Jim Ned CISD

Lawn Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Lawn Elementary's mission is to develop successful, active, and compassionate citizens through an educational environment which celebrates and nurtures students' talents and abilities.

Vision

Lawn Elementary's vision is to grow students with strong moral character who succeed academically through high expectations.

Value Statements

We are responsible, accountable, respectful, effective, efficient public servants.

We promote honesty, integrity, and openness in all we do.

We instill critical thinking skills and problem solving.

We inspire, explore, discover, strive for excellence, and have compassion towards others.

We encourage innovation to meet challenges.

We foster an environment of collaboration.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jim Ned Lawn Elementary is one of two elementary schools in the Jim Ned CISD. The campus provides education for 387 students from Pre-Kindergarten through 5th grade, including a Preschool Program for Children with Disabilities (ECSE) and a Life Academics department that houses Kindergarten through 5th grade: Our ethnic demographic breakdowns are as follows:

- African American: 1.57%
- Hispanic: 15.71%
- White: 80.1%
- Asian:0%
- Two or More Races: 0%

Our enrollment, attendance rates, gender breakdown, and ethnic demographics has grown over the last few years.Our mobility rate of 28% is above the district   (10.3%) and state (15.3%) average, and has increased by an average of 15.2% since the 2019-20 school year (Texas Academic Performance Report). Jim Ned Lawn Elementary student groups include the following:

- Economically Disadvantaged: 30.1%
- English Language Learners: 1.57%
- Students with Disabilities: 16.02%
- Gifted and Talented Education: 2.36%
- At-Risk: 8.9%
- Our consistently high disadvantaged population contributes to the transition to become a Title 1 school.

Staff Quality

Our school employees: 23 teachers, 11 paraprofessional support staff members, 1 part time music teacher, 1 campus counselor, and 1 campus administrator. Our staff is 100% female which is above the district and state average. Our staff ethnic breakdown is as follows:

- African American: 0%
- Hispanic: 6.82%
- White: 93.18%
- Two or More Races: 0%

81% of our staff members hold a Bachelors as their highest degree, and 19% of our teachers hold a Master's degree. Our staff's years of

experience is heavily weighted with years of experience: 7% of teachers with 1-5 years of experience, 4% with 6-10 years of experience, 41% of teachers with 11-20 years of experience, and 48% of teachers with more than 20 years of experience.

Lawn Elementary considers it a high priority to attract and hire highly qualified teachers through Region 14, personal connections, and other opportunities. New teachers are provided with campus procedures and technology training prior to the school year. Each new teacher is given a mentor to support them throughout the year by guiding them to resources and answering their questions.

Demographics Strengths

Lawn Elementary has many strengths. Some of the most notable demographic strengths include:

1. Our school conducts a reading reward program for individual students.

2. There are interventions for our at-risk students which include before school tutoring, in school tutoring, Title 1 reading interventionist (plus, 2 Title 1 paraprofessionals) who work with all students K-2, struggling students 3-5.

3. All sudents at Lawn Elementary follow the Reading for All Learners curriculum.

4. Lawn Elementary integrates the Practical Academics & Life Skills students which helps all students be more accepting of new students.

5. Our school uses the concept of Leader in Me curriculum in which the seven habits are part of our culture to promote student leaders, successs, and empowerment.

6. Teachers keep in contact with parents/guardians on the progress their children are making: strengths and weaknesses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Entire student population has an increased risk of mental and emotional health concerns. **Root Cause:** Current events and varying home environments may lead to unstable mental and emotional health, including increased anxiety.

Problem Statement 2: Increasing mobility rate attributes to the academic gaps for incoming students. **Root Cause:** Our increased mobility rate can attribute to instruction gaps and expectations. Students coming from outside the district have had varying learning experiences.

Student Learning

Student Learning Summary

For the 2020-21 school year the state of Texas did not report accountability ratings due to the Covid pandemic.

All schools in Texas must meet standards set in four state accountability areas.

Overall Met Standard: N/A

Student Achievement Met Standard: N/A

School Progress Met Standard: N/A

Closing the Gaps Met Standard: N/A

Lawn Elementary has been awarded the National Blue Ribbon of Excellence two years: 2006 and 2017

Student Learning Strengths

Lawn Elementary has a population of hard-working students.

Although the state did not have accountability ratings, students took the STAAR test for progress monitoring.

2020-21 STAAR results were good compared to the state scores.

3rd Grade Reading: 92% of our students met approached, the state average was 68%.

3rd Grade Math: 85% of our students met approached, the state average was 61%.

4th Grade Reading: 87% of our students met approached, the state average was 63%.

4th Grade Math: 91% of our students met approached, the state average was 58%.

4th Grade Writing: 89% of our students met approached, the state average was 53%.

5th Grade Reading: 91% of our students met approached, the state average was 72%.

5th Grade Math: 91% of our students met approached, the state average was 69%.

5th Grade Science: 72% of our students met approached, the state average was 61%.

All areas showed a decrease from the 2018 STAAR results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall STAAR scores decreased in 2021. **Root Cause:** No STAAR testing in 2019, students not in school face to face (on-line school) during covid pandemic. We learned that it is imperative that most students be in school in order to stay on track academically.

Problem Statement 2: Although Math scores met the approach level, scores were low in the meets area. **Root Cause:** Students have academic gaps due to the 2019-20 school year (Covid - online learning). Teachers are implementing more small group and one to one instruction to help these students perform at a higher academic level.

School Processes & Programs

School Processes & Programs Summary

Lawn is rich with practices to meet the academic needs of our students. From TEKS guided curriculum to individualized instruction, the needs of each student are weighed carefully. Campus and district-level assessments provide useful data that helps to guide specific instructions. District level benchmark assessments, campus common assessments, and program assessments such as Reading for All Learners, Acadience Dibels, Easy CBM in Math,ST Math, Amplify in Reading, and Study Island provide measures for educational growth and gaps. Lawn teachers strategically provide relevant instruction through small groups and tutoring. These are critical interventions for RTI students and those who need additional support. In addition, standard procedures have been established and routinely practiced for the safety and well-being of everyone. Fire, tornado, and lock-down drills provide a calm preparedness in the event of their need. The physical school has a level of security with-in our building; everyone is under one roof, and stricter regulations for those who request entry into the school during the instructional school day. Lawn has seen an increase in students' self-monitoring of grades; this will be something that we will continue working on as we implement student data notebooks.

School Processes & Programs Strengths

Lawn's strengths include:

- The commitment of Lawn staff to meet the needs of each individual student. Finding opportunities for students to grow or discover their leadership abilities. Through the use of RTI, struggling students are identified with interventions implemented to help close academic gaps.
- Implementation of additional in-school tutoring for students who struggle with reading and math. All students participate in WIN (What I Need) Time 30 minutes each day that focuses on each individual need.
- Strong RTI implementation based on meeting individual needs.
- Enrichment opportunities are offered for gifted and Student Council students.
- Common assessments in grades K-5 for reading and math are formative, on-going progress monitoring of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase student self-monitoring of grades and growth in all areas of school. **Root Cause:** It's difficult to get all students to take on their own accountability and care about their grades/progress. We have found that students that are actively aware of their grades have more ownership in their progress. Lawn has started data growth notebooks this school year for each individual student; hoping this will be a visual and for students to take on a responsible role in their education.

Problem Statement 2: Increased number of lower students overall and an increase in our special education/504 programs. **Root Cause:** Numbers have increased due to students attending school on-line due to covid/world pandemic and more mobility in our campus/district.

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 goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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, 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Lawn Elementary will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Invest time, mentoring partnerships, resources, training opportunities, including campus professional development, Region 14 workshops for continued teacher education and stakeholder quality improvement.

Targeted or ESF High Priority

Evaluation Data Sources: Staff Climate
Lawn Elementary Parent Survey
Region 14 and campus professional development feedback

Strategy 1 Details	Reviews			
Strategy 1: Lawn Elementary will actively recruit volunteers (parents and community members) to support the academic achievement and emotional well-being of all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase volunteers that will interact with students academically and provide extra support. **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Coordinate with Teacher and Parent Organization (TAP) and implement Parent School Climate Survey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent involvement and parent satisfaction **Staff Responsible for Monitoring:** Administration/Teachers **Title I Schoolwide Elements:** 2.6, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Establish a Site-Base Decision Making (SBDM) committee.	**Formative**			**Summative**
Strategy's Expected Result/Impact: SBDM committee will meet twice yearly to make decisions based on what is best for Lawn Elementary. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Lawn Elementary will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Create a positive reputation as a campus of providing excellent customer service to all stakeholders, engaging families in the education of their children, and celebrating success of students and staff within the local community.

Targeted or ESF High Priority

Evaluation Data Sources: Parent/Teacher Conferences
Campus Planned Activities throughout the 2021-22 school year
Class Dojo
Jim Ned Lawn Elementary App
Jim Ned Lawn Facebook
Jim Ned Lawn Webpage

Strategy 1 Details	Reviews			
Strategy 1: Provide education to families about relevant topics, such as social media safety, instructional strategies to use at home to support reading and math development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide increased Parent Knowledge on various topics that pertains to their child. **Staff Responsible for Monitoring:** Adminstration/Counselor **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Receive parent input during campus events (Meet the Teacher, Title 1 Meeting, Student programs, Performances, Family Reading Night, etc)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent involvement, celebrating student success, build teacher/parents/principal relationships. **Staff Responsible for Monitoring:** Administration/Counselor/Classroom Teacher/Reading Specialist **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Lawn Elementary will administer explicit, structured, and systematic instruction in a safe learning environment that, in turn, fosters the professional growth of its educators.

Performance Objective 1: Campus objective assessments - administered according to campus guidelines in grades K-5th, will demonstrate mastery of TEKS by 80% of students.

Targeted or ESF High Priority

Evaluation Data Sources: TEKS Resource (YAG - Year at a Glance, Vocabulary, IFD - Internal Focus Document)
Lead4ward resources
MOY & EOY assessments
Benchmarks
Student Data/Growth Notebooks

Strategy 1 Details	Reviews			
Strategy 1: Campus teachers will participate in TEKS Resource training, grade level planning with Lawn and Buffalo Gap, and align TEKS with upper and lower grade levels.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 75% of students will demonstrate mastery of TEKS in grades Kindergarten - 5th grade.
     Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionists
     Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Lawn Elementary will administer explicit, structured, and systematic instruction in a safe learning environment that, in turn, fosters the professional growth of its educators.

Performance Objective 2: 100% of economically disadvantaged/identified low performing students will receive grade level instruction along with additional interventions.

Targeted or ESF High Priority

Evaluation Data Sources: BOY/MOY/EOY assessments
Independent work samples
Classroom assessments
Students Data/Growth Notebooks

Strategy 1 Details	Reviews			
Strategy 1: Students will be offered early morning tutoring which will include: Reading and Math interventions, Reading for All Learners, Head Sprout, Study Island,, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: BOY/MOY/EOY assessments, Independent work samples, Classroom assessments, WIN TIme (What I Need), Data/growth Notebooks **Staff Responsible for Monitoring:** Administration, Classroom Teachers, ELL Teachers, Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Lawn Elementary will administer explicit, structured, and systematic instruction in a safe learning environment that, in turn, fosters the professional growth of its educators.

Performance Objective 3: By June 2022, Lawn Elementary 3rd - 5th grade students will show a 5% or higher growth in the MEETS area in Math, Science, and Reading/Writing on the STAAR assessment from previous STAAR scores.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR assessments/benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 3rd-5th grade will focus on differentiated instruction during a dedicated tutorial time 4 times a week. Students will work in small groups with various teachers/paraprofessionals. Instruction will be dedicated to all academics; however most emphasis will be on math and reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show a 5% or higher growth in the MEETS area in all academic areas. **Staff Responsible for Monitoring:** Administration, Classroom Teacher, Interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Lawn Elementary will administer explicit, structured, and systematic instruction in a safe learning environment that, in turn, fosters the professional growth of its educators.

Performance Objective 4: By June 2022; 85% Kindergarten - 2nd grade students will be on grade level in both math and reading.

Targeted or ESF High Priority

Evaluation Data Sources: MOY/EOY assessments
Benchmarks
Amplify
MClass
Data/Growth Notebooks

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten - 2nd grade will focus on differentiated instruction during a dedicated tutorial time 4 times a week. Students will work in small groups with various teachers/paraprofessionals in the area of math and reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 90% of Kindergarten - 2nd grade will be on grade level by the end of the 2021-22 school year. **Staff Responsible for Monitoring:** Administration, Classroom Teacher, Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Lawn Elementary will administer explicit, structured, and systematic instruction in a safe learning environment that, in turn, fosters the professional growth of its educators.

Performance Objective 5: During the 2021-22 school year, each Lawn Elementary K-5th grade student will be responsible for collecting data on attendance, academics, and personal goals. Teachers will facilitate, encourage, and discuss progress with each student; including a formal check point at the end of each six weeks.

Targeted or ESF High Priority

Evaluation Data Sources: Student Data/Growth Notebooks
Student driven goals

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers and paraprofessionals will help students set and monitor their own academic goals and growth throughout the 2021-22 school year in their data/growth notebooks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will begin to develop a "Growth Mindset" Students will begin leading parent/teacher conferences in the 2022-23 school year. **Staff Responsible for Monitoring:** Administration, Classroom Teacher, Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Lawn Elementary will continue the campus' approach to student behavior management, implementing a campus-wide approach to interacting with, redirecting, and disciplining students. We will encourage student responsibility through effective life habits.

Performance Objective 1: 100% of Lawn students Kindergarten - 5th grade will participate in Leadership Lab to learn skills to develop the whole person.

Targeted or ESF High Priority

Evaluation Data Sources: School Counselor interventions
Leadership Lab provided to all students
Reduce official discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Students will learn life skills and strategies using The Leader in Me (7 Effective Habits) through SEL (Social Emotional) lessons and interventions during Leadership Lab with the school counselor.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Develop leadership skills to help now and in the future. **Staff Responsible for Monitoring:** Administration, Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 3: Lawn Elementary will continue the campus' approach to student behavior management, implementing a campus-wide approach to interacting with, redirecting, and disciplining students. We will encourage student responsibility through effective life habits.

Performance Objective 2: Campus staff will implement their professional development to create a positive school environment where misbehavior is redirected in a caring and constructive way. Skills learned in Leadership Lab are reinforced school wide.

Targeted or ESF High Priority

Evaluation Data Sources: Professional Development
Student survey
Fewer discipline office and bus referrals
Positive office referrals - use to communicate with parents (reinforce a positive school environment)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will practice The Leader in Me (7 effective habits) behavior management practices to communicate clear expectations to students about appropriate conduct for classroom activities and transition.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will practice appropriate behavior, including: keeping body parts and objects to themselves, seeking assistance from adults as needed and proper transitions from one place to another place on campus. Students will learn life long strategies through The Leader in Me habits. **Staff Responsible for Monitoring:** Administration, Classroom Teacher, Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Lawn Elementary will continue the campus' approach to student behavior management, implementing a campus-wide approach to interacting with, redirecting, and disciplining students. We will encourage student responsibility through effective life habits.

Performance Objective 3: 90% of parents will have an increase of knowledge in the 7 habits - The Leader in Me (tools and strategies for everyday life).

Targeted or ESF High Priority

Evaluation Data Sources: Parent Survey
Teacher Newsletters/Weekly Notes
Jim Ned Lawn Webpage
Teacher Class Dojo/Planners (daily behavior for both positive and negative)
Open House-Parent Strategy Night/Meet the Teacher

Strategy 1 Details		Reviews		
Strategy 1: Parents will learn and become aware of The Leader in Me (7 effective habits) through our parent/teacher meetings at the beginning of the school year, during the Title 1 parent meetings, teacher weekly newsletter, Class Dojo, Parent/Teacher conferences, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Building a partnership with parents; that these habits may carry over in the home environment. **Staff Responsible for Monitoring:** Administration, Counselor, Classroom teacher **Title I Schoolwide Elements:** 2.6, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Lawn Elementary will continue the campus' approach to student behavior management, implementing a campus-wide approach to interacting with, redirecting, and disciplining students. We will encourage student responsibility through effective life habits.

Performance Objective 4: Teachers will utilize multiple behavior management strategies to assist students, develop self-regulation and conflict resolution skills.

Targeted or ESF High Priority

Evaluation Data Sources: Leader in Me - The 7 Habits
Class Dojo - management tool for both positive and negative

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize Class Dojo as a behavior management tool, and a means to communicate with parents in real time about their children's actions at school, both positive and negative.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positive partnerships between teachers and parents, working together to celebrate behavior success and address opportunities for growth as a team. **Staff Responsible for Monitoring:** Administration, Counselor, Classroom Teacher **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture					

Strategy 2 Details		Reviews			
Strategy 2: Students will be nominated to receive a high school P.A.L. who will meet with them regularly and serve as positive role models.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in negative behavior by at-risk students, due to positive influence and interaction with older students. **Staff Responsible for Monitoring:** Counselor, Classroom teacher **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Lawn Elementary will continue to identify students as early as Kindergarten that are exhibiting characteristics of struggling readers. The campus will continue to monitor decoding, fluency, vocabulary and comprehension skills. In addition, the campus will screen all incoming K-5 students for possible dyslexia-related identifiers and any other reading concerns.

Performance Objective 1: All Kindergarten - 2nd grade students will be screened for dyslexia tendencies.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** BOY/MOY/EOY assessments
> mClass - Amplify

Strategy 1 Details	Reviews			
Strategy 1: All Kindergarten - 2nd grade will be screened for dyslexia tendencies by our Reading Title 1 Specialists and Title 1 paraprofessionals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Screening; interventions to those that show dyslexia tendencies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Title 1 Reading Specialists and Title 1 Paraprofessionals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: Lawn Elementary will continue to identify students as early as Kindergarten that are exhibiting characteristics of struggling readers. The campus will continue to monitor decoding, fluency, vocabulary and comprehension skills. In addition, the campus will screen all incoming K-5 students for possible dyslexia-related identifiers and any other reading concerns.

Performance Objective 2: Students will be monitored for decoding, fluency, vocabulary, and comprehension.

Targeted or ESF High Priority

Evaluation Data Sources: BOY/MOY/EOY assessments
mClass - Amplify
Reading for All Learners
Reading Counts (1st-2nd grade; comprehension)

| Strategy 1 Details	Reviews			
Strategy 1: 3rd-5th grade students will be screened and monitored for decoding, fluency, vocabulary, and comprehension deficiencies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Screening and progress monitoring throughout the school year. **Staff Responsible for Monitoring:** Title 1 Reading Specialist, Title 1 paraprofessionals, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: Lawn Elementary will continue to identify students as early as Kindergarten that are exhibiting characteristics of struggling readers. The campus will continue to monitor decoding, fluency, vocabulary and comprehension skills. In addition, the campus will screen all incoming K-5 students for possible dyslexia-related identifiers and any other reading concerns.

Performance Objective 3: 100% of students identified with reading deficiencies will be provided with appropriate interventions.

Targeted or ESF High Priority

Evaluation Data Sources: Title 1 Reading Specialist
Research-based strategies
Monthly progress monitoring
mClass - Amplify assessment
3rd-4th grade: Multi-Syllabic Strategies
Rewards Program

Strategy 1 Details	Reviews			
Strategy 1: K -1st grade students are pulled as needed for individualized reading instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Using research-based strategies, students will become better readers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Title 1 Reading Specialists, Classroom Teachers, Paraprofessionals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: 3rd & 4th grade students meet in whole group to work on Multi-Syllabic strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Progress monitoring is ongoing. Students that need specific/serious interventions will be pulled in a small group or individualized.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Title 1 Reading Specialists, Intervention Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Students will be offered before school tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' academic needs will be met at an individual level with tutoring.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Title 1 Reading Specialists, Classroom Teacher, Special Education Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Debbie Harris	Principal
Counselor	Heather Holcomb	Counselor
Community Representative	Sarah Tate	Community Representative
Business Representative	Darby Grimes	Business Representative
Non-classroom Professional	Jane Taylor	SpEd Teacher
Parent	Shanda Modica	Parent
Parent	Brenna Teel	Parent
Classroom Teacher	Jessica Lobstein	Classroom Teacher
Classroom Teacher	Laura Ross	Classroom Teacher
Paraprofessional	Karen Lafoon	Paraprofessional
Paraprofessional	Leticia Dominquez	Paraprofessional
Community Representative	Ginny Mayfield	community member

Campus Leadership Team

Committee Role	Name	Position
Administrator	Debbie Harris	Principal
Counselor	Heather Holcomb	Counselor
Non-classroom Professional	Shea Baum	Title 1 Reading Specialists
Classroom Teacher	Cari Cloud	4th Grade Math Teacher
Classroom Teacher	Daniela Salas	1st Grade Classroom Teacher
Paraprofessional	Terri Raymond	Paraprofessional
Classroom Teacher	Carmen Watson	3rd Grade Classroom Teacher

Comprehensive Needs Assessment Committee

Committee Role	Name	Position
Administrator	Debbie Harris	Principal
Counselor	Heather Holcomb	Counselor
Non-classroom Professional	Shea Baum	Title 1 Reading Specialist
Classroom Teacher	Cari Cloud	4th Grade Classroom Teacher
Classroom Teacher	Daniela Salas	1st Grade Classroom Teacher
Classroom Teacher	Carmen Watson	3rd Grade Classroom Teacher
Paraprofessional	Terri Raymond	Paraprofessional

Addendums