

**Ennis Independent School District
Jack Lummus Intermediate School
2024-2025 Campus Improvement Plan**



Mission Statement

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to ensure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Vision

Educate, Encourage, Empower

School Motto

Find your passion and grow it!

District Wide Long Term Goals

1. Ensure all students receive high-quality instruction.

2. Provide and support high-quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character and high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with an instructional focus.

Jack Lummus Campus Goals

1. Lummus Intermediate School will provide high-quality instruction by implementing rigorous curriculum aligned with state standards while closing achievement gaps.
2. Lummus Intermediate School will retain and hire high-quality staff.
3. Lummus Intermediate School will optimize resources necessary to enrich and maximize student outcomes.
4. Lummus Intermediate School will provide a safe and secure environment while establishing a culture of high expectations for all staff and students.
5. Lummus Intermediate School will maintain a positive partnership with all stakeholders that improves teacher effectiveness and student outcomes.
6. Lummus Intermediate School will be a well-maintained campus that is instrumental for all students and community needs and activities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lummus has a student population of 443 students which is approximately half of the entire Ennis population of students in grades 4-5. This enrollment is made up of 11.1% African American, 32.5% White and 52.1% Hispanic. Lummus Intermediate has an economically disadvantaged population of 67.7%, an at-risk student population of 42.4%, an English learner population of 15.3%, a mobile student population of 11.3% and a special education population of 13.8%.

Lummus staff is comprised of 2 administrators, 1 counselors, 1 librarian, 23 homeroom teachers, 2 special education teachers, 1 ESL teacher, 1 ESL specialist, 2 dyslexia therapists, 2 speech therapists, 1 reading intervention teacher, 1 PE teacher, 1 art teacher, 1 music teacher, 1 nurse, 12 paraprofessionals, 2 clerical, and 2 custodians. Lummus Intermediate staff ethnic makeup is 5.3% African American, 66% White, 26.7% Hispanic, 9% male, and 91% female.

Demographics Strengths

- Lummus Intermediate continues to meet the needs of a growing economically-disadvantaged population
- Teachers continue to provide differentiated instruction to a diverse student population
- All students served under Title I
- Lummus Intermediate continues to improve the RTI process to address the needs of at-risk students
- Positive Behavior Intervention & Support system in place to address behavior development and awareness in all student populations
- Student teacher ratios are 20:1 (4th), 23:1 (5th)

Student Learning

Student Learning Summary

Jack Lummus STAAR data from 2023 indicates that 73% of students in grade 4 were able to demonstrate proficiency at approaches grade level or above in mathematics, 79% of all students were able to demonstrate grade level knowledge in English Language Arts. 82% of our fifth grade demonstrate proficiency at approaches grade level or above in mathematics, 82% of all students were able to demonstrate grade level knowledge in English Language Arts, 67% science students were able to demonstrate knowledge at the approaches grade level or above.

Student Learning Strengths

- Teachers are effectively using TEKS Resource System (TRS) and AWARE
- Common planning times for each grade level department with emphasis on collaboration
- Universal screeners in both reading and math
- District-wide purposeful planning
- Small group instruction (guided reading and math)
- Streamlined RTI practices provide support to students
- Inclusion provides our Special Education population with greater opportunity
- Collaboration between departments
- Supportive instructional coaches
- QUEST hour targets student needs and provides enrichment/intervention where students are ready to learn.
- Although performance was slightly down in some areas, Lummus scored consistent with other area schools, and with grade levels across the state

School Processes & Programs

School Processes & Programs Summary

Jack Lummus Intermediate is a campus that houses grades 4th, and 5th grade students. Both grade levels are teamed. We currently have 13, 4th grade teachers consisting of 3 man teams. In each 4th Grade team, one teacher teaches ELAR, one teacher teaches Math, and the third teaches Science, and Social Studies. One of our 3 man teams is a dual language team consisting of all bilingual teachers as well as a bilingual paraprofessional who travels with the bilingual student population. Our 5th grade teachers are teamed in two 4 man teams, and one three man team. In each team one teacher teaches ELAR and Social studies, one teaches Math, and the final teammate teaches Science. We currently have three special education teachers of which one serves each grade level in an inclusion teacher capacity. There is one team leader representing each grade level as well as a representative for specials. Faculty meetings are scheduled at a minimum of once a month with a tentative schedule provided during teacher in-service. Additional meetings may be called that are not scheduled but are essential for the campus faculty. Weekly PLC meetings are held per grade-level departments to better utilize resources in our lesson plans. All teachers and paraprofessionals are required to clock in and out daily to ensure that 40 hours are being documented properly. All staff is required to enter absences through AESOP, which is provided by the district to properly record employee attendance. There are several opportunities for staff to join campus and district committees, which allows for an accurate representation of grade levels and departments.

We have built a schedule that allows for tutoring and extension of learning to occur during regular school hours. This schedule allows us to focus not only on our at-risk learners, but helps build capacity for our higher learners by encouraging and challenging them with more creative and independent thinking. We continue to develop an enrichment program that encourages self-directed learning allowing school to become more engaging and meaningful to students.

All students have 1:1 technology with personal devices. We strive to create an environment where technology and classroom instruction work seamlessly together. Students are also exposed to daily technology with Promethean boards, Elmos, and student computers. All teachers have been provided with initial Chromebook training.

A master PLC schedule has been created that provides all homeroom teachers with one 45 minute content-specific collaborative planning periods per week.

EISD utilizes the TEKS Resource System (TRS) curriculum management system to help organize our curriculum, instruction, and assessment. Common assessments in core subjects are utilized to assess each students level of content mastery. The implementation of universal screeners allow teachers to monitor student progress each nine weeks. Common planning times and the support of instructional coaches lead to increased student achievement. QUEST hour targets student needs and provides enrichment/intervention where students are ready to learn.

Lummus will continue the Lion Pride Way leadership program during the 2024 school year. Through classroom initiatives and campus wide emphasis, students will learn leadership qualities as well as public speaking standards. Lummus will also focus on staff and students mental health by incorporating SEL into everyday curriculum. The Lummus staff also utilizes team building exercises/events to assist in forming a teamwork centered atmosphere.

School Processes & Programs Strengths

- Although performance was slightly down, Lummus scored consistent with other area schools, and with grade levels across the state.
- District wide implementation of an universal screener in the content areas of Math and Reading
- An emphasis has been made on mental health for staff and students.
- Lionpride way leadership initiative started
- Diversity training
- Safe campus
- Increased instructional/tutoring time within the school day
- Common planning times for teams
- Consistent campus procedures

- Year four of guided reading supports
- Implementation of PBIS
- Centralized digital teacher info folder
- Common data practices across grade levels
- Regular faculty/team leader meetings
- Positive work environment
- All classrooms are equipped with SMART Boards and document cameras to supplement instruction
- Computer time is part of every student's bi-weekly rotation
- 1:1 technology for all students
- Access to technology instructional specialists
- Rapid and complete internet access
- 3-5 student desktop computers in each classroom
- Various software programs to supplement instruction
- Many in-district opportunities for technology staff development
- AWARE and eSped
- RTI tracking software
- Online universal screener - immediate feedback/results
- 100% highly qualified teachers
- TERRP
- PD opportunities to meet required expectations for teachers
- Highly qualified paraprofessionals
- Competitive salary
- On-line posting of jobs to recruit quality teachers
- 100% Gifted & Talented certified personnel
- Excellent student-to-staff ratios
- Campus-wide PBIS focus
- Active staff appreciation
- Master PLC schedule
- Staff focus on teamwork and cohesiveness through team building

Perceptions

Perceptions Summary

Lummus has an overall positive school climate. Our students are greeted each morning with a warm welcome, and all staff members work to provide a safe and welcoming environment. Campus administration continues to work with Sodexo to improve the interior and exterior appearance of the campus. In 2017, we became a PBIS campus, which created positive behavioral expectations for common areas. In 2018-2019 PBIS expanded into the classroom with the utilization of CHAMPS. PBIS has resulted in an improvement of student behaviors, which translates into academic success.

Lummus Intermediate welcomes family involvement by providing multiple opportunities for parents, teachers, and community members to support students. We wish to provide more opportunities and strategies to create and develop civic awareness among our stakeholders.

During the 2021 school year Lummus began the Lion Pride Way leadership program campus wide. The program will provide leadership opportunities for all staff and students as well as instill pride into the school and district. Lion pride way will not only assist in building strong leaders, but can also be tied into the importance of improving mental health for staff and students.

Perceptions Strengths

- Effective communication between students/parents/teachers/community with monthly newsletters, Facebook, Remind101, Aware, class dojo, EISD Mobile app and common area presentation monitors
- Parents are welcome on campus at all times
- Staff encourages students to use organizational binders and take-home folders to communicate from school to home
- Caring staff committed to academic excellence and student support
- Utilize AR points and incentives/rewards to encourage increased performance
- End of the year awards assemblies
- Quarterly incentive "bash's" to celebrate good behavior, grades, and attendance.
- CARE committee which implements intervention strategies for at-risk students
- Crisis drills and procedures in place and practiced regularly
- Parent conferences at beginning of the year for each student
- Meet the Teacher on individual basis.
- Official and periodic walk-throughs by campus administration
- Common team planning
- Campus website periodically updated
- Close-knit and supportive PTO board
- PBIS store/Lummus Loot
- Positive parent phone contacts
- Active staff appreciation
- PTO Meetings/Family Fun Nights
- Parent meetings
- Running Club
- Facebook page
- Community mentors for at-risk students
- High Five Fridays

- Kids' Beach Club
- EISD Showcase
- Food 4 Kids program serving students with nutritious snacks and meals every Friday
- "Lights of Ennis" Parade (float participation)
- Participation in "Give a Kid a Chance" which provides essentials to students for upcoming school year
- Outreach programs: United Way, Helping Hands, Boles Children's Home, Operation Christmas Child, Relay for Life, Pennies for Patients
- Kids Hope Mentoring Program
- Family Nights
- Guidance
- Lion Pride Way

District Goals

District Goal 1: Ensure all students receive high-quality instruction.

Core Belief One: We believe in working to improve performance of all students while closing achievement gaps.

Campus Goal 1: Lummus Intermediate will provide all students with high quality instruction by implementing a challenging curriculum aligned with state standards while closing achievement gaps.

Standard #1: Instructional Leadership: The principal is responsible for ensuring every student receives high quality instruction.

Performance Objective 1:

Objective 1.1.1 All sub-group populations at Lummus Intermediate will meet or exceed the state percentage in approaches/meets/masters performance levels on the STAAR test.

Evaluation Data Sources: State testing results, state accountability summary, quarterly assessments, and RenStar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategy 1.1.1.1 Specialized instructional techniques and strategies, including guided reading/guided math, will be utilized to teach and improve reading and math. Teachers will be provided with additional resources, Stemsscopes, that will provide them with curriculum and materials to use for science instruction. (T-PESS Standards: 1a, 1b, 1c, 1d) Strategy's Expected Result/Impact: Students will show measurable growth on assessments. Staff Responsible for Monitoring: General ed teachers, instructional coaches, special education/inclusion staff, ESL teachers, and reading interventionist Funding Sources: - 211 - Title I, Part A Improving Basic Program, - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd)				

Strategy 2 Details		Reviews			
Strategy 2: Strategy 1.1.1.2 Teachers will incorporate use of math manipulatives, concrete strategies, Chromebooks, math journals, and stations to enhance students' performance in mathematics. (T-PESS Standards: 1a, 1b, 1c, 1d) Strategy's Expected Result/Impact: Students will show measurable growth on assessments. Staff Responsible for Monitoring: General ed math teachers, instructional coaches, and special education/inclusion staff Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program, - 224 - IDEA B, Formula (SpEd)		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Strategy 1.1.1.3 During the school day, teachers will provide intervention/enrichment for all students to improve academic performance. We need to provide more focus on enrichment activities for higher achieving students to help increase meets/masters performance scores. Enrichment/intervention may include: During & after school tutorials Genius Hour Quest Retired teacher tutors (T-PESS Standards: 1a, 1c, 1d) Strategy's Expected Result/Impact: The number of students who show measurable growth receiving 1 or 2 points under Index 2. The number of students who reach meets/masters performance on STAAR and unit assessments. Staff Responsible for Monitoring: General ed teachers, administration, instructional coaches, special education/inclusion staff, ESL teachers, Dyslexia Therapist and Reading Interventionist - all staff members Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program, - 224 - IDEA B, Formula (SpEd)		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 1.1.1.4 We will continue to define and improve the CARE team process for implementing interventions using RTI strategies, which will focus on current performance and growth. We will strive to increase campus-wide fidelity of the RTI process. (T-PESS Standards: 1b, 1c, 1d) Strategy's Expected Result/Impact: We will see an increase in the number of plans that lead to positive student outcomes. Staff Responsible for Monitoring: All teachers, administration and CARE team members Funding Sources: - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd), - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 1.1.1.5 School personnel will monitor and evaluate special education students who are receiving inclusion support in the general education classroom. (T-PESS Standards: 1c, 1d) Strategy's Expected Result/Impact: Administrators and teachers will monitor assessment data, eSTAR documentation, student grades and STAAR results to evaluate student academic growth. Staff Responsible for Monitoring: Teachers & SpEd inclusion staff Funding Sources: - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Strategy 1.1.1.6 Students and teachers will utilize available software and mobile devices to close gaps and reduce weaknesses in specific academic areas. (T-PESS Standards: 1c, 1d) Strategy's Expected Result/Impact: We will review individualized student reports that show growth and progress throughout the year provided by data from software programs. Use of technological resources will be monitored/evaluated throughout the year by administrators. Staff Responsible for Monitoring: Teachers & administrators Funding Sources: - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd)	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Strategy 1.1.1.8 We will develop and implement a behavior component to our existing CARE/RTI Program. (T-PESS Standards: 1b, 1c, 1d) Strategy's Expected Result/Impact: We will see an increase in the number of plans that lead to positive student outcomes. Staff Responsible for Monitoring: All teachers, administration and CARE team members	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 2: Provide and support high quality staff for all classrooms.

Core Belief Two: We believe that all employees are critical to the success of our students.

Campus Goal 2: Lummus will ensure all teachers are highly-qualified in order to facilitate students in reaching their academic goals.

Standard #2: Human Capital: The principal is responsible for ensuring there are high quality teachers and staff in every classroom throughout the school.

Performance Objective 1: 2.2.1 Lummus will develop and retain highly qualified teachers.

Evaluation Data Sources: EOY retention rates, documentation of staff development opportunities and attendance.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 2.2.1.1 The instructional coaches will provide teacher training to address gaps in instruction as well as serve as a guide to ensure teachers are adhering strictly to the TEKS. (T-PESS Standard: 2b) Strategy's Expected Result/Impact: Best practices of instructional strategies will be observed during evaluations. Staff Responsible for Monitoring: Administrators and instructional coaches Funding Sources: - 224 - IDEA B, Formula (SpEd), - 211 - Title I, Part A Improving Basic Program, - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2.2.1.2 Teachers will attend state and local staff development opportunities that are tied to administrative evaluations in order to increase their capacity as professionals and the rigor of their curriculum. Team building exercises and events will be designed to increase staff morale. Increased staff morale will lead to maximizing instruction in the classroom. (T-PESS Standards: 2b, 2c, 2d) Strategy's Expected Result/Impact: Teachers will document all professional development attended in Eduphoria. Administrators will document walk-throughs and T-Tess. Staff Responsible for Monitoring: Curriculum directors, instructional coaches and teachers Funding Sources: - 211 - Title I, Part A Improving Basic Program, - 199 - General Fund: Local, - 199 - State Compensatory Ed (SCE): State	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 2.2.1.3 Lummus will mentor and support first year teachers and staff new to the campus. (T-PESS Standards: 2a, 2c, 2d) Strategy's Expected Result/Impact: We will increase teacher retention and decrease turnover rate. Staff Responsible for Monitoring: Teachers and administration Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 2.2.1.4 The administrator will hire and place teachers in areas to best support student learning and to maximize instructional impact on students. (T-PESS Standard: 2a) Strategy's Expected Result/Impact: Information from T-Tess evaluations, walk-throughs, PLC meetings, data talks, unit assessment data, STAAR data will be utilized. Staff Responsible for Monitoring: Administrators and interview committee	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 3: Empower staff with resources to ensure student excellence.

Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Campus Goal 3: The Lummus Leadership Team is committed to providing and utilizing all necessary resources to ensure educational excellence by motivating the school community and striving to continually improve, learn, and grow.

Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcome.

Performance Objective 1: 3.3.1 Lummus Intermediate will manage funds to meet campus needs while being financially responsible. When unavailable, Lummus will find other methods to assist in meeting staff needs as well as providing resources and trainings.

Evaluation Data Sources: Yearly budget reconciliation

Strategy 1 Details	Reviews			
Strategy 1: Strategy 3.3.1.1 All students will have access to and use computers and/or Chromebooks to improve academic and technology skills. Teachers will be provided with additional resources, Stemscores, that will provide them with curriculum and materials to use for science instruction. Other resources such as iPads, calculators, translation devices, and other technology will be utilized to promote student understanding and learning. (T-PESS Standards: 3b, 3d) Strategy's Expected Result/Impact: Reports from software programs will show growth over the year and students will have growth in technology skills. Staff Responsible for Monitoring: Teachers, librarian Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 3.3.1.4 In order to assist teachers with the level of instruction and academic expectations, teachers will receive observations and feedback. Admin and support teams will seek out training opportunities and other resources that will be beneficial for Lummus staff. (T-PESS Standards: 3a, 3b, 3c, 3d) Strategy's Expected Result/Impact: Increased student performance on assessments and STAAR will be evident. Staff Responsible for Monitoring: Administrators, teachers, and instructional coaches Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 3: Empower staff with resources to ensure student excellence.

Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Campus Goal 3: The Lummus Leadership Team is committed to providing and utilizing all necessary resources to ensure educational excellence by motivating the school community and striving to continually improve, learn, and grow.

Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcome.

Performance Objective 2: 3.3.2 We will continue to seek out opportunities to involve community resources in order to forge partnerships that support student achievement.

Evaluation Data Sources: Number of community partnerships

Strategy 1 Details		Reviews			
Strategy 1: Strategy 3.3.2.1 We will promote Lummus success stories to our community by submitting pictures and events to the district communications director, Lummus Facebook page, Peachjar, campus events, class dojo, Lummus yard signs, and WKNN. (T-PESS Standards: 3b, 3c) Strategy's Expected Result/Impact: There will be an increased number of stories/pictures featured in the media. Staff Responsible for Monitoring: Administrators and staff Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 3.3.2.2 We will create opportunities for partnerships between Lummus and the community through the following events: Lion Pride Way Boys to Men Pearls of Wisdom High Five Fridays Genius Hour Mentoring Program Helping Hands Recycling Relay for Life Boles Children's Home Leukemia/Lymphoma Society Lights of Ennis Parade Beach Club Give a Kid a Chance Food for Kids Lions Club Vision Van Program (T-PESS Standards: 3b, 3c, 3d) Strategy's Expected Result/Impact: We would have media coverage, money or items donated, and pictures. This would also increase parent volunteers and attendance at events. Staff Responsible for Monitoring: Administrators and staff Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Campus Goal 4: In order to foster a safe, secure, and positive culture, Lummus will promote and communicate a shared vision focusing on high expectations for all students.

Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 1: Objective 4.4.1 To improve the safety and security of our campus, Lummus Intermediate will maintain our security protocols and raise the expectations for consistency and follow-through on safety requirements.

Evaluation Data Sources: Drill documentation logs and Raptor system

Strategy 1 Details	Reviews			
Strategy 1: Strategy 4.4.1.1 Throughout the year, students and teachers will practice evacuation to exterior, evacuation to safe location, and shelter in place drills in order to provide a safe and orderly environment in the event of an emergency. (T-PESS Standards: 4a, 4b, 4d, 4e) Strategy's Expected Result/Impact: A log will be kept to indicate completion of the drills. Staff Responsible for Monitoring: Administrators, EISD police officers & staff Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 4.4.1.2 We will maintain a secure campus by enforcing the implementation of the Raptor system where all visitors must present a valid ID to be scanned into the security system. Visitors will be issued a visitor sticker. All faculty and staff will wear badges that identify them as campus employees. (T-PESS Standards: 4b, 4d) Strategy's Expected Result/Impact: A visitor log will be kept through the Raptor system. Teachers use their badges to sign in and out everyday. Staff Responsible for Monitoring: Administrators & staff Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 4.4.1.3 Students from our feeder elementary schools will visit our campus for a tour and introduction to Lummus to help with a more orderly start to the school year. We will host a parent meeting and open house for all incoming parents. (T-PESS Standards: 4a, 4c, 4d) Strategy's Expected Result/Impact: A more streamlined and organized start to the school year Staff Responsible for Monitoring: All staff members Funding Sources: - 199 - General Fund: Local, - 461 - Campus Activity Fund	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Campus Goal 4: In order to foster a safe, secure, and positive culture, Lummus will promote and communicate a shared vision focusing on high expectations for all students.

Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 2: 4.4.2 We will provide opportunities for our students to be involved in activities and programs that will promote positive behavior that decreases violations of student code of conduct.

Evaluation Data Sources: Skyward, number of student involvement opportunities, and student participation level

Strategy 1 Details	Reviews			
Strategy 1: Strategy 4.4.2.1 We will continue implementation of PBIS, a program that emphasizes positive behavior reinforcement. (T-PESS Standards: 4a-e) Strategy's Expected Result/Impact: More consistent campus wide expectations resulting in a decrease of violations of student code of conduct. Staff Responsible for Monitoring: Teachers, administrators Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 4.4.2.2 Students will maximize self-esteem through increased participation in a variety of current activities. We also plan to develop additional opportunities. Current activities include: Mentoring Program, Communities In School, Red Ribbon Week, Encore Choir, Archery, UIL, Aim For Success, Student Council, and Genius Hour (T-PESS Standards: 4a-e) Strategy's Expected Result/Impact: We will collect pictures and sign in sheets to celebrate participation. Staff Responsible for Monitoring: Administrators, counselor, and activity sponsors Funding Sources: - 461 - Campus Activity Fund, - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 4.4.2.3 Teachers and staff will recognize students who are demonstrating ROARS (PBIS) in the common areas and CHAMPS (PBIS) in the classrooms. (T-PESS Standards: 4a-e) Strategy's Expected Result/Impact: Teachers will celebrate positive behavior choices with Lummus Loot, Lummus store, and teachers' 9 weeks positive contacts. Staff Responsible for Monitoring: Administrators, counselor, and teachers and Paraprofessionals Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4.4.2.4 All students will participate in physical education activities and recess activities to promote physical and mental wellness and team building. (T-PESS Standards: 4b, 4d, 4e) Strategy's Expected Result/Impact: All students will participate in the Fitness Gram. Staff Responsible for Monitoring: Administrators and physical education teacher and paraprofessionals Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school systems appeal.

Campus Goal 5: Lummus will maintain and improve a positive two-way partnership with all stakeholders by the allocation of resources which align both school and community goals.

Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 1: Lummus Intermediate will maintain and increase positive communication and involvement between school and community.

Evaluation Data Sources: Documentation of communications and parent involvement

Strategy 1 Details	Reviews			
Strategy 1: Strategy 5.5.1.1 Our school will increase parent participation in a variety of current activities, and we will develop additional opportunities in order to build partnerships with teachers/school. Current activities include: Lion Pride Way Field Days Field Trips PTO Meetings Book Fair Awards Assembly Mentoring Program Boys to Men/Pearls of Wisdom Aim for Success EISD Showcase Genius Hour (T-PESS Standards: 5a, 5c) Strategy's Expected Result/Impact: Lummus will keep sign in sheets showing the number of community members who attend events to document participation. Staff Responsible for Monitoring: Administrators, teachers, event organizers Funding Sources: - 199 - General Fund: Local, - 461 - Campus Activity Fund	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 5.5.1.2 Teachers and parents can communicate through multiple tools such as: the Lummus Ledger, Class Dojo, Skyward Family Access, email, school and district websites, Facebook, EISD app, Canvas, positive contacts, School Messenger, EISD anonymous tip line and weekly folders. (T-PESS Standards: 5a-d) Strategy's Expected Result/Impact: Administrators and teachers will document teacher/parent conferences and monitor parent involvement with social media and teacher and school websites. Staff Responsible for Monitoring: Administrators and teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 5.5.1.3 We will improve the plan to streamline notifications and reminders of school and community events. (T-PESS Standards: 5a-d) Strategy's Expected Result/Impact: Better communication/flowchart for organization and notification of events Staff Responsible for Monitoring: Administrators, office support staff, event coordinators, counselor, campus communications contact, teachers Funding Sources: - 461 - Campus Activity Fund	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 5.5.1.4 We will collaborate with the Education Foundation and other civic groups interested in supporting our school through monetary donations, supplies, and speakers. (T-PESS Standards: 5a, 5c) Strategy's Expected Result/Impact: Lummus will acknowledge the businesses that partner with us. Staff Responsible for Monitoring: Administrators and team leaders Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 6: Provide high-quality facilities with an instructional focus.

Core Belief Six: We believe our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Campus Goal 6: Lummus will ensure that our facilities are well maintained and support the needs of our stakeholders.

Performance Objective 1: 6.6.1 We will ensure our facilities are well maintained and suitable for our students, staff, and community.

Evaluation Data Sources: Documentation of work order submission and completion, overall appearance, and usability of the building

Strategy 1 Details	Reviews			
Strategy 1: Strategy 6.6.1.1 We will work with custodians and maintenance to ensure a clean and well-maintained environment conducive to learning. Strategy's Expected Result/Impact: Lummus will provide a clean and well-maintained campus year round. Staff Responsible for Monitoring: Administrators, staff, students, Sodexo, custodians, and maintenance. Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 6.6.1.2 Students will be encouraged to keep their campus clean through the "service acts" initiated in the Lion Pride Way program. Strategy's Expected Result/Impact: A clean and well kept campus. Staff Responsible for Monitoring: Administrators, staff, students, and WKNN	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Tisdale	Instructional Coach- Position #1001153	Admin. Other	1.0
Kristen Moody	Teacher- Position #1000624	General Instruction	1.0

Campus Funding Summary

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	4			\$0.00
6	1	1			\$0.00
Sub-Total					\$0.00

199 - State Compensatory Ed (SCE): State					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A Improving Basic Program					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
224 - IDEA B, Formula (SpEd)					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
4	2	2			\$0.00

461 - Campus Activity Fund					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
5	1	3			\$0.00
Sub-Total					\$0.00