

Ector County Independent School District

Lyndon B. Johnson Elementary

Improvement Plan

2020-2021



Mission Statement

LBJ Elementary School's mission is to provide a safe, engaging, learning environment where students can achieve academic excellence and social skills while becoming life long learners in the 21st century.

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling foundations of learning, meaningful lessons, integration of technology, communication, support and a partnership with parents and community so that students will have success for today and be prepared for tomorrow.

Core Beliefs

LBJ KNIGHTS

Will be:

Responsible,

Never give up,

Inspires others,

Gives their best effort,

Has a positive attitude,

Treats everyone with respect,

Strives for success!

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	14
School Context and Organization	15
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1 : Foundational Excellence: LBJ will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	21
Goal 2 : Invest in Talent: LBJ will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	32
Goal 3 : Learning Journey: LBJ Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. LBJ Elementary will equip students to be adaptable in an ever-changing society.	36
Campus Funding Summary	48
Addendums	50

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment: 747

Ethnic Distribution:

Hispanic: 78%

White: 20%

African American: 1%

Other: 1%

Economically Disadvantage: 48%

GT: 10% of our population

Special Education: 10% of our population

Attendance: Average for the year 94.7%

Demographics Strengths

We serve a diverse population of learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Problem Statement 3 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Student Achievement

Student Achievement Summary

STAAR Release 2019

Grade/Subject	Campus:	District:
	Approaches/Meets/Mastery	Approaches/Meets/Mastery
3rd Math	47/16/6	65/34/16
3rd Reading	63/19/11	66/34/19
4th Math	60/24/4	63/33/17
4th Reading	50/21/10	64/32/14
4th Writing	30/7/1	53/21/5
5th Reading	77/37/21	76/38/16
5th Math	67/26/8	83/42/23
5th Science	46/19/3	59/32/14

Student Achievement Strengths

On 5th grade STAAR Release Reading we had 77% approaches, 37 meets, 21% mastery.

On 4th grade STAAR Release Math we had 60% approaches, 24% meets, 4% mastery.

On 3rd grade STAAR Release Reading we had 63% approaches, 19% meets, 11% mastery.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Problem Statement 4 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5 (Prioritized): LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

School Culture and Climate

School Culture and Climate Summary

A positive, safe learning environment for our LBJ students is key. We are working to improve student behavior through CHAMPS and positive reinforcement with our Honor Dollar store. Our students also participate in after school chess club, after school athletics, library blue bonnets. STAAR pep rally, academic nights for parents, music performances in evenings and a collaboration with Odessa College and UTPB AVID, career day, and ALLSTAR Knight of the Month. WE have also encouraged attendance with 9 week perfect attendance parties and extra recess for the class on each grade level with highest % of perfect attendance. We have many events throughout the year that involve our parents such as feather your teacher, muffins for mom, donuts for dad, supper with santa, fall festival, field day, and music programs.

School Culture and Climate Strengths

Our teacher and staff work hard as a team. r.

- Implementation of AVID (College T-Shirts on 1st Wednesday of each month, agenda planners, Niki folders, WICOR Strategies)
- Education Field trips
- Morning Assembly
- LBJ Knight Expectations
- LBJ Allstar of the Month (Positive Reinforcement)
- Fundraisers for the community (United Way, Breast Cancer awareness, Jumprope for Heart)
- PTA Programs

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2 (Prioritized): Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used.
Root Cause: Lack of qualified people to teach

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

LBJ has 46 instructional staff on campus. 41 members of the instructional staff are highly qualified on the campus. LBJ attends district led job fairs for teacher recruitment. The district recruits highly qualified teachers. The campus participated with staff team building activities throughout the school to create a culture of family for all staff.

Staff participate in:

1st year academy for new teachers and a mentorship by a grade level teacher

PLC's each week with grade levels

Vertical Team Meetings

2 GT TEAM Cluster Teachers on every grade level (minimum)

Other committee: Leadership team, CIT, AR committee, CHAMPS committee, bilingual team,

Staff Quality, Recruitment, and Retention Strengths

The campus has a diverse amount of teaching experience. This gives LBJ a chance to have many different views of education from brand new to very seasoned. LBJ uses the district website to advertise openings on the campus. The campus being a positive, encouraging and family atmosphere helps to retain staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used.

Root Cause: Lack of qualified people to teach

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of

quality and targeted instruction

Problem Statement 4 (Prioritized): LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 5 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our curriculum is aligned to meet the needs of all students in all core subject areas. They are supported by:

Tutoring, dyslexia services, balanced literacy, ImagineMath, Istation, Brainchild and LLI to close the achievement gap.

During PLC's the teachers and instructional leaders regularly perform data digs and identify focus standards to spiral into instruction (re-teach). Teachers will assess students on a unit, SBA, DBA basis to provide feedback that will drive instruction.

The district purchased resources all have a technology component that works towards creating 21st century learners; including Pearson Envision, Pearson Science, HMH, Imagine Math, AR, etc...

Assessments include: COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, Istation, ImagineMath and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

AVID: Students in elementary AVID are assessed three times per year by the classroom teacher in the areas of: organization, binders, planners, note taking, and levels of thinking. All teachers 3-5 will receive training.

The curriculum department has provided training, an aligned curriculum (TEKS Resource) and resources to help meet the learning needs of students. The Scope and Sequence is available in eduphoria and accessible for instructional staff.

The new ELAR HMH textbook adoption will prove a great resource for our teachers. The district has spent much effort on rolling out a sequential and intentional planning process for teachers in efforts to have high-yield instruction.

The use of SCA (short cycle assessments in 2019-2020) show the strength of PLC. Per the Spring 2020 ESF Diagnostic Rubric, campus should focus on building capacity in the new teachers, strive for certified teachers which will improve Tier I instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Problem Statement 4 (Prioritized): LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Parent and Community Engagement

Parent and Community Engagement Summary

We involve parents and the community members at schools-wide include: Academic Night: Math Night, Science Night, Reading Night, Bookfair, Donuts with Dad, Muffins with Mom, Music performances, STAAR pep-rally, and VIPS.

Families and the community members are involved in school decisions through our campus PTA, CIT, VIPS, and AR programs.

We also have local organizations such as Walmart, Lions Club, Ector County Angels, Education Foundation literacy for kids, Education Foundation provide support for our students in need in various ways.

We translate all notes home into spanish, as well as sending the original English note. Also, our office staff, staff members are bilingual and often will translate if needed.

The special programs that LBJ offers include: SPED, GT, ESL, Bilingual, Speech, RTI, Chess Club and AVID. We see gains in student growth through the use of these programs.

Parent and Community Engagement Strengths

Our VIPS and PTA are becoming actively involved on are campus helping with various needs, such as reading monthly to our Kinder & 1st grade students, Bluebonnet Team, Field Day, Honor Dollar Store, and Yearbook. Grandparents reading in our classrooms, Career Day, and celebrations through out the year to bring parents and community members to the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

School Context and Organization

School Context and Organization Summary

The campus data shows that LBJ students need to continue to improve in math, reading, and writing. The campus data shows that the campus as a whole struggle with mathematics and writing compared to the State and rest of district. Teachers use data in Eduphoria from a variety of sources to drive instruction and remediation for those students in need. Teachers build into their schedules RtI time for students in need and also offer afterschool tutoring to those students that can stay after school. Our GT teacher has brought in accelerated time into her schedule to target students that are performing at high levels. Teachers have a voice via CIT and also ability to speak with campus administration on items they are concerned with. The campus will use common unit assessments for each unit but the teachers have the ability to create daily assessment for checking for understanding. The campus has committees that all stakeholders have access to speak with.

School Context and Organization Strengths

The campus as a whole is open to all stakeholders for input. The campus communicates with parents through ClassDoJo, survey's, and verbal responses. The grade levels communicate their needs with each other and their committee representative so that it can be discussed at Campus Improvement Team meetings or vertical team meetings. PLC's are held weekly for teachers to work together on curriculum and instruction. They also hold grade level meetings weekly to discuss plans and activities for the up coming week.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Technology

Technology Summary

LBJ has smart boards, projectors and document cameras in all classrooms. one to one with district purchase and 4 chromebook carts. Each classroom has a minimum of 3 desktop computers, if not more. The majority of staff and students are becoming more proficient with technology. We have very limited broadband which makes it difficult for multiple classrooms to be on wifi devices at the same time. All staff has a laptop or IPADs so that they can participate from home using technology. Technology has been used for all curriculum areas. Our focus has been district lead reading and math programs. We began flipgrid and google apps. Eduphoria is used for lesson plans, RTI and data disaggregation. The TEKS resource system will be used for the frame work of all lesson planning.

Technology Strengths

All teachers have been trained to set up and use Google Classroom, Class DoJo, and Google Meetings Spring 2020.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Priority Problem Statements

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average

Root Cause 1: Mass shooting, flu, and COVID-19

Problem Statement 1 Areas: 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

Problem Statement 2: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math.

Root Cause 2: Lack of quality and targeted instruction

Problem Statement 2 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 3: Not having higher participation at academic parent nights.

Root Cause 3: Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 3 Areas: Demographics - Parent and Community Engagement - School Context and Organization

Problem Statement 4: LBJ STAAR 2019 58% for Math and 63% for Reading.

Root Cause 4: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 5: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets.

Root Cause 5: Inconsistencies with Tier 1 instruction

Problem Statement 5 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology

Problem Statement 6: LBJ performed below the district in approaches in 4th reading and 3rd grade math.

Root Cause 6: Lack of focus on specific TEKS across the grade level.

Problem Statement 6 Areas: Student Achievement - School Context and Organization

Problem Statement 7: Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used.

Root Cause 7: Lack of qualified people to teach

Problem Statement 7 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention

Problem Statement 8: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.

Root Cause 8: Lack of personalized training.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Race and ethnicity 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

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Foundational Excellence: LBJ will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 94.7 in 2020 to 95 in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 9 weeks average report

Summative Evaluation: None

Strategy 1: School wide incentives offered to students per 9 weeks for perfect attendance.	
Strategy's Expected Result/Impact: Student attendance will increase to 95% by May 2021.	Formative
Staff Responsible for Monitoring: Administrations, teachers, attendance clerk, PTA	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 1 Student Achievement 2 School Culture and Climate 1 Staff Quality, Recruitment, and Retention 2 Curriculum, Instruction, and Assessment 2 Parent and Community Engagement 2 School Context and Organization 2 Technology 2	May
Funding Sources: Title One School- Improvement	

Strategy 2: An attendance contract will be issued to an student that has less than 90% attendance virtually or face to face.

<p>Strategy's Expected Result/Impact: Increase our attendance rates with fewer contracts as per our attendance weekly reports.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Admin, Attendance Clerk, Counselor</p>	<p>Oct</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Jan</p>
<p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	<p>Mar</p>
<p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Summative</p>
<p>Problem Statements: Demographics 1 Student Achievement 2 School Culture and Climate 1 Staff Quality, Recruitment, and Retention 2 Curriculum, Instruction, and Assessment 2 Parent and Community Engagement 2 School Context and Organization 2 Technology 2</p> <p>Funding Sources: Local</p>	<p>May</p>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Demographics

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Student Achievement

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

School Culture and Climate

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Staff Quality, Recruitment, and Retention

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Curriculum, Instruction, and Assessment

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Parent and Community Engagement

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

School Context and Organization

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Technology

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Performance Objective 2: LBJ will provide differentiated process for priority classrooms/students.

Evaluation Data Sources: LBJ will use MAP testing and formative/summative assessments.

Summative Evaluation: None

Strategy 1: Formative and Summative assessments daily so that a reteach lesson can be created and taught to those students that did not master the lesson.	
<p>Strategy's Expected Result/Impact: There will be an increase in the students understanding of the content therefore improvement on MAP assessments from BOY to MOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, IS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Problem Statements: Student Achievement 1, 4, 5 Staff Quality, Recruitment, and Retention 4, 5 Curriculum, Instruction, and Assessment 1, 4 School Context and Organization 1 Technology 3</p> <p>Funding Sources: Local</p>
	Formative Oct Jan Mar
	Summative May

No Progress

Accomplished

Continue/Modify

Discontinue

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

School Context and Organization

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

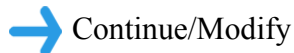
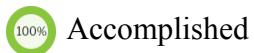
Performance Objective 3: LBJ will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Weekly Google Classroom checks for each staff member as per administration
Personalized training for individual teachers

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all.

<p>Strategy's Expected Result/Impact: All have one to one devices for all students, teachers, and leaders so that virtual personalized learning can be available 100% of the time.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Problem Statements: Technology 1</p>	Formative
	<p>Funding Sources: Title Two Professional Development</p>	Oct
		Jan
		Mar
		Summative
		May



Technology

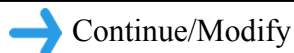
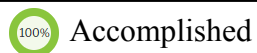
Problem Statement 3: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Performance Objective 4: LBJ will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Students will be successful and healthy including social and emotional needs.

Summative Evaluation: None

Strategy 1: Students will learn how to be healthy socially, emotionally and academically.	
Strategy's Expected Result/Impact: All campus staff	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Teacher, Counselor, Admin	
Title I Schoolwide Elements: 2.5 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: Demographics 1 Student Achievement 1, 2, 4 School Culture and Climate 1 Staff Quality, Recruitment, and Retention 2, 4, 5 Curriculum, Instruction, and Assessment 1, 2, 4 Parent and Community Engagement 2 School Context and Organization 2 Technology 2, 3	
Funding Sources: State School Safety	



Demographics

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Student Achievement

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

School Culture and Climate

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Staff Quality, Recruitment, and Retention

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific

designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Curriculum, Instruction, and Assessment

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Parent and Community Engagement

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

School Context and Organization

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Technology

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 5: LBJ will provide a safe and supportive learning environment.

Evaluation Data Sources: Training sign in sheets, drills, surveys

Summative Evaluation: None

<p>Strategy 1: Train all staff on required new employee training on Darkness to Light and child-abuse awareness. Train all staff during on-campus professional development on prevention and reporting requirements.</p>	
<p>Strategy's Expected Result/Impact: Staff will be prepared to address all students needs in this area and will know the protocol/procedures for reporting and referring.</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>May</p>
<p>Staff Responsible for Monitoring: Counselor, teacher, administration</p>	
<p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p>	
<p>TEA Priorities: Recruit, support, retain teachers and principals</p>	
<p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	
<p>Problem Statements: Demographics 2 Student Achievement 1, 3, 4 Staff Quality, Recruitment, and Retention 3, 4, 5 Curriculum, Instruction, and Assessment 1, 3, 4 Technology 3</p>	
<p>Funding Sources: State School Safety</p>	
<p>Strategy 2: Train all teachers and staff on the protocols and procedures for safety on campus including safety drills, COVID-19 hygiene procedures, and classroom routines.</p>	
<p>Strategy's Expected Result/Impact: Staff and students will prepare by practicing for these types of emergencies and daily routines.</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>May</p>
<p>Staff Responsible for Monitoring: Teachers and Admin</p>	
<p>Title I Schoolwide Elements: 2.5, 2.6</p>	
<p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	
<p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	
<p>Problem Statements: Student Achievement 1, 4, 5 Staff Quality, Recruitment, and Retention 4, 5 Curriculum, Instruction, and Assessment 1, 4 School Context and Organization 1 Technology 3</p>	
<p>Funding Sources: State School Safety</p>	

Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/PBIS.

<p>Strategy's Expected Result/Impact: CHAMPS implementation with fewer discipline referrals as per our referral 6 week report,</p> <p>Staff Responsible for Monitoring: Teacher/Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Problem Statements:
 Demographics 2, 3
 Student Achievement 3
 Staff Quality, Recruitment, and Retention 3
 Curriculum, Instruction, and Assessment 3
 Parent and Community Engagement 1
 School Context and Organization 3

Funding Sources:
 Update of Kagan Training Local \$0

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Parent and Community Engagement

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

School Context and Organization

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.





Technology

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 6: LBJ will establish a partnership with parents, community, and businesses.

Evaluation Data Sources: Continue to seek out parents, community members, and business to volunteer and help in our school.

Summative Evaluation: None

Strategy 1: LBJ will continue to encourage families to participate on our schoolwide Class DoJo to increase communication. Our goal is 100% participation.	
Strategy's Expected Result/Impact: Reaching more parents with information and parent participation.	Formative
Staff Responsible for Monitoring: Teachers and Admin	Oct
Title I Schoolwide Elements: 3.2	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: Demographics 3 Parent and Community Engagement 1 School Context and Organization 3	May
Funding Sources: Local	
Strategy 2: LBJ teachers will meet with parents for two parent/teacher conferences per school year via phone or zoom/in person. Teachers will utilize student data folders for this discussion.	
Strategy's Expected Result/Impact: 100% of our parent being informed about their child's academic performance.	Formative
Staff Responsible for Monitoring: Teachers, Admin,	Oct
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
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	Summative
Problem Statements: Demographics 3 Parent and Community Engagement 1 School Context and Organization 3	May
Funding Sources: Take home books to promote reading and literature on how to teach children at home. Title One School-wide \$2,009	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Demographics	
Problem Statement 1: Not having higher participation at academic parent nights. Root Cause: Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.	

Parent and Community Engagement

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

School Context and Organization





Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Goal 2: Invest in Talent: LBJ will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase to 100% for May 2021.

Evaluation Data Sources: Teacher retention rate report.

Summative Evaluation: None

Strategy 1: Utilize culture building strategies such as celebrating teacher successes with shout outs, luncheons, snack cart for positive reinforcement.		
Strategy's Expected Result/Impact: Improved teacher retention/moral		Formative
Staff Responsible for Monitoring: Administration/PTA		Oct
Title I Schoolwide Elements: 2.4	Problem Statements:	Jan
TEA Priorities: Recruit, support, retain teachers and principals	School Culture and Climate 2	Mar
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	Staff Quality, Recruitment, and Retention 1	Summative
	Funding Sources:	May
	Title One School-wide	
Strategy 2: Campus instructional support with small size feedback and coaching to improve practices in the classroom.		
Strategy's Expected Result/Impact: Support leads to teachers feeling more supported and in return retention of teachers.		Formative
Staff Responsible for Monitoring: IS and Admin		Oct
Title I Schoolwide Elements: 2.5	Problem Statements:	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Student Achievement 1	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers	Staff Quality, Recruitment, and Retention 4	Summative
	Curriculum, Instruction, and Assessment 4	May
	Technology 1	
	Funding Sources:	
	Local	
 No Progress  Accomplished  Continue/Modify  Discontinue		

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific

designed reteach lessons

School Culture and Climate

Problem Statement 2: Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used. **Root Cause:** Lack of qualified people to teach

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 4: Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used. **Root Cause:** Lack of qualified people to teach

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons





Technology

Problem Statement 3: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Performance Objective 2: LBJ will personalized professional learning for all teachers through PD or PLC's.

Evaluation Data Sources: walk-throughs, sign-in documentation from trainings, and DDI

Summative Evaluation: None

Strategy 1: LBJ will conduct a minimum of 5 documented walk-through/feedback meetings per week.	
Strategy's Expected Result/Impact: Improvement instruction and support teachers Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 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	Problem Statements: Demographics 2 Student Achievement 1, 3, 4, 5 Staff Quality, Recruitment, and Retention 3, 4, 5 Curriculum, Instruction, and Assessment 1, 3, 4 School Context and Organization 1 Technology 3 Funding Sources: Local
	Formative
	Oct
	Jan
	Mar
	Summative
	May
Strategy 2: All teachers will attend PLC's	
Strategy's Expected Result/Impact: Improving teaching and learning Staff Responsible for Monitoring: Administration, IS Title I Schoolwide Elements: 2.4 TEA Priorities: Recruit, support, retain teachers and principals ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Problem Statements: Demographics 2 Student Achievement 1, 3, 4, 5 Staff Quality, Recruitment, and Retention 3, 4, 5 Curriculum, Instruction, and Assessment 1, 3, 4 School Context and Organization 1 Technology 3 Funding Sources: Local
	Formative
	Oct
	Jan
	Mar
	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	
Demographics	

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
Student Achievement
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. Root Cause: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction
Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. Root Cause: Lack of focus on specific TEKS across the grade level.
Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
Staff Quality, Recruitment, and Retention
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. Root Cause: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction
Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
Curriculum, Instruction, and Assessment
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. Root Cause: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction
Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
School Context and Organization
Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. Root Cause: Lack of focus on specific TEKS across the grade level.
Technology
Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction

Goal 3: Learning Journey: LBJ Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. LBJ Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achievement on the Meets Standard on STAAR will increase from 24% to 30% across all tested grade levels and contents by May 2021.

Evaluation Data Sources: STAAR Assessment Data, SBA Fall and Spring,

Summative Evaluation: None

Strategy 1: Instructional Specialist will work with teachers during PLC's and planning time with a focus on instruction.	
Strategy's Expected Result/Impact: Teachers will be responsible for creating a backwards planning mat for each unit and a calendar to plan out the # of days of instruction.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Teachers, Admin, IS	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
Problem Statements: Demographics 2 Student Achievement 1, 3, 4, 5 Staff Quality, Recruitment, and Retention 3, 4, 5 Curriculum, Instruction, and Assessment 1, 3, 4 School Context and Organization 1 Technology 3	
Funding Sources: Local	

Strategy 2: LBJ will utilize day tutors to increase our students performance from approaches to meet.

Strategy's Expected Result/Impact: Students will demonstrate a 30% Meet in Math and Reading on STAAR.	Formative
Staff Responsible for Monitoring: Data folders will be kept by tutors	
Title I Schoolwide Elements: 2.4, 2.6	Oct
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 5: Effective Instruction	Jan
	Mar
	Summative
	May
Problem Statements: Demographics 2 Student Achievement 1, 3, 5 Staff Quality, Recruitment, and Retention 3, 4 Curriculum, Instruction, and Assessment 3, 4 School Context and Organization 1	
Funding Sources: State Comp Ed	

Strategy 3: LBJ teaching and learning will include blended learning.

Strategy's Expected Result/Impact: Teachers will create a blended learning environment where students will use technology and in class support	Formative
Staff Responsible for Monitoring: Administration, IS	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Oct
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Jan
	Mar
	Summative
	May
Problem Statements: Technology 1	
Funding Sources: State Blended Learning Grant	

Strategy 4: LBJ will use formal and informal assessment to identify students and areas of need to make 1 years growth.

Strategy's Expected Result/Impact: Increase the number of students meeting approaches, meets, and mastery with no decreases in scores.

Staff Responsible for Monitoring: Administration/ teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 5: Effective Instruction

Problem Statements:

Demographics 2

Student Achievement 1, 3, 4, 5

Staff Quality, Recruitment, and Retention 3, 4, 5

Curriculum, Instruction, and Assessment 1, 3, 4

School Context and Organization 1

Technology 3

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

School Context and Organization

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology





Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 3: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Performance Objective 2: The percentage of students reading on grade level grade K-5 will increase 3% from BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Assessment Report

Summative Evaluation: None

Strategy 1: All K-3rd grade teacher will be trained and implement reading academy.		
Strategy's Expected Result/Impact: All students will participate in reading academy.		Formative
Staff Responsible for Monitoring: Administration, district training		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Demographics 2	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Student Achievement 1, 3, 4, 5	Summative
	Staff Quality, Recruitment, and Retention 3, 4, 5	May
	Curriculum, Instruction, and Assessment 1, 3, 4	
	School Context and Organization 1	
	Technology 3	
	Funding Sources:	
	State Comp Ed	
Strategy 2: Leveled take home reading books and math resources for all students that will be utilized for both home and school with targeted small group.		
Strategy's Expected Result/Impact: Increase in MAP scores EOY		Formative
Staff Responsible for Monitoring: Teachers/Administration		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
TEA Priorities: Build a foundation of reading and math	Student Achievement 1, 5	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Staff Quality, Recruitment, and Retention 4	Summative
	Curriculum, Instruction, and Assessment 4	May
	School Context and Organization 1	
	Funding Sources:	
	State Comp Ed \$2,009	
 No Progress  Accomplished  Continue/Modify  Discontinue		
Demographics		

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
Student Achievement
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. Root Cause: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction
Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. Root Cause: Lack of focus on specific TEKS across the grade level.
Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
Staff Quality, Recruitment, and Retention
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. Root Cause: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction
Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
Curriculum, Instruction, and Assessment
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. Root Cause: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction
Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. Root Cause: Lack of quality and targeted instruction
School Context and Organization
Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. Root Cause: Lack of focus on specific TEKS across the grade level.
Technology
Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. Root Cause: Inconsistencies with Tier 1 instruction

Performance Objective 3: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2021.

3rd grade Math from 16% to 30%

4th grade Math from 24% to 40%

5th grade Math from 26% to 42%

Evaluation Data Sources: STAAR Test Data 2021

Summative Evaluation: None

Strategy 1: Teachers & students will track data monthly in their data folders.

Strategy's Expected Result/Impact: data folders for students binders for teachers (all students data)

Staff Responsible for Monitoring: Teachers, IS, Admin

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:

Student Achievement 1, 4, 5

Staff Quality, Recruitment, and Retention 4, 5

Curriculum, Instruction, and Assessment 1, 4

School Context and Organization 1

Technology 3

Funding Sources:

Folders/Printshop fees for data sheets for every student assessment

State Comp Ed \$4,000

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Teachers and staff will participate in PLC's weekly which will include the DDI and feedback.

<p>Strategy's Expected Result/Impact: Data binders, PLC notes, PLC plan,</p> <p>Staff Responsible for Monitoring: Admin, Teachers, IS</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Problem Statements:
 Demographics 2
 Student Achievement 1, 3, 4, 5
 Staff Quality, Recruitment, and Retention 3, 4, 5
 Curriculum, Instruction, and Assessment 1, 3, 4
 School Context and Organization 1
 Technology 3

Funding Sources:
 Local

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

School Context and Organization

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 4: Students achieving the Meets Standard on the state assessment in reading will increase by May 2021.

3rd grade reading from 26% to 30%.

4th grade reading from 21% to 25%.

5th grade reading from 37% to 41%.

Evaluation Data Sources: State Accountability and SBA in the Fall and Spring

Summative Evaluation: None

Strategy 1: LBJ will utilize Accelerated Reading Program to enhance individual leveled reading and comprehension.	
Strategy's Expected Result/Impact: Increase on reading levels on STAR Reading Assessment at the BOY, MOY, and EOY.	Formative
Staff Responsible for Monitoring: Administration, IS, Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 2 Student Achievement 3, 5 Staff Quality, Recruitment, and Retention 3 Curriculum, Instruction, and Assessment 3 School Context and Organization 1	May
Funding Sources: Education Galaxy-Math supplement/Writing Supplement for RTI State Comp Ed \$4,000	
Strategy 2: LBJ will be implementing Reading Academies for all Kinder-3rd grade.	
Strategy's Expected Result/Impact: Increase the foundations of literacy.	Formative
Staff Responsible for Monitoring: Teachers, Is, Administration	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 4, 5 Staff Quality, Recruitment, and Retention 4, 5 Curriculum, Instruction, and Assessment 1, 4 School Context and Organization 1 Technology 3	May
Funding Sources: State Comp Ed	



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

School Context and Organization

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	1			\$0.00
1	5	3	Update of Kagan Training		\$0.00
1	6	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
3	3	2			\$0.00
Sub-Total					\$0.00
State Blended Learning Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$2,009.00
3	3	1	Folders/Printshop fees for data sheets for every student assessment		\$4,000.00
3	4	1	Education Galaxy-Math supplement/Writing Supplement for RTI		\$4,000.00
3	4	2			\$0.00
Sub-Total					\$10,009.00

State School Safety					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
Sub-Total					\$0.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Take home books to promote reading and literature on how to teach children at home.		\$2,009.00
2	1	1			\$0.00
Sub-Total					\$2,009.00
Title Two Professional Development					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$12,018.00

Addendums