

# **Goose Creek Consolidated Independent School District**

## **Mirabeau B. Lamar Elementary**

### **Campus Improvement Plan**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**

Academic Achievement in Science  
Postsecondary Readiness

**Board Approval Date:** November 2, 2020

**Public Presentation Date:** November 2, 2020

# Mission Statement

Our mission at Lamar Elementary School is to educate and nurture our children to become successful learners and productive citizens.

## Vision

Lamar Elementary has PRIDE!

Professional Respectful Interdependent & Dedicated to Excellence!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Webex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledge and determined:

The demographics of ethnicity, economically disadvantaged and gender of students at Lamar has remained fairly consistent in the last 4 years. Our attendance rate has increased each year. Lamar has a high mobility rate. SPED testing has increased over the years. The male teacher percentage is very low, and there is a big gap between the male teacher to male student ratio. Teacher retention rates are high. Lamar has a lot of systems and supports in place for students, but need more consistency as well as vertical consistency for desired results.

### Demographics Strengths

The strengths at Lamar are the high teacher retention rates, the consistency of the demographic population and the increase in attendance rates each year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Lamar students are lacking the positive, adult male influence on campus. **Root Cause:** The teaching profession in general lacks male applicants for elementary teaching positions, and there is a lack of mentorship programs with male volunteers on campus.

# Student Learning

## Student Learning Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Webex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledge and determined:

In order to continue to increase student achievement in each of the four indices of the state accountability system, teachers and staff will continue to actively engage all students using structured activities. Time and resources will be provided for all campus teachers, including special education teachers that serve students in the general education classrooms, during long range planning, analyzing student data, understanding the specificity of the TEKS and building higher leveled questions to continue to build our students' critical thinking during PLC and weekly discussions in order to provide rigorous and relevant lessons that increase student success. In addition, we will continue our training to best provide a school community that is equitable and teaches the student as a whole. RtI meetings will be held at least once per six week for every child being served in Tier II and III. Special education teachers will meet with general education teachers to discuss differentiating lessons based on the specific skills and needs of the students they serve at least three times in the school year. We will continue to focus on increasing our students' abilities to think critically by continuing to build teacher questioning and student talk, while maintaining the structures we currently have in place for student success. Our teachers and staff will participate in at least one training session or PLC per six weeks focused on these skills and will be monitored and encouraged through our participation in district and campus instructional rounds.

## Student Learning Strengths

- Increase in reading scores
- DRA scores have improved in every grade level
- LEP students are performing above district and state on 3rd & 4th Reading STAAR and 3rd Grade Math STAAR
- Increase in mastery level on STAAR
- Increase in average percent score of students testing on the state assessment
- RtI process in place is helping to identify students earlier

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students are struggling with critical thinking skills. **Root Cause:** Teacher questioning students in a way to intentionally facilitate students' critical thinking and allow for higher levels of student talk.

**Problem Statement 2 (Prioritized):** Campus special education scores are at least 10% lower than the district or state on STAAR in all subjects. **Root Cause:** General and special education teachers are not identifying the specific needs of the special education student and differentiating work based on those needs. Also, the district special education program lacks the consistency to better support their teachers through curriculum training and providing the needed personnel to support the number of students serviced on the campus.

# School Processes & Programs

## School Processes & Programs Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Webex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledge and determined:

In order to continue to increase student achievement in each of the four indices of the state accountability system, the staff of Lamar Elementary school will work interdependently to understand the specificity of the TEKS during PLC's, team planning, and long range planning sessions. This will allow us to create rigorous and relevant lessons that increase our students' engagement and success. Furthermore, teachers and Campus Instructional Specialists will collaborate to use/find the best resources, engaging activities, and differentiated instruction techniques to help our students excel. Additionally, we want our students to have more accountability for their learning/educational goals by tracking their own progress. RTI meetings will be held at least once per six weeks for every child being served in Tier II and III. While maintaining the structures we have in place for clearly focused, intentional active student engagement, we will begin to shift our focus to increasing our students' ability to think critically. Lamar's staff will participate in monthly training sessions and PLC's focused on increasing critical thinking skills through teacher questioning and student talk. This will be monitored and encouraged through our participation in instructional rounds.

## School Processes & Programs Strengths

- ELs are performing at higher levels
- Teacher questioning techniques: HOT's, pre-planned
- Teacher provided sentence stems
- Increase in attendance rate
- Student engagement activities in the classroom

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Traditionally, students struggle with complex problems, whether that be in the form of a math word problem, a passage to synthesize, a revision of a writing piece, or the use of investigative skills in science that involves the student to think critically. **Root Cause:** We do not know the root cause as of yet. As a campus and a district, we participate in Instructional Rounds to gather data and review our findings in order to support our teachers and gain knowledge as to how to find a solution to our problem of practice which is to increase students' ability to think critically. We have started to educate and train teachers on how to implement lessons and metacognitive strategies that require students to think. Furthermore, we want to empower our students with the ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision making, problem solving, or the acquisition of knowledge as known as information literacy.

# Perceptions

## Perceptions Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Webex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledge and determined:

In regards to student campus perception, the grade level and age impacts how students perceive their campus. Upper grades may have a different perception of school based on the amount of work, type, test-driven culture. They may not feel that school is as “fun” as they did when they were in primary. Self-contained special education students feel that they may be left out of various school activities. PK often feels left out of field day.

Many students do not feel respected in certain areas of the building and will ask their teachers if attendance in those areas is mandatory. Many staff members and students feel that we have an issue with positive culture and relationships in the cafeteria and more staff training is needed. Special education teachers and students may perceive a disparity between special needs students and regular education students due to a lack of knowledge of how to interact with them.

The discipline data indicates that the majority of office referrals are made in kindergarten and that this is attributed to students not having a school foundation. This year we had about four students who made up the majority of the kindergarten referrals.

Our highest infractions are class disruptions, bus misconduct, failure to follow rules, and physical confrontation. Two buses are responsible for the majority of the referrals for bus misconduct. Interventions have been put in place, however, there is a need for adequate PBIS training for drivers.

In school suspension is the highest rated consequence on our campus and there are very low rates of consequences involving parents conferences (with or without students).

Disciplinary practices and decision making is evaluated during PBIS meetings where each grade level has representation. Due to campus PBIS strategies, policies are proactive. An area of growth is that teachers should be consistent throughout the year rather than assuming that students will continue to display appropriate behaviors because it was taught at the beginning of the school year. Bullying referrals are our third highest record of incidences, however it is significantly lower than the top two incidents.

Investigations show that incidents are not actually “bullying” per the definition.

Specialty staff does a good job of working with students on what is/isn’t bullying and teaching social skills.

The counselor also conducts lessons with students and parents about what constitutes bullying and effective practices to cope when bullying is suspected.

It is important for teachers to take students seriously when they have issues with a student or a group of students. Although allegations may not be considered bullying by definition, it is imperative that teachers take them seriously in order to foster an environment where students feel safe.

This year we have had two students sent to DAEP. One white male was sent three times for staff assault (2) and weapon (1) and black male sent for sexual misconduct on the bus. In summary, students are informing their teachers that they feel safe at school. Feedback from parents to our Campus Student

Success Specialist indicates that our daily procedures help parents feel that student safety is a priority of the campus. We regularly practice safety drills and parents are notified of issues on campus in a timely manner

In regards to community and family, COVID has produced more support from parents. Parents have expressed that they appreciate positive calls and letters and this practice should increase from all teachers. We have large turn-outs to parent events both during the school day and evening. Parents currently have the opportunity to participate in the parent survey. One persistent parent complaint that we have is the limited space we have in the cafeteria which limits the number of adults who can eat with a student. Parents have also expressed complaints about the culture of the cafeteria.

There has been an increase in social media following. Our Facebook and website are updated regularly. We send home paper reminders and newsletters in English and Spanish. We have stopped the practice of half-sheet reminders and feel there may be a need for them to return. A suggestion was to use address sticker label reminders that we can affix to student clothing.

As a campus we have parent volunteers, a community partner in education, CRCU, who donates to campus needs and desires to be more visible on our campus in future years with volunteering. We also have a PTO who meets regularly to support student needs. Various groups such as the police, fire department, and Sterling Library participate in family nights. We have parents on some committees, but most are parents of our students. We have a parent representative on the LPAC committee and we routinely make decisions about students with our PTO.

Our administrative team is efficient in responding to parent concerns, however most of the time the issue has escalated before the parent reaches out. Teachers do a great job working with parent complaints and issues. Our parent representative feels that it would be a good idea to have a method of informing administrators of small concerns, such as a suggestion box, before issues escalate. Teachers would like for parents to answer calls and texts, view and sign planners, and join Class Dojo/Remind.

As a campus, we have made significant growth in the area of parent communication, especially in the area of virtual communication and social media. We continue to have strong community relationships with our partner in education, first responders, and city entities such as the library. We have a strong PBIS system in place but we need to place a stronger emphasis on positive interactions across the building. Overall our students feel safe, but we need stronger systems on the bus and in the cafeteria. Although parents generally are pleased with safety and procedures, some would like the cafeteria systems changed and a way to easily communicate concerns.

### **Perceptions Strengths**

- Structure and safety
- Parent communication
- PBIS
- Community partnership with CRCU



## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students do not feel respected in all areas of the building and all staff members are not interacting positively with students. **Root Cause:** All staff members are not repeatedly teaching expectations throughout the year to students and using positive PBIS strategies. There are inconsistent practices in regards to student expectations. All staff members are not held to the same standard of showing respect to students (from custodial staff to cafeteria staff to teachers). Inadequate training for all staff members.

# Priority Problem Statements

**Problem Statement 1:** Lamar students are lacking the positive, adult male influence on campus.

**Root Cause 1:** The teaching profession in general lacks male applicants for elementary teaching positions, and there is a lack of mentorship programs with male volunteers on campus.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students are struggling with critical thinking skills.

**Root Cause 2:** Teacher questioning students in a way to intentionally facilitate students' critical thinking and allow for higher levels of student talk.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Campus special education scores are at least 10% lower than the district or state on STAAR in all subjects.

**Root Cause 3:** General and special education teachers are not identifying the specific needs of the special education student and differentiating work based on those needs. Also, the district special education program lacks the consistency to better support their teachers through curriculum training and providing the needed personnel to support the number of students serviced on the campus.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Traditionally, students struggle with complex problems, whether that be in the form of a math word problem, a passage to synthesize, a revision of a writing piece, or the use of investigative skills in science that involves the student to think critically.

**Root Cause 4:** We do not know the root cause as of yet. As a campus and a district, we participate in Instructional Rounds to gather data and review our findings in order to support our teachers and gain knowledge as to how to find a solution to our problem of practice which is to increase students' ability to think critically. We have started to educate and train teachers on how to implement lessons and metacognitive strategies that require students to think. Furthermore, we want to empower our students with the ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision making, problem solving, or the acquisition of knowledge as known as information literacy.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Students do not feel respected in all areas of the building and all staff members are not interacting positively with students.

**Root Cause 5:** All staff members are not repeatedly teaching expectations throughout the year to students and using positive PBIS strategies. There are inconsistent practices in regards to student expectations. All staff members are not held to the same standard of showing respect to students (from custodial staff to cafeteria staff to teachers). Inadequate training for all staff members.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## 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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) 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
- T-PESS data

### **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Lamar Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.





**Performance Objective 1:** All students will master 70% or more of the TEKS and meet or exceed the state average on STAAR.

**Evaluation Data Sources:** STAAR Reports, Grade Level CBAs/BMKs/CFAs

**Summative Evaluation:** None

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Teachers, Curriculum Specialists, and Principals will work collaboratively during PLC and common planning times to understand the specificity of the TEKS and target essential grade level standards in order to provide rigorous and relevant lessons/ strategies that will increase student achievement. We will focus on intentional planning for higher level questioning techniques that will better facilitate students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students scoring in the Meets and Masters expectations category on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Increase active student engagement and provide multiple opportunities for students to respond and practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Principal<br/>Assistant Principal</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among English Language Learner, African American and SPED scores in math, reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Principal<br/>Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <p><b>Strategy 4:</b> Utilize effective and research based methods and instructional strategies (e.g., ESL strategies, guided reading, literacy stations, PLC at Works Institute, Kagan structures, Instructional Rounds, differentiated instruction) to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>  | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Provide appropriate identification of needs &amp; interventions for students performing below expectations in the core subjects and provide specific interventions for each tier within the RtI process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental Instruction materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$1,000, Supplemental Instruction materials - Coordination of Local and State Funds - GT Funds - \$150, Supplemental Instruction materials - Coordination of Local and State Funds - SpEd Fund - \$300</p> | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Utilize campus instructional specialists and campus master teachers to help build capacity in all staff members through proper planning, modeling lessons, coaching and co-teaching in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$120,000</p>  | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 7:</b> Utilize Professional Learning Communities as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students at Lamar Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>  | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 8:</b> Utilize the inclusion co-teaching model to help ensure all special education students are taught in the least restrictive environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Principal</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <p><b>Strategy 9:</b> Provide individual/prescriptive assistance and remediation for at-risk students who are unsuccessful in the classroom and provide six week reviews of the prescribed remediation tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 10:</b> Provide instructional resources, activities, and technology needed to achieve academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 11:</b> Teachers will plan weekly with CISs to ensure vertically and horizontally aligned, higher level intentional instruction is provided in order to increase students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR, District Benchmarks and Campus Common Assessments by 5% or more by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Principal<br/>Assistant Principal<br/>Instructional Rounds Team</p> | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |             |                  |



**Goal 2:** Lamar Elementary will provide a well-balanced and appropriate curriculum to all students.

**Performance Objective 1:** Lamar Elementary will plan and implement a well-balanced instructional program to ensure academic success for each child.

**Evaluation Data Sources:** Lesson plans, Common Formative Assessments, Benchmark Scores, CBA scores, PLC Notes

**Summative Evaluation:** None

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Continue to use Professional Learning Communities for vertical planning, data disaggregation, and staff development to help all students become more successful and to better facilitate students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Principal<br/>Assistant Principal</p>   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Ensure that all staff members are trained to understand and interpret the TEKS correctly, implement Kagan structures to actively engage students, and implement the components of balanced literacy to insure higher performance on STAAR and to increase level III achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Principal<br/>Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Utilize a variety of reading materials to teach and reinforce the rigor of STAAR, (Science leveled readers, Balanced Literacy, TEKS Target, Reading A to Z, Leveled Literacy Intervention, ESL Reading Smart, Imagine Learning, Book Clubs, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Principal<br/>Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>                               | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <b>Strategy 4:</b> Hire highly effective tutors to provide interventions for at-risk students that need additional instruction in order to be successful.<br><b>Strategy's Expected Result/Impact:</b> Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year<br><b>Staff Responsible for Monitoring:</b> Principal<br><b>Title I Schoolwide Elements:</b> 2.6<br><b>Funding Sources:</b> Payroll costs for tutoring - Coordination of Local and State Funds - SCE Funds - \$9,000 | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 3:** Lamar Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** All students at Lamar will be presented with opportunities to explore different college and career options with a focus on the importance of attendance, participation, and academic success.

**Evaluation Data Sources:** Counseling Logs and College/Career Week Activity Logs, EOY Daily Attendance Report

**Summative Evaluation:** None

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Provide students who have been identified with attendance, academic, or behavior needs with the resources offered through the CSSS and CYS staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student success from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator<br/>CSSS</p> <p><b>Funding Sources:</b> Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>                    | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Encourage excellent attendance (98% or higher) by charting attendance in each classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Attain 98% or higher in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers<br/>Attendance Clerk</p>  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Recognize and reward individual students for accomplishing 100% attendance for the school year as well as students that have improved their attendance. Incentives are provided by the campus, our PTO, and our Partner in Education, CRCU.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase end of year average daily student attendance Rate to 97% or higher by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers<br/>CSSS<br/>Attendance Clerk<br/>CYS worker</p> | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Monitor attendance and develop attendance contracts with students that have excessive absences. The contract will set goals for improvement attendance with students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase end of year average daily student attendance Rate to 97% or higher by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers<br/>CSSS<br/>CYS worker</p>  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <p><b>Strategy 5:</b> Implement a counseling program that utilizes guidance lessons to promote college and career awareness as well as positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>Librarian<br/>Campus Administrators<br/>Teachers</p>  | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Encourage students to set goals to complete high school and make college and career decisions. This includes participation in GCCISD College Week and having college shirt day on the last Friday of each month. The last Friday of every month will be emphasized with shared college information and competitions for the most students participating in each classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student awareness of college and career opportunities by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>Teachers<br/>Campus Administrators</p> | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |             |                  |





**Goal 4:** Lamar Elementary will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** Maintain high expectations toward a safe and structured environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Evaluation Data Sources:** 360 Discipline Reports, EOY Attendance Reports, Family Night Sign-in sheets,

**Summative Evaluation:** None

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Counselor<br/>CS3<br/>Teachers</p>  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Provide school-wide programs aimed at decreasing discipline issues by providing recognition, encouragement, and incentives to students for perfect attendance, academic achievement, and exemplary behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Counselor<br/>Teachers<br/>CS3</p> | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Implement school-wide programs aimed at increasing the average daily attendance to 98%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the average daily attendance to 98% for the school year</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>Teachers<br/>CS3<br/>Principal<br/>Assistant Principal</p>   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Provide programs aimed at character education, drug/violence prevention, and college and career awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness of college and career opportunities by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>Principal<br/>Assistant Principal<br/>CS3<br/>Teachers</p>  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |





|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 5:</b> Provide training opportunities for all staff members focused on increasing student engagement, facilitating critical thinking skills and best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Teachers<br/>Counselor</p> | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Promote positive staff morale with a variety of incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive staff morale by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Counselor<br/>CS3</p>  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue                                     |                  |            |             |                  |

**Goal 5:** Lamar Elementary will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** All students will be taught by a teacher who has met the requirement as highly effective.

**Evaluation Data Sources:** Highly Effective Audit Report

**Summative Evaluation:** None

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <b>Strategy 1:</b> Hire only highly effective staff members to fill all vacant positions.<br><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year<br><b>Staff Responsible for Monitoring:</b> Principal  | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <b>Strategy 2:</b> Encourage all teachers to obtain ESL and GT certification.<br><b>Strategy's Expected Result/Impact:</b> Increase the number of students receiving instruction from a teacher with specialized training<br><b>Staff Responsible for Monitoring:</b> Principal<br>Teachers   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <b>Strategy 3:</b> Assess the staff development needs and develop staff development growth plans (part of highly effective intervention plan) for all teachers not meeting the standards for highly effective teachers.<br><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <b>Strategy 4:</b> Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.<br><b>Strategy's Expected Result/Impact:</b> Decrease the teacher turn over rate by 10%.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |             |                  |

**Goal 6:** Lamar Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.





**Performance Objective 1:** Facilitate communication between home, school, and community, foster an active Parent Teacher Organization, and provide family education sessions.

**Evaluation Data Sources:** Parent communication logs in Eduphoria, Sign-in sheets and agendas from Parent Classes and Family Nights, Monthly Newsletters and calendars

**Summative Evaluation:** None

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>CSSS</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> CSSS</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000</p> | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Foster communication between home and school with activities, such as: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness and involvement in the success of their children by 80%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Teachers<br/>Assistant Principal<br/>CS3<br/>Counselor</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |







|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <p><b>Strategy 4:</b> Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of active parents and teachers involved in the PTO by 80%</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Counselor<br/>Teachers<br/>CS3</p>  | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Collaborate with community members and organizations, including Community Resource Credit Union (Partners in Education) to strengthen partnerships that support student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal,<br/>CS3<br/>Assistant Principal<br/>Counselor<br/>Teachers</p> | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |             |                  |

**Goal 7:** Lamar Elementary will provide the technology infrastructure and tools to maximize student achievement.

**Performance Objective 1:** Lamar Elementary will integrate available technology (e.g., Promethean boards, document cameras, projectors, e-instruction units, et.al.) and software (e.g., Edusmart, Imagine Learning English, Accelerated Reader, Type-to-Learn) into daily practices to introduce, practice, and reinforce TEKS.

**Evaluation Data Sources:** Program Reports

**Summative Evaluation:** None

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Teachers and paraprofessionals will utilize and monitor available software intervention programs for students to practice and reinforce the taught &amp; tested TEKS in the areas of math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Intervention Teacher<br/>CISs<br/>Principal<br/>Assistant Principal</p> | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Teachers will utilize available technology (promethean boards, document cameras, projectors, Clickers, IPAD carts, Laptop Carts) to introduce and review skills within the classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>CISs<br/>Principal<br/>Assistant Principal</p>                                   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Teachers will meet each six weeks with district technology specialists to plan for technology based lessons that are appropriately aligned to the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percent of students at the Masters level on STAAR by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>District Technology Specialists<br/>Principal<br/>Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |             |                  |

## Campus Funding Summary

| Coordination of Local, State, and Federal Funds |           |          |  |                      |                     |
|---|-----------|----------|--|----------------------|---------------------|
| Goal  | Objective | Strategy | Resources Needed   | Account Code         | Amount              |
| 1   | 1         | 6        | Instructional Coaching by Campus Instructional Specialist                      | Title I, Part A      | \$120,000.00        |
| 3   | 1         | 1        | Campus Student Success Specialist to support student success components        | Title I, Part A      | \$65,000.00         |
| 6   | 1         | 2        | Materials for parent training sessions   | Title I Part A Funds | \$500.00            |
| 6   | 1         | 2        | Campus Student Success Specialist to support parent academic training sessions | Title I, Part A      | \$4,000.00          |
| <b>Sub-Total</b>                                |           |          |  |                      | <b>\$189,500.00</b> |
| Coordination of Local and State Funds           |           |          |  |                      |                     |
| Goal  | Objective | Strategy | Resources Needed   | Account Code         | Amount              |
| 1   | 1         | 5        | Supplemental Instruction materials   | Bilingual/ESL Funds  | \$1,000.00          |
| 1   | 1         | 5        | Supplemental Instruction materials   | GT Funds             | \$150.00            |
| 1   | 1         | 5        | Supplemental Instruction materials   | SpEd Fund            | \$300.00            |
| 2   | 1         | 4        | Payroll costs for tutoring   | SCE Funds            | \$9,000.00          |
| <b>Sub-Total</b>                                |           |          |  |                      | <b>\$10,450.00</b>  |
| <b>Grand Total</b>                              |           |          |  |                      | <b>\$199,950.00</b> |