3 of the Effective Schools Framework, and assigned #4 as homework. The committee decided to meet back together on 9/16/19

September 16, 2019 Accountability Meeting #2 TIP The committee developed the campus TIP/CIP for the 2019/2020 school year.

September 26, 2019 LPS Accountability Meeting for Parents Meeting was offered to discuss LPS Accountability Rating and Accountability Plan.

October 1, 2019 2019 LPS Campus Site Base Committee Meeting #1 The committee developed and approved the Family Engagement Policy, the Parent - School Compact, and the 2019/2020 Campus Improvement Plan

Demographics

Demographics Summary

Lumberton Primary School consists of 1st, 2nd, and 3rd grade students. 2017-2018 student enrollment was 960. 2018-2019 student enrollment was 983. 2019-2020 student enrollment on 8/19/20 is 920. 2018-2019 ethnicity breakdowns are as follows: White-87.6%, African American-.1%, Hispanic-8.8%, American Indian-.6%, Asian-.4%, Pacific Islander-.1%, and 2 races or more-2.4%. 2018-2019 gender breakdowns are 463 females and 520 males. Special education population has grown since the 2017-2018 school year. 2016-2017 Special Education count by primary disabilities was 74. 2017-2018 Special Education count by primary disabilities was 93. 2018-2019 Special Education count by primary disabilities was 116. Largest group of at-risk students are those that have a previous grade retention. Campus has been identified as a Title 1 Campus Wide School. Student/teacher ratios are higher than the state average.

Demographics Strengths

Student mobility rate is lower than the state student mobility rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The special education population increased from 9% during the 2017-2018 school year to 11% in the 2018-2019 school year. **Root Cause:** Individual student needs are not being met.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated by content area, TEK, and sub-population. Several types of data are compared: STAAR, Renaissance, I-Station, grades, 9 weeks test grades. The special education sub. population scored 39.53% in Renaissance Reading and Math. However, all groups showed growth in Renaissance from BOY to EOY in student growth percentiles. STAAR results in Reading and Math have remained constant for the past few years. There has been no real growth. Percentage rates of students passing the STAAR reading and math tests need to increase to 60% "Meets Standards." For the past 3 years, reading and math have been below 60%.

Student Achievement Strengths

Data indicated that LPS students make annual progress on benchmark testing from year to year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Less than 60% of 3rd grade students are passing the reading and math STAAR test at the Meets Standard Level. **Root Cause:** Lessons lack rigor and higher level thinking.

School Culture and Climate

School Culture and Climate Summary

Eighty percent of students and teachers at Lumberton Primary School love school and feel safe. Although the students fell safe at Lumberton Primary School, about forty-eight percent feel that their peers are nice but fifty-two percent do not feel that way. Lumberton Primary School will continue to be proactive and address any bullying issue. Eighty-seven percent of the students and staff enjoy the rotataion classes that Lumberton Primary School has to offer. Even though we are limited on space at Lumberton Primary School, we will continue to look at ways to improve our rotation classes. At Lumberton Primary School we have developed a discipline plan which has decreased the number of referrals at our campus from 600 referrals in 2017-2018 to 200 referrals in 2018-2019 and we will continue to follow that plan. Lumberton Primary School has a high attendance rate for both students and teachers and Lumberton Primary School is continuing to explore ways to continue that trend. Ninety-three percent of the staff at Lumberton Primary School feel appreciated, cared for, and recognized for their accomplishments and the teachers at Lumberton Primary School are supportive of the students and their learning. A very low percentage of teachers feel that our facilities meet to cleaniless requirements and we will continue to report any cleanliness issue to our maintenance department in our district.

School Culture and Climate Strengths

- High Attendace Rate for students and teachers
- Discipline Referrals Decreased
- Staff feels appreciated and recognized for their accomplishments
- Students enjoy their rotation classes
- Students and Staff feel safe on campus

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students feel that their peers do not treat them nicely. **Root Cause:** Students need more understanding of what bullying is and how to safely stand up for themselves.

Problem Statement 2: Teachers feel that the cleanliness of the school needs work. **Root Cause:** Cleaning crews are not performing at high enough standards.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff retention rate is high and attendance is appropriate. All staff is highly qualified. New staff members are provided with support. On campus professional development is provided by the curriculum department. Our district put on a job fair this past spring and we interviewed and hired several people who visited the job fair.

Staff Quality, Recruitment, and Retention Strengths

Staff retention rate is high. District and campus offer mentoring for new employees. All staff is highly qualified. The job fair allowed administration a chance to interact with applicants prior to interviews.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Continue to find ways to engage teachers in professional development. **Root Cause:** New adopted reading and math curriculum for 2019-2020 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district uses the TEKS as its curriculum. All purchased district materials are aligned to the TEKS. Data from testing is reviewed and instruction is planned based on the results. Examples of this are the 9 weeks tests and the STAAR test. Curriculum is aligned, but LPS continues to work on vertical alignment between grade levels. The curriculum co-ordinators work with the staff to monitor, evaluate, and review curriculum with meetings held every 9 weeks. Teachers use small group guided reading and math to address individual needs. "Really Great Reading" is used in Title 1 pull-out classes for students scoring below 25% on Renaissance testing. Title students' Renaissance scores at the end of the year indicate growth. All students in a grade level are given the same test, which is created from a test bank every 9 weeks. This is fair and equitable and eliminates biases. Multiple testing sources are used to provide a comprehensive and representative sampling of student performance which allows for confident conclusions about achievement.

Curriculum, Instruction, and Assessment Strengths

- * Curriculum is aligned to the TEKS
- * Multiple opportunities for teacher planning to meet instructional needs of the students
- * Curriculum Co-ordinators meet with teachers every 9 weeks

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 2018-2019 STAAR results indicate that students at Lumberton Primary need to work on critical thinking skills and higher level thinking. **Root Cause:** Lessons need to be taught at a higher rigor.

Parent and Community Engagement

Parent and Community Engagement Summary

At Lumberton Primary School, family and community involvement has increased with several opportunities offered for families to participate in and we will explore other opportunities to continue to increase family and community involvement, such as a family math and reading night offered to all parents, a STARR night to educate parents on the STARR Test and how they can help their children, Razzle Dazzle night to educate parents on activities they can do at home to increase student achievement, and PTO (parent/teacher organization).

Parent and Community Engagement Strengths

- Parental Involvement has increased
- Family Math and Reading Night
- STARR Parent Night
- Razzle Dazzle Night
- PTO (Parent/Teacher Organization)
- CIP (Campus Improvement Plan Committee)
- CAC (Citizens Advisory Committee)
- Site Base Committees
- Cupid Shuffle Incentive
- Music Program Preparation

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of community partnerships to support students and their families to achieve academic success. **Root Cause:** Not carrying through by contacting these partnerships to set up times and ways to help.

School Context and Organization

School Context and Organization Summary

Weekly School Leader meetings are held with campus administration. During these meetings staff concerns are discussed and addressed. Grade levels meet once a week. Staff, student, and parent surveys were done to indicate the perception of the campus. Grade levels, Special Education, and Rotation Departments have input into the master schedule. Data reflects the need for smaller class sizes, smaller Title groups, and additional staff needed in the special education department. Students are offered additional assistance in Title for reading and math. Students identified with Dyslexia are serviced in a Dyslexia classroom in addition to their regular reading class. Parent survey results indicate that parent perception of the campus is high.

School Context and Organization Strengths

RTI, Dyslexia, and STAAR tutorial programs are a campus strength. Weekly meetings indicate that staff input is valued and implemented. Staff is encouraged to take part in campus planning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Content areas are not able to meet often. **Root Cause:** Lack of common planning time.

Problem Statement 2: More staff is needed to meet the needs of special education population. **Root Cause:** Special education population has grown, but staff number has not increased.

Technology

Technology Summary

LPS has a computer lab included in rotation classes. Every student at LPS rotates through this class at least two times during the year. Teachers can sign up to take their classes to the media lab, where students can work independently on a computer. Teachers can also check out the chrome book cart for class activities. Each classroom has one to two student computers. All teachers are Digital Citizenship certified. Professional development for technology is readily available to the staff through the district instructional technology staff. Infrastructure has been a problem in the past when several students try to use technology at the same time. 15 1st grade classrooms have viewsonic t.v.s. Second grade has 8 viewsonics. All 8 3rd grade ELAR classrooms have viewsonics. All 8 3rd grade math classes have smartboards. Technology is used for I-Station, Renaissance, and all content areas.

Technology Strengths

Training is readily available. Classrooms have smart boards or view sonics. Teachers are eager to use it as a teaching tool.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students are not able to utilize technology on a consistent basis. **Root Cause:** Lack of technology and infrastructure issues.

Priority Problem Statements

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

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
- Federal Report Card 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
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data

- Budgets/entitlements and expenditures data



Goals

Goal 1: Sixty percent of LPS students will pass the STAAR Reading Assessment/Unit Reading Assessment at Meets Grade Level. (District Goal 2)

Performance Objective 1: Weekly PLC meetings will be held to unpack and examine standards, review student data and adjust delivery of instruction.

Evaluation Data Source(s) 1: PLC agendas, sign-in sheets and minutes.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) All reading teachers will attend weekly PLC meetings, where curriculum, data, and strategies will be discussed.</p>	2.4, 2.5, 2.6	Grade level leaders and Campus Administration	Teachers will problem solve and share strategies in order to address struggling students	 40%	 60%		







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) All 3rd grade reading classes will implement Daily Reading Ready	2.4, 2.5, 2.6	3rd grade lead reading teacher and campus administration	Targeted reading skills performance will show improvement over data from previous years.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) All 2nd and 3rd grade reading classes will include a review week every six weeks	2.4, 2.5, 2.6	2nd and 3rd grade lead reading teachers and campus administration	Increased scores on MOY and EOY Renaissance scores in reading				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) LPS reading classes will use weekly or bi-weekly reading assessment from Wonders.	2.4, 2.5, 2.6	Grade level reading lead teachers and campus administration	Targeted reading skills performance will show improvement over data from previous years.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 1: Sixty percent of LPS students will pass the STAAR Reading Assessment/Unit Reading Assessment at Meets Grade Level. (District Goal 2)

Performance Objective 2: Campus leaders will engage in professional development and opportunities for growth.

Evaluation Data Source(s) 2: Certificates of completion for professional development.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Campus leaders will attend training on data collection.	2.4, 2.5, 2.6	Campus Administration	Increase student skills in targeted areas.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: Sixty percent of LPS students will pass the STAAR Reading Assessment/Unit Reading Assessment at Meets Grade Level. (District Goal 2)

Performance Objective 3: Time will be built into the master schedule to meet weekly for teacher teams to discuss student data for effective instruction.

Evaluation Data Source(s) 3: Meeting agendas, sign-in sheet and minutes

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Grade level leaders will work with their grade levels to develop a meeting schedule.</p>	2.4, 2.5, 2.6	Grade Level Leaders and Content Area Leaders	The development of a schedule that will work for the largest number of individuals.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Fifty-nine percent of LPS students will pass the STAAR Math Assessment/ Unit Math Assessment at Meets Grade Level. (District Goal 2)

Performance Objective 1: Weekly PLC meetings will be held to unpack and examine standards, review student data and adjust delivery of instruction.

Evaluation Data Source(s) 1: PLC agendas, sign-in sheets and minutes.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>1) All math teachers will attend weekly PLC meetings, where curriculum, data, and strategies will be discussed.</p>	2.4, 2.5, 2.6	Curriculum Lead Teachers	Teachers will problem solve and share strategies in order to address struggling students				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) 1st and 2nd grade will implement Bridges curriculum with fidelity.</p>	2.4, 2.5, 2.6	1st and 2nd grade Curriculum Lead Teachers	1st and 2nd grade math scores will improve on their MOY and EOY				







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) 2nd and 3rd grade will implement daily spiral math reviews.	2.4, 2.5, 2.6	2nd and 3rd grade Math curriculum Leaders	2nd and 3rd grade math scores will improve on their MOY ,EOY, and STAAR math test				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) 3rd grade will implement STAAR master resource.	2.4, 2.5, 2.6	Curriculum Leaders	3rd grade math scores on the STAAR test will improve				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Math Classes will administer Unit assessments through Eduphoria.	2.4, 2.5, 2.6	Curriculum Lead Teachers	MOY, EOY, and STAAR math scores will improve over last year				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Bridges Curriculum will be purchased and implimented by 3rd grade for the 2020/2012 school year,	2.4, 2.5, 2.6	Administration	Increased scores on the 2020-2021 STAAR Test				
		Funding Sources: Federal - 17356.47					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Fifty-nine percent of LPS students will pass the STAAR Math Assessment/ Unit Math Assessment at Meets Grade Level. (District Goal 2)

Performance Objective 2: Campus leaders will engage in professional development and opportunities for growth.

Evaluation Data Source(s) 2: Certificates of completion for professional development.

Summative Evaluation 2:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Campus leaders will attend training on data collection.</p>	2.4, 2.5, 2.6	Campus Leadership Team	Campus leaders will come back to campus and share information with all campus stakeholders				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Fifty-nine percent of LPS students will pass the STAAR Math Assessment/ Unit Math Assessment at Meets Grade Level. (District Goal 2)

Performance Objective 3: Time will be built into the master schedule to meet weekly for teacher teams to discuss student data for effective instruction.

Evaluation Data Source(s) 3: Meeting agendas, sign-in sheet and minutes

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Grade level leaders will work with their grade levels to develop a meeting schedule.</p>	2.4, 2.5, 2.6	Campus Leadership Team	Increased planning time that is convenient for all involved.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: LPS staff members in collaboration with parents and students will demonstrate the schools vision, mission, values and goals focused on a safe environment and high expectation. (District Goal 3 & 4)

Performance Objective 1: Review the campus mission and vision statement.

Evaluation Data Source(s) 1: Meeting minutes and agenda of campus site base committee.

Summative Evaluation 1:

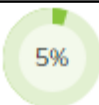

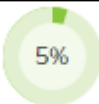




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 1) Each grade level will create a mission, vision and value statement to be reviewed at campus site base meeting.	2.4, 2.5, 2.6	Campus Leadership Team	All staff members will take ownership of the campus mission, value, and vision statements				
Targeted Support Strategy TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 2) Campus site base committee will review and select a mission, vision and value statement.	2.5, 2.6	Campus Leadership Team	Campus vision, mission, and value statements that have been created with input from all stakeholders				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 3: LPS staff members in collaboration with parents and students will demonstrate the schools vision, mission, values and goals focused on a safe environment and high expectation. (District Goal 3 & 4)

Performance Objective 2: Mission and vision statements will be communicated to all school stakeholders

Evaluation Data Source(s) 2: Posters, bulletin boards, all school communication and social media, morning announcements.

Summative Evaluation 2:


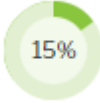

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 1) Mission and vision statements will be displayed in all classrooms, hallways, and common areas of the campus.	2.5, 2.6	Campus Leadership Team	All stakeholders and campus visitors will become familiar with the vision and mission statements				
Targeted Support Strategy TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 2) All communication sent home from the LPS office will contain the vision, mission, and value statements	2.5, 2.6	Campus Administration	All stakeholders will become familiar with the vision and mission statements				
Targeted Support Strategy TEA Priorities Connect high school to career and college 3) The vision, mission, and value statements will be displayed on the LPS website and Facebook page.	2.5, 2.6	Campus administration	All stakeholders will become familiar with the vision and mission statements				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: LPS staff members in collaboration with parents and students will demonstrate the schools vision, mission, values and goals focused on a safe environment and high expectation. (District Goal 3 & 4)

Performance Objective 3: LPS will provide knowledge and support to parents regarding reading and math academics to promote student growth.

Evaluation Data Source(s) 3: IStation account usage, Reading and math academic night sign-in sheets, views on instructional videos

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Family literacy event, math event, schoolwide title meeting, campus accountability meeting, parent STAAR meeting.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Leadership Team	Parents will be provided with program information and strategies to help their children be successful in school				
<p>Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 2) LPS PTO will host parent engagement opportunities.</p>	3.2	Campus Administration	LPS parents will develop relationships with campus staff and other parents				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Parents will be given access to math lesson videos through online tools to help promote student growth.</p>	2.4, 2.5, 2.6	Campus Leadership Team	Parents will become familiar with the learning techniques that their children are using at school in order to be able to offer assistance if needed.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 3: LPS staff members in collaboration with parents and students will demonstrate the schools vision, mission, values and goals focused on a safe environment and high expectation. (District Goal 3 & 4)

Performance Objective 4: Students falling below a 70 average in math or reading will be provided an opportunity of tutoring after school.

Evaluation Data Source(s) 4: tutorial sign in sheet, student progress

Summative Evaluation 4:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Review student data during PLC's to identify students at risk of failing.	2.4, 2.6	Curriculum Lead Teachers	Identification of all students at risk of failing.				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Student weaknesses will be identified and remediated through supplemental instruction.	2.4, 2.5, 2.6	Curriculum Lead Teachers	Individual student weaknesses will be identified and remediated so that students will show growth				
= Accomplished = Continue/Modify = No Progress = Discontinue							






Goal 3: LPS staff members in collaboration with parents and students will demonstrate the schools vision, mission, values and goals focused on a safe environment and high expectation. (District Goal 3 & 4)

Performance Objective 5: All classes will implement individualized instruction through researched based programs.

Evaluation Data Source(s) 5: on going student progress

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Instruction interventionists will attend and collaborate with grade level PLC's.</p>	2.4, 2.5, 2.6	Content Area Lead Teachers	All students will benefit from open communication between all staff members.				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 2) Instructional interventionist will refine and redesign student plans based on student progress.</p>	2.4, 2.5, 2.6	Campus Administration	Individual student progress will improve.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) All teachers will attend training and/or keep up to date through reading articles on addressing the needs of special populations at LPS</p>	2.4, 2.5, 2.6	Campus Leadership Team	Teachers will continue to offer effective instruction to all students				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: LPS staff members in collaboration with parents and students will demonstrate the schools vision, mission, values and goals focused on a safe environment and high expectation. (District Goal 3 & 4)

Performance Objective 6: The LPS campus and parents will create a Parent and Family Engagement Policy that will be provided in both English and Spanish. It will be distributed on campus, at parent meetings, and on the campus website.

Evaluation Data Source(s) 6: Sign-in sheets from parent meetings, available copies in the office, and campus website posting



Summative Evaluation 6:







Goal 4: LPS will create, distribute and implement a campus handbook that clearly defines expectations, roles and responsibilities. (District Goals 1 & 3)

Performance Objective 1: Principals, grade level leaders and grade level academic leaders will collaborate and offer input to create handbook.

Evaluation Data Source(s) 1: meeting agendas, sign-in sheets, minutes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Committee will review examples of campus handbooks.</p>	2.4, 2.5, 2.6	Campus Leadership Team	Committee will become familiar with a variety of different campus handbooks				
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) The committee will create a campus handbook.</p>	2.4, 2.5, 2.6	Campus Leadership Team	The development of an effective LPS campus handbook				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) The committee will share the campus handbook with the grade levels for input, review, and revision</p>	2.4, 2.5, 2.6	Campus Leadership Team	Staff stakeholders will have input into the campus handbook				
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Committee takes revisions and presents handbook for implementation.</p>	2.4, 2.5, 2.6	Campus Leadership Team	LPS staff members will have guidelines to follow for campus procedures.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 4: LPS will create, distribute and implement a campus handbook that clearly defines expectations, roles and responsibilities. (District Goals 1 & 3)

Performance Objective 2: Develop a clear and defined grading and retesting guideline that is aligned to the district and board approved policy

Evaluation Data Source(s) 2: Handbook that includes a campus grading policy section

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Leadership committee will review sample grading policies and come up with a grading policy.</p>	2.4, 2.5, 2.6	Campus Leadership Team	Committee will become familiar with other campus and district guidelines for grading				
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Proposed grading policy will be presented to the grade levels for review and revision.</p>	2.4, 2.5, 2.6	Campus Leadership Team	The committee will become familiar with areas of concern pertaining to the "new" grading policy.				
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Final grading policy will be presented and implemented.</p>	2.4, 2.5, 2.6	Campus Leadership Team	The LPS campus will be consistent in grading.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All reading teachers will attend weekly PLC meetings, where curriculum, data, and strategies will be discussed.
1	1	2	All 3rd grade reading classes will implement Daily Reading Ready
1	1	3	All 2nd and 3rd grade reading classes will include a review week every six weeks
1	1	4	LPS reading classes will use weekly or bi-weekly reading assessment from Wonders.
1	2	1	Campus leaders will attend training on data collection.

Plan Notes

1. Copies of the 2019 Campus Improvement Plan will be available in English and Spanish. It will be available for the public to view on the LPS webpage and in the LPS front office.
2. Copies of the 2019 Parent and Family Engagement Policy and the 2019 Parent School Compact were distributed at LPS Family Literacy Night on October 8, 2019 and sent home with all students. Copies of each (English and Spanish) are located at the LPS Office and on the LPS Web page.
3. Parent and Family Engagement Meetings were held on:
October 8, 2019 at 6:00 pm in LPS cafeteria
October 11, 2019 at 1:00 pm in LPS cafeteria
(See sign-in Sheets under Parent and Family Engagement)

Campus Funding Summary

Federal						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	6	Bridges Curriculum for 3rd grade		\$17,356.47	
					Sub-Total	\$17,356.47
					Grand Total	\$17,356.47