

Jim Ned Consolidated Independent School District
Lawn Elementary School
2020 – 2021 Campus Improvement Plan



Lawn Mission Statement

Lawn Elementary mission is to enable students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens.

Core Values

Integrity, Performance, Stability, Forward-thinking, Transparency, Partnership

Jim Ned CISD Vision

Jim Ned CISD endeavors to be a superior educational institution marked by an unwavering commitment to our core values and their capacity to forge exceptional students, vibrant educators, innovative stewardship of finances and facilities, and worthwhile community and commercial partnerships

District Goals

1. Jim Ned CISD students will engage in rigorous and relevant learning, developing the academic fortitude to successfully complete a post-secondary program or secure gainful employment.
2. Jim Ned CISD graduates will exemplify the attributes defined within the Jim Ned CISD graduate profile.
3. Jim Ned CISD will attract, retain, and cultivate an enthusiastic and highly-qualified body of educators compelled by an ardent devotion to their craft and students.
4. Jim Ned CISD will actively and thoughtfully facilitate safe, organized, and drug-free instructional and extracurricular environments.
5. Jim Ned CISD will exercise innovation, tempered with prudence, in the stewardship of finances and facilities.
6. Jim Ned CISD will communicate and nurture a trust with its community that is matured over time by the district's demonstrated competence, reliability, honesty, and openness.
7. Jim Ned CISD will vet, pursue, and sustain mutually-beneficial community and commercial partnerships.

Table of Contents

Comprehensive Needs Assessment	4
Demographics.....	4
Student Academic Achievement.....	6
School Processes & Programs.....	7
Perceptions.....	8
Comprehensive Needs Assessment Data Documentation.....	9
Goals.....	11
Goal 1: <u>PARENT/COMMUNITY</u> : Develop intentional strategic partnerships to engage the entire community.	11
Goal 2: <u>ACADEMIC GROWTH</u> : Develop meaningful instruction that inspire and inform students and educators toward continuous improvement..	13
Goal 3: <u>BEHAVIOR</u> : Continue campus wide approach to student behavior management that encourages student responsibility through life long habits.....	15
Goal 4: <u>READING/DYSLEXIA</u> : Continue with early identification of students that are exhibiting characteristics of struggling readers and administer appropriate instruction. Continue early screening for dyslexia-related and any other reading concerns.....	18
Goal 5: <u>GROWTH & DEMOGRAPHICS</u> : Plan for increasing growth to ensure equity for all student population.....	22
Title I Schoolwide Elements.....	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA).....	25
1.1: Comprehensive Needs Assessment.....	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP).....	25
2.1: Campus Improvement Plan developed with appropriate stakeholders.....	25
2.2: Regular monitoring and revision.....	26
2.3: Available to parents and community in an understandable format and language.....	26
2.4: Opportunities for all children to meet State standards.....	26
2.5: Increased learning time and well-rounded education.....	27
2.6: Address needs of all students, particularly at-risk.....	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE).....	28
3.1: Develop and distribute Parent and Family Engagement Policy.....	29
3.2: Offer flexible number of parent involvement meetings.....	30
2019-2020 Needs Assessment Team.....	31
2019-2020 Campus Site-Based Committee.....	32
Addendums.....	33

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 329 students from Pre-Kindergarten through 5th grade, including a Preschool Program for Children with Disabilities (PPCD) and a Life Skills department that houses Kinder through 5th grade. Our ethnic demographic breakdowns are as follows:

- African American: 0.85%
- Hispanic: 6.71%
- White: 79.89%
- Asian: 0.57%
- Two or More Races: 1.13%

Our enrollment, attendance rates, gender breakdown, and ethnic demographics of students has grown over the last year. Our mobility rate of 15.7% is below the district (10.6%) and state (16.2%) average, and has increased by 6.1% since the 2016-2017 school year. Jim Ned Lawn Elementary student groups include the following:

- Economically Disadvantaged: 30.68%
- English Language Learners (ELL): 1.14%
- Students with Disabilities: 14.77%
- Gifted and Talented Education: 3.69%
- At-Risk: 17.33%
- Our consistently high disadvantaged population contributes to the transition to become a Title I school.

Staff Quality

Our school employ's: 24 teachers, 14 paraprofessional support staff members, 1 part time music teacher 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: 0.0%
- Hispanic: 5.6%
- White: 91.5%
- Two or More Races: 2.8%

96.4%% of our staff members hold a Bachelors as their highest degree, and 3.6% of our teachers hold a Master's degree. Our staff's years of experience heavily weighted with years of experience: 15.7% of teachers with 1-5 years of experience, 13.5% of teachers with 6-10 years of experience, 26.9% of teachers with 11-20 years of experience, and 43.9% 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 demographics 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 works with all students K-2; struggling students 3-5.
3. All students at Lawn Elementary follow the Readers 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, success, and empowerment.
6. Teachers keep in contact with parents/guardians on the progress their child is making: strengths & weaknesses.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2018-19 school year, Lawn Elementary met all three targets:
Overall Met Standard 90

Student Achievement Met Standard 91

School Progress Met Standard 85

Closing the Gaps Met Standard 88

Lawn earned two of the six Distinction Designations on their 2018-2019 Accountability Rating.

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

Student Academic Achievement Strengths

Lawn Elementary has a population of hard-working students.

2018 STAAR results were good with significant gains in 4th grade writing.

3rd grade reading percentage stayed the same as 2017 with 98% passing; the advanced rating increased by 10% in 3rd grade reading.
3rd grade math increased 3% from 2017 with 96% passing.

4th grade reading increased 3% to 91% passing and 4th grade writing increased 21% to 91% passing.
4th grade math increased 3% to 96% passing.

5th grade math and reading had 100% passing rate. Math increased from 2017 by 2% and reading increased from 2017 by 9%.
5th grade science decreased from the 2017 testing by 6%, however, the advanced pass rate increased by 5% in 2018.

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 instruction. District level benchmark assessments, campus common assessments, and program assessments such as Acadience Dibels, Reading for All Learners, Easy CBM in Math & 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 new level of security with the new building, everyone 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 student's self-monitoring of grades; this will be something that we continue to work on in the coming school years.

School Processes & Programs Strengths

Lawn's strengths include:

- * The commitment of Lawn staff to meet the needs of each individual student. To find opportunities for student 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.
- * Strong RTI implementation based on meeting individual student needs.
- * Enrichment opportunities are offered for gifted students and Student Council students.
- * Common assessments in grades K-5 for reading and math for formative, on-going progress monitoring of students

Perceptions

Perceptions Summary

Lawn Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. K-2 teachers have parent conferences for all students at the MOY and EOY; at other times as needed. 3-5 teachers have conferences on a need to bases. All teachers K-5 keep in constant contact with families through Class Dojo or Remind App. The campus principal keeps parents informed through the Blackboard Jim Ned App.

Perceptions Strengths

Numerous family involvement opportunities are offered at Lawn Elementary throughout the year. We have the following annual family activities: Meet the Teacher Night, Individual Grade-level Meetings (Title 1 guidelines), Family/Community Thanksgiving Feast, Veteran's Day Program, Christmas & Spring Family/Community Program, PE Family/Community Program, Kids Heart Challenge and Family Mileage. In January, we held our first family reading night. Families brought blankets, stuffed animals, and wore pajamas for this event, they were handed popcorn as they entered into the school. Our hallways were full of flexible seating and bean bags. Parents, grandparents, or community people could attend this event with our students. Students and families read stories and then students were able to take reading counts tests. This was a great even for our families, but at the same time it fostered a sense of community and partnership within our community. The event was student-led and offers parents the opportunity to learn from their child. One point of pride at Lawn Elementary is that parent's report that our office staff as very parent-friendly. A weekly note is sent home to parents to keep them informed of different activities that take place at Lawn or our school district. In addition, the principal makes routine call outs to our parents to keep them updated on important events at the school. In addition, attendance letters with statistics and helpful information are routinely sent home with students to promote better attendance. Lawn also holds a fall grade level meeting that incorporates the Title 1 PAC (Parent Advisory Committee) information. This meeting is a valuable tool to evaluate the effectiveness of the school/home connections. Parent surveys indicate that Lawn is a friendly school that welcomes parents, students, and community members.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card 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
- Local diagnostic reading assessment data

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
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

GOAL1: PARENT COMMUNITY

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: Opportunities for parental involvement and community engagement will increase both during and after the school day.

**Evaluation Data Source(s) 1: School Calendar
Parent Survey Results**

Summative Evaluation1:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY’S EXPECTED RESULT/IMPACT	REVIEWS
1. Actively recruit volunteers (parents and community members) to support the academic achievement and emotional-well-being of all students.	3.2	Administration	Increased Volunteerism	
2. Provide education to families about relevant topics, such as social media safety, instructional strategies to use at home to support reading and math development, etc.	2.4 2.5 3.1 3.2	Counselor Administration	Increased Parent Satisfaction	
3. Coordinate with Teacher and Parent (TAP) organization.	3.2	Teachers Administration	Increased Volunteerism and Involvement	

4. Implement Parent School Climate Survey	3.2	Teachers Administration	Increased Parent Satisfaction	
5. Receive parent input during campus events (Meet the Teacher, Title 1 meeting, student program, performances, Family Reading Night, etc).	3.2	Teachers Counselor Administration	Increased Parent Satisfaction	
6. Establish Site-Based Decision-Making (SBDM) Committee	3.1 3.2	Administration	Increased Parental Involvement and Satisfaction	

GOAL 2: ACADEMIC GROWTH

Goal 2: Lawn Elementary will develop meaningful, effective instruction that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Campus objective assessments, administered according to campus guidelines in grades 1st-5th, will demonstrate mastery of TEKS by 75% of students.

Evaluation Data Source(s) 1:

Summative Evaluation1:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. Team of campus staff will participate in Lead4ward training geared toward using data to drive instruction. This will be done at the beginning and middle of the school year.	2.4 2.6	Administration Principal	Lead4ward resources and MOY & EOY assessments	
2. Teachers collaborate (1st-3rd) and review: EOY testing in order to drive the next years instruction.	2.4 2.6	Principal	EOY Assessments	

GOAL 2: ACADEMIC GROWTH

Goal 2: Lawn Elementary will develop meaningful, effective instruction that inspire and inform students and educators toward continuous improvement.

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

Evaluation Data Source(s) 1:

Summative Evaluation1:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. Early morning and afternoon tutoring.	2.4 2.6	Principal	BOY/MOY/EOY Independent work samples Classroom assessments	
2. Interventions: - Interventions - Reading for All Learners - Head Sprout - Study Island	2.4 2.6	Principal	BOY/MOY/EOY Independent work samples Classroom assessment	

GOAL 3: BEHAVIOR

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 will participate in Leadership Lab to learn skills to develop the whole person.

Evaluation Data Source(s) 1:

Summative Evaluation1:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY’S EXPECTED RESULT/IMPACT	REVIEWS
1. Continue training faculty/staff/students/parents in the 7 Habits and Love & Logic	2.2 2.4 2.5 2.6	Principal Teachers Staff	Develop leadership skills to help now and future.	
2. Provide daily 7 habits in morning announcements.	2.2 2.4 2.5 2.6	Principal Teachers Staff	Students will reflect on the Habit & will apply it to daily life.	

GOAL 3: BEHAVIOR

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.

Evaluation Data Source(s) 2: Professional Development Records, Survey, # of bus referrals

Summative Evaluation2:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. Applying the 7 Habits on the bus for better behavior.	2.2 2.4 2.5 2.6	Principal Teachers Staff Bus Drivers	Fewer discipline bus referrals	

GOAL 3: BEHAVIOR

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: Increase parent knowledge of effective 7 Habits

Evaluation Data Source(s) 3: Parent Survey

Summative Evaluation3:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY’S EXPECTED RESULT/IMPACT	REVIEWS
1. Open House/Parent Strategy Night	2.2 2.4 2.5 2.6	Principal Teachers Staff Parents	Parents and teachers on same page to encourage positive behavior.	
2. JN Blackboard App – Weekly reminder of “Habit of the Week”	2.2 2.4 2.5 2.6	Principal	Parents will be informed of the 7 Habits and will hopefully apply them at home.	

GOAL 4: READING/DYSLEXIA

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: K-2 students will be screened for dyslexia tendencies.

Evaluation Data Source(s) 1: Acadience Dibels

Summative Evaluation1:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. K-2 will be screened for dyslexia tendencies.	2.4 2.6	Reading Specialist Title 1 Paraprofessionals	Screening	K-2 Acadience Dibels BOY/MOY/EOY

GOAL 4: READING/DYSLEXIA

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: Monitor decoding, fluency; vocabulary and comprehension

Evaluation Data Source(s) 2: Easy CBM

Summative Evaluation2:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. 3-5 grades will be screened and monitored for decoding, fluency, vocabulary, and comprehension deficiencies.	2.4 2.6	Reading Specialist Title 1 Paraprofessionals	Screening and progress monitoring throughout the year.	Easy CBM Reading for All Learners BOY/MOY/EOY

GOAL 4: READING/DYSLEXIA

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: Students identified with reading deficiencies will be provided with appropriate interventions.

Evaluation Data Source(s) 3:

Summative Evaluation3:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. K-1 students are pulled as needed for individualized reading instruction.	2.4 2.5 2.6	Reading Specialist Teachers Staff	Using research-based strategies, students will become better readers.	K-2 Acadience Dibels 3-5 Easy CBM (Monthly Progress Monitoring)
2. Small group	2.4 2.5 2.6	Reading Specialist Teachers Staff	Using research-based strategies, students will become better readers.	K-2 Acadience Dibels 3-5 Easy CBM (Monthly Progress Monitoring)
3. Whole group	2.4 2.5 2.6	Title 1 Reading Intervention Team	3 & 4 grade: Multi-Syllabic strategies	Rewards Progress monitoring is ongoing.

4. Before and after school tutoring.	2.4 2.5 2.6	Title 1 Reading Teachers	Students' academic needs will be met at an individual level with tutoring.	Acadience Dibels Easy CBM Rewards
--------------------------------------	-------------------	--------------------------	--	---

GOAL 5: GROWTH AND DEMOGRAPHICS

Goal 5: Lawn Elementary will be proactive in planning for increasing enrollment by addressing the necessary resources to meet student needs and ensure equity for all populations.

Performance Objective 1: Address the population increase for all grade level classrooms.

Evaluation Data Source(s) 1:

Summative Evaluation1:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. Additional hiring of a kindergarten and third grade teacher to equally distribute the number of students in each classroom	2.4 2.5 2.6	Principal Superintendent School Board	Smaller class size will allow all students to receive an increase in individual assistance and instructional time by decreasing the student to teacher ratio.	
2. Apply for a waiver for the 4th grade classrooms and increase paraprofessional presence	2.4 2.5 2.6	Principal Superintendent School Board	Assign a special education teacher and paraprofessional to provide extra individual assistance and instructional time by helping to decrease the student to teacher ratio.	

GOAL 5: GROWTH AND DEMOGRAPHICS

Goal 5: Lawn Elementary will be proactive in planning for increasing enrollment by addressing the necessary resources to meet student needs and ensure equity for all populations.

Performance Objective 2: Address the population increase for all special needs' classrooms

Evaluation Data Source(s) 2:

Summative Evaluation2:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. Additional hiring of a special education/life skills teacher	2.4 2.5 2.6	Principal Superintendent School Board	Special needs students will receive an increase in individual assistance and instructional time by decreasing the student to teacher ratio.	
2. Additional hiring of paraprofessional	2.4 2.5 2.6	Principal Superintendent School Board	Special needs students will receive an increase in individual assistance and instructional time by decreasing the student to teacher ratio.	
3. Restructure teacher and paraprofessional assignments to best meet students' needs	2.4 2.5 2.6	Principal Superintendent School Board	Special needs students will receive an increase in individual assistance and instructional time by decreasing the student to teacher ratio.	

GOAL 5: GROWTH AND DEMOGRAPHICS

Goal 5: Lawn Elementary will be proactive in planning for increasing enrollment by addressing the necessary resources to meet student needs and ensure equity for all populations.

Performance Objective 3: Adjust schedule to increase instructional time for all populations.

Evaluation Data Source(s) 3:

Summative Evaluation3:

STRATEGY DESCRIPTION	ELEMENTS	MONITORS	STRATEGY'S EXPECTED RESULT/IMPACT	REVIEWS
1. Evaluate necessary schedule changes to ensure appropriate instructional time.	2.4 2.5 2.6	Principal Staff Paraprofessionals	Allows appropriate time to meet Individual IEPs, increase 1/1 small group instruction time.	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Lawn Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plans. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year to examine the data from the current year and compares it to prior years. This year, administrators and teachers collected data and in collaboration with parent leaders and others, root causes were identified, written as needs and reported to the site-based planning team. The teams were given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. All Title 1 expenditures are tied to campus needs identified in the comprehensive needs assessment and are addressed in the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our school wide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students through the campus improvement plan process. The following activities are utilized in the development of campus improvement plans:

- Identify the CIP team including administrators, teachers, other relevant staff, community members and parents.
- Disaggregate and analyze all relevant data. Disaggregate most recent student performance data by student populations to determine needs across all populations.
- Review and answer the assigned "Questions to Consider."
- Identify needs across all measures and begin to develop strategies to address them.
- Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in the school plan strengthens the core academic program.
- Identify scientifically-based research programs that increase the amount and quality of learning time.
- Review the master schedule to identify opportunities for extended learning time.

- Investigate how manipulatives are used in the various core areas.
- Identify programs within the schools that address enriched and accelerated curriculum issues.
- Work as a team to write the CIP, including performance Objectives and strategies to address all goals and needs.
- Implement the CIP, monitoring progress, data, etc. twice annually.
- Disaggregate EOY data by student populations to determine our program's overall effectiveness in meeting the needs of all our students.

2.2: Regular monitoring and revision

The CIP is considered to be living documents and can be amended at any time throughout the school year, with activities added, expanded, or as appropriate to effectively address identified needs as they occur. At a minimum, CIP be will be monitored at least twice times annually. Campus staff will collect, disaggregate and analyze a wide range of data to determine the progress toward goals set in the CIP. All progress is reported in the summative evaluation completed at the end of the school year.

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

Lawn Elementary understands that parental involvement is a major key to students' success. Our campus has implemented a Lawn Leadership Team and a Site Based committee. The composition of these teams is quite varied and as we makes plans for parental involvement, ideas are brought to these teams for feedback. The teams have been charged to think about how the ideas/activities/projects impact families' lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

2.4: Opportunities for all children to meet State standards

Lawn Elementary has created school-wide programs that are comprehensive in nature to ensure that we are serving all students, improving structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1. Title I, Part A programs/services are designed to address needs identified by disaggregated student performance data (grade, gender, ethnicity, economic status, limited-English proficient, etc.) at the campus levels in:

- Reading
- Math
- English-Language Arts

- Science
- Social Studies

Throughout the school wide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our school wide program.

Specific programs are selected for implementation at Lawn to meet the needs of enrolled students as identified in the CIP. Campus administrative/instructional staff then work together to identify interventions/supplemental instructional opportunities for each student as appropriate. Ongoing parental participation in the educational process is strongly encouraged and supported. Lawn Elementary, Title I campus believes that all students can learn; that all adults should work together to promote student success; that learning is a life-long process; and that high expectations produce quality results and personal bests for all students. Strategies implemented are monitored on an on-going basis, with formal evaluations conducted a minimum of three times annually.

Jim Ned CISD utilizes its Title I funds to provide high-quality personnel, support, and assistance based upon needs identified in the Comprehensive Needs Assessment. Title I assistance within Lawn Elementary includes, but is not limited to:

- Campus-based/selected supplemental educational material
- Class-size Reduction and/or other Supplementary Subject Teachers
- Reading Specialist
- 2 Instructional Aides
- Instructional Technology Tools
- Academic Intervention/Support
- Professional Development/Staff Development
- Tutoring (homeless, neglected facilities, Title 1 students, etc.)
- Reading Intervention/Support

2.5: Increased learning time and well-rounded education

All activities in the CIP are designed to provide a well-round educational experience for all students. Each campus completes a comprehensive needs assessment to guide the development of strategies and activities in the Campus Improvement Plan to ensure a well-rounded education is provided. In addition, Lawn determines the need for personnel and services necessary to provide increased learning time to students struggling to master the

curriculum. The personnel, activities, and services funded under Title 1 at the campus provide children with enriched and accelerated educational opportunities in school wide programs, with supplementary services that increase the amount and quality of instructional time. Title 1 supports school wide reform and ensures the access of all children to effective, scientifically based instructional strategies and challenging academic content. Title 1 also significantly elevates the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.

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

The Title 1 program is designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. The district works to ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement. The district's Title 1 program is designed to meet the educational needs of low-achieving children in our highest-poverty schools, limited English proficient children, migratory children, children with disabilities, minority children, neglected or delinquent children, and young children in need of reading assistance, and to close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers. The campus and district Comprehensive Needs Assessments work to disaggregate a wide range of data to clearly identify student's and campus needs. The Campus Improvement Plans then provides SMART goals and activities /strategies to address the identified needs and performance gaps between groups.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Lawn Elementary understands that parental involvement is a major key to students' success. Our campus has implemented a Lawn Leadership Team and a Site Based committee. The composition of these teams is quite varied and as we makes plans for parental involvement, ideas are brought to these teams for feedback. The teams have been charged to think about how the ideas/activities/projects impact families' lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation. These two teams review, edit and approve the Parent and Family Engagement Policy annually at the campus level. This is posted on our Lawn Elementary website. Paper copies of the campus policy may be sent home with students. At a minimum, letters are sent home with all Title 1 students that tell parents where these policies can be found on the district and campus websites.

3.2: Offer flexible number of parent involvement meetings

Each campus offers a variety of parent meetings and family activities annually. Each campus determines, with parental input, when the best time for meetings is to maximize parental involvement. Meetings are held at varying times of the day so that all parents have an opportunity to participate should they wish to do so, affording parents substantial and meaningful opportunities to participate in the education of their children.

2020-2021 Comprehensive Needs Assessment Team

COMMITTEE ROLE	NAME	POSITION
Administrator	Debbie Harris	Principal
Administrator/Teacher	Heather Holcomb	Counselor
Teacher	Sarah Moore	Kindergarten Teacher
Teacher	Cari Cloud	4 th Grade Teacher
Teacher	Shea Baum	2 nd Grade Teacher
Teacher	Tiffany Gibson	3 rd Grade Teacher

2012-2021 Comprehensive Needs Assessment Committee

COMMITTEE ROLE	NAME	POSITION
Administrator	Debbie Harris	Principal
Administrator/Teacher	Heather Holcomb	Counselor
Specialist	Ginny Mayfield	Reading Interventionist
Teacher	Jane Taylor	Special Education Teacher
Teacher	Cari Cloud	4 th Grade Teacher
Teacher	Lisa McBride	2 nd Grade Teacher
Non-Classroom Professional	Carol Ann Walker	Life Skills Paraprofessional
Non-Classroom Professional	Karen Lafoon	Title 1 Paraprofessional
Parent		Parent
Parent	Darby Grimes	Community Business Owner/Parent

2019-2020 Campus Site-Based Committee

COMMITTEE ROLE	NAME	POSITION
Administrator	Debbie Harris	Principal
Administrator/Teacher	Heather Holcomb	Counselor
Specialist	Ginny Mayfield	Reading Interventionist
Teacher	Jane Taylor	Special Education Teacher
Teacher	Cari Cloud	4 th Grade Teacher
Teacher	Lisa McBride	2 nd Grade Teacher
Non-Classroom Professional	Carol Ann Walker	Life Skills Paraprofessional
Non-Classroom Professional	Karen Lafoon	Title 1 Paraprofessional
Parent		Parent
Parent	Darby Grimes	Community Business Owner/Parent

Addendums