

Goose Creek Consolidated Independent School District

Mirabeau B. Lamar Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

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

Lamar Elementary serves 207 English Language Learner students, 35 students in the Gifted and Talented program, 37 students identified for 504 services, 75 students receiving Tier II interventions, 9 students receiving Tier III interventions, 33 students receiving Dyslexia Services, and approximately 63 students receiving Special Education services (Resource/inclusion, Life Skills and BIP). In addition, approximately 87% of our student population is considered to be economically disadvantaged. According to the report received from Moak, Casey and Associates, 6 out of 7 demographic risk areas at Lamar are higher than the state and district average.

Demographics Strengths

- ELL scores are improving
- Achievement gaps are closing between groups of students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our staff needs ongoing staff development and additional support in order to meet the needs of our special needs population. **Root Cause:** High number of students with severe special needs.

Student Academic Achievement

Student Academic Achievement Summary

In order to continue to increase student achievement in each of the four indices of the state accountability system, teachers and staff at Lamar Elementary School will continue to use Kagan Structures to actively engage our students, provide time and resources for long range planning, interdependently analyze student data and understand the specificity of the TEKS during PLC discussions in order to provide rigorous/relevant lessons that increase student engagement and success. In addition, teachers will work closely with our Campus Instructional Specialists to ensure a viable writing curriculum is intentionally planned for and consistently implemented in grades PK-5. 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. Our teachers and staff will participate in monthly training sessions and PLCs focused on increasing critical thinking skills through teacher questioning and student talk. This will be monitored and encouraged through our participation in instructional rounds.

Student Academic Achievement Strengths

- Increase in commended scores
- Strong math scores
- ELs are performing above the state and district on STAAR
- DRA score improvements across the board
- CFA's give us more accurate information

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: Campus special education STAAR scores in 3rd, 4th and 5th grade were below the state district percent passing. **Root Cause:** Some students identified as I.D. were not educated in the correct learning environment. Resource and general ed teachers need to work on better communication and planning for individual student needs.

School Processes & Programs

School Processes & Programs Summary

We will continue to maximize instructional time by having as few as possible transitions in the master schedule and ensuring that large blocks of time are available. Time will be provided for teachers and CISs to meet regularly (once per six weeks for long-range planning & weekly for day-by-day planning) to plan lessons that actively engage students in the learning process. Student instructional needs will be discussed during regularly scheduled PLC meetings, Long Range Planning, Weekly Planning, RTI meetings, PBIS meetings, and ILT Meetings. Our SST will meet weekly to discuss and assist families with social issues, family issues, student needs, attendance issues, etc.

Campus leadership begins searching for and interviewing HQ bilingual and ESL candidates as early as possible. In addition, professional development is provided as well as time for long range planning. Needed resources are readily available as well.

School Processes & Programs Strengths

- Teams continue to work well together
- Master schedule ensures very little lost instructional time.
- Routines and school structure-arrival and dismissal.
- Implementation of Campus Wide PBAS strategies in order to maintain a well organized and positive climate (3Rs, PAWs cards, 6 week celebrations, etc.)
- PLC still effective-teaching to TEKS and individual student needs
- Various extracurricular groups such as Lamar Pride, track, Honor Choir, Lunch Bunch
- Analyze data & grouping students to meet their needs.
- Building relationships equals decrease in discipline referrals
- Open door policy
- College readiness- ongoing act
- Hired tutors & consultants have been a great support system for struggling student
- Long Range planning days/times have been provided
- Campus administration ensures that all classrooms are visited on a regular basis; looking for implementation of Kagan Structures to ensure active engagement of all students

Perceptions

Perceptions Summary

We will continue to work closely with our families and community. We are working to increase our WATCHDOGS participation. In addition, we plan to add grade level specific family instructional nights for make and take type activities and technology assistance. We will continue to improve our face to face parent conferences. After school tutoring will begin in the fall. We plan to better "market" our school via the campus website, office portal, bulletin boards, revised campus newsletters including positive things we are doing on campus, and a campus Face Book page. Campus leadership team members will intentionally meet with various students to discuss their academic progress. Students will maintain their own data folders, set goals for improvement and be able to discuss their progress at any given time.

Perceptions Strengths

- Family Nights and Programs
- PBAS activities and incentives
- Parents in PE & Fine Arts Day
- Neighborhood Walks
- Home Visits
- Christmas Caroling for CRCU
- Lee Pals
- PTO Involvement
- Parent Volunteers have increased
- Backpack Buddies
- Campus Newsletters to Parents
- Teacher Newsletters each six weeks
- Community Donation
- Partners in Education Program with CRCU

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- Teacher/Student Ratio
- 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-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Action research results
- Other additional data

Goals

Revised/Approved: July 25, 2018

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 achieve 70% mastery of the TEKS on their grade level assessments and meet or exceed the state average on STAAR.

Evaluation Data Source(s) 1: STAAR Reports, Grade Level CBAs/BMKs/CFAs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	2.5	Teachers Leadership Team Members ILT Campus Administrators	Increase the percentage of students scoring in the MEETS expectations category on STAAR.			
Problem Statements: Student Academic Achievement 1						
Critical Success Factors CSF 1		Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2018-2019 school year			
2) Increase active student engagement and provide multiple opportunities for students to respond and practice.	Problem Statements: Demographics 1 - Student Academic Achievement 1					

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) 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>	2.5	Teachers Principal Assistant Principal	Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the 2018-2019 school year			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Utilize effective and research based methods and instructional strategies (e.g., ESL strategies, guided reading, literacy stations, Abydos, PLC at Works Institute, Kagan structures, Kilgo Data Disaggregation, differentiated instruction, et. al.) to meet the needs of all students (including ESL, Migrant and at risk students).</p>	2.5	Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2018-2019 school year			
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide appropriate identification of needs & interventions for students (including ESL, migrant and/or at risk, Special Education) performing below expectations in the core subjects and provide specific interventions for each tier within the RtI process.</p>	2.4	Teachers Principal Assistant Principal Counselor	Increase student achievement on STAAR by 5% or more by the end of the 2018-2019 school year			
Funding Sources: Coordination of Local and State Funds - 1607.00						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) Utilize campus/district instructional specialists, bilingual specialist, migrant tutors and campus master teachers to help build capacity in all staff members through proper planning, modeling lessons, coaching and co-teaching in classrooms.</p>		Teachers Principal	Increase student achievement on STAAR by 5% or more by the end of the 2018-2019 school year			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) 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>		Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2018-2019 school year			

<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>8) Utilize the inclusion co-teaching model to help ensure all special education students are taught in the least restrictive environment.</p>		Teachers Principal	Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the 2018-2019 school year.			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>9) Provide individual/prescriptive assistance and remediation for students who are unsuccessful in the classroom (including ESL, Migrant and/or at risk students) and provide ongoing (each 6 weeks) review of the prescribed remediation tools.</p>		Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2018-2019 school year			
<p>Critical Success Factors CSF 1</p> <p>10) Provide instructional resources, activities, and technology needed to achieve academic success.</p>		Principal	Increase student achievement on STAAR by 5% or more by the end of the 2018-2019 school year			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>11) 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>		Teachers Principal Assistant Principal Instructional Rounds Team	Increase student achievement on STAAR, District Benchmarks and Campus Common Assessments by 5% or more by the end of the 2018-2019 school year.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our staff needs ongoing staff development and additional support in order to meet the needs of our special needs population. Root Cause 1: High number of students with severe special needs.
Student Academic Achievement
Problem Statement 1: Students are struggling with critical thinking skills. Root Cause 1: Teacher questioning students in a way to intentionally facilitate students' critical thinking as well as allow for higher levels of student talk.

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 Source(s) 1: Lesson plans, Common Formative Assessments, Benchmark Scores, CBA scores, PLC Notes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 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>		Teachers Principal Assistant Principal	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 2018-2019 school year			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) 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>		Teachers Principal Assistant Principal	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 2018-2019 school year			
<p>Critical Success Factors CSF 1</p> <p>3) 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)</p>		Teachers Principal Assistant Principal	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 2018-2019 school year			
Problem Statements: Student Academic Achievement 2						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Hire highly effective tutors to provide interventions for at-risk students that need additional instruction in order to be successful.</p>	2.6	Principal	Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the 2018-2019 school year			
Problem Statements: Student Academic Achievement 1 Funding Sources: Coordination of Local and State Funds - 15000.00						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

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






Problem Statement 2: Campus special education STAAR scores in 3rd, 4th and 5th grade were below the state district percent passing. **Root Cause 2:** Some students identified as I.D. were not educated in the correct learning environment. Resource and general ed teachers need to work on better communication and planning for individual student needs.

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 Source(s) 1: Counseling Logs and College/Career Week Activity Logs, EOY Daily Attendance Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) Implement a counseling program that utilizes guidance lessons to promote college and career awareness as well as positive behavior.</p>		Counselor Librarian Campus Administrators Teachers	Decrease the number of office referrals each six weeks period			
Funding Sources: Local Funds - 500.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Encourage excellent attendance (97% or higher) by charting attendance in each classroom, recognize the 1st and 2nd place classes in each grade level with the highest attendance rate each 6 weeks, recognize and reward individual students for accomplishing 100% attendance for the school year and award a bicycle to one boy and one girl. Incentives are provided by our PTO and our Partner in Education, CRCU.</p>		Campus Administrators Teachers CSSS Attendance Clerk CYS worker	Increase end of year average daily student attendance Rate to 97% or higher by the end of the 2018-2019 school year			
Funding Sources: Local Funds - 1000.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) 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>		Counselor Teachers Campus Administrators	Increase in student awareness of college and career opportunities			
Funding Sources: Local Funds - 500.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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 Source(s) 1: 360 Discipline Reports, EOY Attendance Reports, Family Night Sign-in sheets,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.</p>		Principal Assistant Principal Counselor CS3 Teachers	Decrease the number of office referrals each six weeks period			
<p>Critical Success Factors CSF 6</p> <p>2) 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>		Principal Assistant Principal Counselor Teachers CS3	Decrease the number of office referrals each six weeks period			
Funding Sources: Local Funds - 1000.00						
<p>Critical Success Factors CSF 6</p> <p>3) Implement school-wide programs aimed at increasing the average daily attendance to 97%.</p>		Counselor Teachers CS3 Principal Assistant Principal	Increase the average daily attendance to 97% for the school year			
<p>Critical Success Factors CSF 6</p> <p>4) Provide programs aimed at character education, drug/violence prevention, and college and career awareness.</p>		Counselor Principal Assistant Principal CS3 Teachers	Increase student awareness of college and career opportunities			
Funding Sources: Local Funds - 1000.00						
<p>Critical Success Factors CSF 1</p> <p>5) Provide training opportunities for all staff members focused on increasing student engagement, facilitating critical thinking skills and best instructional practices.</p>		Principal Assistant Principal Teachers Counselor	Decrease the number of office referrals each six weeks period			
Funding Sources: Local Funds - 2500.00						


<p align="center">Critical Success Factors CSF 6</p> <p>6) Promote positive staff morale with a variety of incentives.</p>		Principal Assistant Principal Counselor CS3	Increase positive staff morale and teacher retention			
Funding Sources: Local Funds - 1500.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 Source(s) 1: Highly Effective Audit Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 7</p> <p>1) Hire only highly effective staff members to fill all vacant positions.</p>		Principal	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 2018-2019 school year			
<p>Critical Success Factors CSF 7</p> <p>2) Encourage all teachers to obtain ESL and GT certification.</p>		Principal Teachers	Increase the number of students receiving instruction from a teacher with specialized training			
<p>Critical Success Factors CSF 7</p> <p>3) 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.</p>		Principal Assistant Principal	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 2018-2019 school year			
<p>Critical Success Factors CSF 7</p> <p>4) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.</p>		Principal Assistant Principal	Decrease the teacher turn over rate			
						

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 Source(s) 1: Parent communication logs in Eduphoria, Sign-in sheets and agendas from Parent Classes and Family Nights, Monthly Newsletters and calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	3.1	Principal CSSS	Increase in parent participation			
2) 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.	3.2	CSSS	Increase in parent participation			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
Critical Success Factors CSF 5		Principal Teachers Assistant Principal CS3 Counselor	Increase parent awareness and involvement in the success of their children			
3) Foster communication between home and school with activities, such as: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, etc.						
Funding Sources: Local Funds - 2500.00						
Critical Success Factors CSF 5		Counselor CS3 Principal Assistant Principal	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 2017-2018 school year			
4) Continue to increase parental involvement in the WatchD.O.G.S. program to bring positive male role models into the lives of our students.						

<p align="center">Critical Success Factors CSF 5</p> <p>5) Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.</p>		Principal Assistant Principal Counselor Teachers CS3	Increase the number of active parents and teachers involved in the school PTO			
<p align="center">Critical Success Factors CSF 5</p> <p>6) Collaborate with community members and organizations, including Community Resource Credit Union (Partners in Education) to strengthen partnerships that support student achievement.</p>		Principal, CS3 Assistant Principal Counselor Teachers	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 2018-2019 school year			






 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = 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 Source(s) 1: Program Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers and paraprofessionals will utilize and monitor available software intervention programs for students to practice and reinforce the taught & tested TEKS in the areas of math and reading.</p>		Teachers Intervention Teacher CISs Principal Assistant Principal	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 2018-2019 school year			
<p>Critical Success Factors CSF 1</p> <p>2) 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>		Teachers CISs Principal Assistant Principal	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 2018-2019 school year			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	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.
1	1	5	Provide appropriate identification of needs & interventions for students (including ESL, migrant and/or at risk, Special Education) performing below expectations in the core subjects and provide specific interventions for each tier within the RtI process.
1	1	6	Utilize campus/district instructional specialists, bilingual specialist, migrant tutors and campus master teachers to help build capacity in all staff members through proper planning, modeling lessons, coaching and co-teaching in classrooms.
1	1	8	Utilize the inclusion co-teaching model to help ensure all special education students are taught in the least restrictive environment.
1	1	9	Provide individual/prescriptive assistance and remediation for students who are unsuccessful in the classroom (including ESL, Migrant and/or at risk students) and provide ongoing (each 6 weeks) review of the prescribed remediation tools.
1	1	11	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.
2	1	4	Hire highly effective tutors to provide interventions for at-risk students that need additional instruction in order to be successful.
7	1	1	Teachers and paraprofessionals will utilize and monitor available software intervention programs for students to practice and reinforce the taught & tested TEKS in the areas of math and reading.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Kami Hale	Campus Principal
Administrator	Maria Rosas Gonzalez	Assistant Principal
Non-classroom Professional	Ruth Perez	CS3
Administrator	Judy Lopez	Counselor
Non-classroom Professional	Stacy Romeo	Intervention Teacher
Non-classroom Professional	Abby Davis	Campus Academic Specialist
Classroom Teacher	Elisa Berger	first grade teacher
Classroom Teacher	Joy Powers	classroom teacher
Classroom Teacher	Patty Santoyo	bilingual 3rd grade teacher
Classroom Teacher	Gabby Irias	4th grade bilingual teacher
Classroom Teacher	Laura Garcia	music teacher
Classroom Teacher	Ronny Grantham	5th grade teacher
Classroom Teacher	Stacey Dreaden	2nd grade teacher
Paraprofessional	Patty Aldrete	paraprofessional
Parent	Diana Johns	parent
Community Rep.	Pat Vannetta	Community representative

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Resources and Materials		\$500.00
3	1	2	Incentives		\$1,000.00
3	1	3	College/Career resources and incentives for students, field trip to UT for students		\$500.00
4	1	2	Student incentives		\$1,000.00
4	1	4	Incentives, Character Education Presenters		\$1,000.00
4	1	5	Professional Development		\$2,500.00
4	1	6	Incentives, Food, supplies		\$1,500.00
6	1	3	Student planners		\$2,500.00
Sub-Total					\$10,500.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent training sessions	Title I Part A Funds	\$1,000.00
Sub-Total					\$1,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Autism Sensory Needs & Stretch Foot Band for Chairs, Chewy Sensory Aid for Autism & Oral Motor Special Needs Kids, pencil grips, weighted lap pads	Special Education Funds	\$372.00
1	1	5	Empower Writers practice materials for English Language Learners	Bilingual/ESL Funds	\$1,235.00
2	1	4	Payroll costs for tutoring	SCE Funds	\$15,000.00
Sub-Total					\$16,607.00
Grand Total					\$28,107.00