

# **Goose Creek Consolidated Independent School District**

## **Mirabeau B. Lamar Elementary**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Top 25% Student Progress

Top 25% Closing Performance Gaps

# 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 198 English Language Learner students, 36 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 58 students receiving Special Education services. 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

- STAAR scores are continuing to improve in all demographic areas
- 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 economically disadvantaged students, English Language Learners and special needs population. **Root Cause:** High number of economically disadvantaged, English Language Learners and Special Needs students.

## Student Achievement

### Student 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, continue to provide time and resources for long range planning, continue to 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.

### Student Achievement Strengths

- Increase in commended scores
- Many intervention programs
- Strong math scores
- DRA score improvements across the board
- CFA's give us more accurate information

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** ELLs across all grade levels are performing below the state and district averages in the area of Reading and Writing. **Root Cause:** High number of economically disadvantaged, English Language Learners and Special Needs students.

**Problem Statement 2:** Third and fourth grade campus reading STAAR scores were below the state and district percent passing.

**Problem Statement 3:** Fourth grade writing STAAR scores were below the state and district percent passing. **Root Cause:** Lack of specific/valid curriculum being implemented in grades K-3

**Problem Statement 4:** Campus special education STAAR scores in 3rd and 4th grade were below the state district percent passing. **Root Cause:** Some students identified as I.D. were not educated in the correct learning environment.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Lamar Elementary will revisit our current PBIS strategies to determine the success of each one. Revisions will be made as needed. All staff will be consistent with the implementation of Campus Wide PBAS strategies in order to maintain a well organized and positive climate. We will utilize the district PLC days to interdependently analyze student progress and make instructional decisions for our students. In addition, we will have more frequent campus celebrations including weekly positive student post cards. Likewise, our campus leadership team will celebrate positives with staff on a weekly basis.

### **School Culture and Climate Strengths**

- Teams continue to work well together
- Routines and school structure-arrival and dismissal.
- 3 R's
- PLC still effective-teaching to TEKS
- 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 referrals
- Open door policy
- College readiness- ongoing act.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Campus leadership will begin searching for and interviewing HQ bilingual and ESL candidates as early as possible.

### **Staff Quality, Recruitment, and Retention Strengths**

- Interviews are started as early as possible
- Recruiting of seasoned teachers
- Staff input

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment 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, continue to provide time and resources for long range planning, continue to 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. Likewise, we will continue the process of making campus common formative assessments and analyzing that data. In addition to our long-range & weekly planning sessions, grade level teams will intentionally plan for writing instruction using a consistent format. Campus common formative assessments will be created and analyzed on a regular basis.

### **Curriculum, Instruction, and Assessment Strengths**

- Science curriculum
- Math growth
- Mastery levels in STAAR subjects increased
- Gaps are closing
- Active Engagement awareness

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** ELLs across all grade levels are performing below the state and district averages in the areas of Reading and Writing. **Root Cause:** High number of economically disadvantaged, English Language Learners and Special Needs students.



## **Family and Community Involvement**

### **Family and Community Involvement 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.

### **Family and Community Involvement Strengths**

- Family Nights
- Veteran's Day Program
- Parents in PE & Fine Arts Day
- Neighborhood Walk
- 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

## **School Context and Organization**

### **School Context and Organization 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.

### **School Context and Organization Strengths**

- Master schedule was developed to minimize transition times and provide larger blocks of teaching time.
- Hired tutors & consultants have been a great support system for struggling students
- 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
- PLCs
- Faculty Meetings
- Team Meetings
- Campus Administration has an open door policy for staff members to voice concerns

# **Technology**

## **Technology Summary**

We utilize IPAD carts in all fourth grade classrooms and laptops in fifth grade. PreK Classrooms use ipads daily. Grades K-2 have one ipad cart to check out. RTI students use software programs (Imagine Learning, Istation, Think Through Math, Waterford) during the school day and two days per week after school.

## **Technology Strengths**

- RTI Programs
- 5th grade classrooms have laptop carts
- 4th grade classrooms have IPAD carts
- Classroom Promethian Boards

# 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or 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
- 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 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>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.</p>	1, 2, 3, 8, 9, 10	Principal, Teachers, Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Increase active student engagement and provide multiple opportunities for students to respond and practice.</p>	1, 2, 3, 4, 9, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 1						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> 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>	1, 2, 8, 9	Teachers, Principal, Assistant Principal	Decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
Problem Statements: Demographics 1 - Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 1						

<p align="center"><b>Critical Success Factors</b> 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>	1, 2, 7, 8, 9, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Provide appropriate identification of needs &amp; 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>		Teachers, Principal, Assistant Principal, Counselor	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: Coordination of Local and State Funds - \$1,607.00						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> 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>	1, 3, 9, 10	Teachers, Principal	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1						
<p align="center"><b>Critical Success Factors</b> 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>	1, 2, 8, 9, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> 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>	1, 2, 3, 10	Teachers, Principal	Decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 1						



<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 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, 2, 8, 9, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1						
<b>Critical Success Factors</b> CSF 1  10) Provide instructional resources, activities, and technology needed to achieve academic success.	1, 2, 8, 10	Principal	Increase student achievement on STAAR by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  11) Teachers will plan weekly with CISs to ensure vertically and horizontally aligned, intentional instruction is provided in the area of writing.	1, 2, 4, 8, 9, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR, District Benchmarks and Campus Common Assessments by 5% or more by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Performance Objective 1 Problem Statements:






<b>Demographics</b>
<b>Problem Statement 1:</b> Our staff needs ongoing staff development and additional support in order to meet the needs of our economically disadvantaged students, English Language Learners and special needs population. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> ELLs across all grade levels are performing below the state and district averages in the area of Reading and Writing. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.
<b>Problem Statement 2:</b> Third and fourth grade campus reading STAAR scores were below the state and district percent passing.
<b>Problem Statement 3:</b> Fourth grade writing STAAR scores were below the state and district percent passing. <b>Root Cause 3:</b> Lack of specific/valid curriculum being implemented in grades K-3
<b>Problem Statement 4:</b> Campus special education STAAR scores in 3rd and 4th grade were below the state district percent passing. <b>Root Cause 4:</b> Some students identified as I.D. were not educated in the correct learning environment.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> ELLs across all grade levels are performing below the state and district averages in the areas of Reading and Writing. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.

## 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Continue to use Professional Learning Communities for vertical planning, data disaggregation, and staff development to help all teachers become more successful.</p>	1, 2, 8, 9, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
<p><b>Critical Success Factors</b> 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>	1, 2, 3, 4, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Utilize a variety of reading materials to teach and reinforce the rigor of STAAR, (Science leveled readers, Balanced Literacy, IStation, Reading A to Z, Leveled Literacy Intervention, ESL Reading Smart, Imagine Learning, Book Clubs)</p>	1, 2, 9, 10	Teachers, Principal, Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) Hire highly effective tutors to provide interventions for students(including ELL, Migrant and/or at risk students, Special Education students) that need additional instruction in order to be successful.</p>	1, 2, 5, 10	Principal	Decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Performance Objective 1 Problem Statements:**






<b>Demographics</b>
<b>Problem Statement 1:</b> Our staff needs ongoing staff development and additional support in order to meet the needs of our economically disadvantaged students, English Language Learners and special needs population. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> ELLs across all grade levels are performing below the state and district averages in the area of Reading and Writing. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.
<b>Problem Statement 2:</b> Third and fourth grade campus reading STAAR scores were below the state and district percent passing.
<b>Problem Statement 3:</b> Fourth grade writing STAAR scores were below the state and district percent passing. <b>Root Cause 3:</b> Lack of specific/valid curriculum being implemented in grades K-3
<b>Problem Statement 4:</b> Campus special education STAAR scores in 3rd and 4th grade were below the state district percent passing. <b>Root Cause 4:</b> Some students identified as I.D. were not educated in the correct learning environment.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> ELLs across all grade levels are performing below the state and district averages in the areas of Reading and Writing. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.

**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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> 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>	1, 2, 10	Counselor, Librarian, Campus Administrators, Teachers	Decrease the number of office referrals each six weeks period.			
Funding Sources: Local Funds - \$500.00						
<p><b>Critical Success Factors</b> 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>	1, 2, 3, 10	Campus Administrators, Teachers	Increase end of year average daily student attendance Rate to 97% or higher by the end of the 2017-2018 school year.			
<p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Local Funds - \$1,000.00</p>						
<p><b>Critical Success Factors</b> 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>	1, 2, 10	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>						

**Performance Objective 1 Problem Statements:**

### Student Achievement

**Problem Statement 1:** ELLs across all grade levels are performing below the state and district averages in the area of Reading and Writing. **Root Cause 1:** High number of economically disadvantaged, English Language Learners and Special Needs students.

**Problem Statement 2:** Third and fourth grade campus reading STAAR scores were below the state and district percent passing.

**Problem Statement 3:** Fourth grade writing STAAR scores were below the state and district percent passing. **Root Cause 3:** Lack of specific/valid curriculum being implemented in grades K-3

**Problem Statement 4:** Campus special education STAAR scores in 3rd and 4th grade were below the state district percent passing. **Root Cause 4:** Some students identified as I.D. were not educated in the correct learning environment.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** ELLs across all grade levels are performing below the state and district averages in the areas of Reading and Writing. **Root Cause 1:** High number of economically disadvantaged, English Language Learners and Special Needs students.






**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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.</p>	1, 2, 10	Principal, Assistant Principal, Counselor, CS3, Teachers	Decrease the number of office referrals each six weeks period.			
<p><b>Critical Success Factors</b> 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>	2	Principal, Assistant Principal; Counselor, Teachers, and CS3	Decrease the number of office referrals each six weeks period.			
Funding Sources: Local Funds - \$1,000.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Implement school-wide programs aimed at increasing the average daily attendance to 97%.</p>	2	Counselor, Teachers, CS3, Principal, Assistant Principal	Increase the average daily attendance to 97% for the school year.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Provide programs aimed at character education, drug/violence prevention, and college and career awareness.</p>	2	Counselor, Principal, Assistant Principal, CS3, Teachers	Increase student awareness of college and career opportunities.			
Funding Sources: Local Funds - \$1,000.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide training opportunities for all staff members focused on increasing student engagement and best instructional practices.</p>	1, 2, 3, 4, 10	Principal, Assistant Principal, Teachers, Counselor	Decrease the number of office referrals each six weeks period.			
Funding Sources: Local Funds - \$2,500.00						


<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Promote positive staff morale with a variety of incentives.</p>	<p>2, 3, 5</p>	<p>Principal, Assistant Principal, Counselor, CS3</p>	<p>Increase positive staff morale and teacher retention.</p>			
<p>Funding Sources: Local Funds - \$1,500.00</p>						
<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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Critical Success Factors</b> CSF 7 1) Hire only highly effective staff members to fill all vacant positions.	3	Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
	Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1					
<b>Critical Success Factors</b> CSF 7 2) Encourage all teachers to obtain ESL and GT certification.	2, 3	Principal, Teachers	Increase the number of students receiving instruction from a teacher with specialized training.			
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
<b>Critical Success Factors</b> CSF 7 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.	2, 3, 4, 10	Principal, Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
	Problem Statements: Demographics 1					
<b>Critical Success Factors</b> CSF 7 4) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal, Assistant Principal	Decrease the teacher turn over rate.			
						

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our staff needs ongoing staff development and additional support in order to meet the needs of our economically disadvantaged students, English Language Learners and special needs population. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.



### Student Achievement

**Problem Statement 1:** ELLs across all grade levels are performing below the state and district averages in the area of Reading and Writing. **Root Cause 1:** High number of economically disadvantaged, English Language Learners and Special Needs students.

**Problem Statement 2:** Third and fourth grade campus reading STAAR scores were below the state and district percent passing.

**Problem Statement 3:** Fourth grade writing STAAR scores were below the state and district percent passing. **Root Cause 3:** Lack of specific/valid curriculum being implemented in grades K-3

**Problem Statement 4:** Campus special education STAAR scores in 3rd and 4th grade were below the state district percent passing. **Root Cause 4:** Some students identified as I.D. were not educated in the correct learning environment.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** ELLs across all grade levels are performing below the state and district averages in the areas of Reading and Writing. **Root Cause 1:** High number of economically disadvantaged, English Language Learners and Special Needs students.






**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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) 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><b>Critical Success Factors</b> CSF 5</p> <p>2) Provide workshops for parents focusing on volunteering, technology, parent skills and how to support the instructional program. (WatchD.O.G.S., Weekly ESL Parent Classes, Family Literacy Nights, Math/Science Night, Health Fair)</p>	1, 2, 4, 10	Principal, Assistant Principal, Teachers, CS3	Increase parent involvement by 10 percent in order to increase student success.			
<p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1 Funding Sources: Coordination of Local, State, and Federal Funds - \$2,000.00</p>						
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Foster communication between home and school with activities, such as: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, etc.</p>	6, 7, 9, 10	Principal, Teachers, Assistant Principal, CS3, Counselor	Increase parent awareness and involvement in the success of their children.			
<p>Funding Sources: Local Funds - \$2,500.00</p>						
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Collaborate with community members and organizations, including Community Resource Credit Union (Partners in Education) to strengthen partnerships that support student achievement.</p>	2, 4, 10	Principal, CS3, Assistant Principal, Counselor, Teachers	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
<p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1</p>						

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) 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>	1, 2	Counselor, CS3, Principal, Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Performance Objective 1 Problem Statements:**


<p><b>Student Achievement</b></p>
<p><b>Problem Statement 1:</b> ELLs across all grade levels are performing below the state and district averages in the area of Reading and Writing. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.</p>
<p><b>Problem Statement 2:</b> Third and fourth grade campus reading STAAR scores were below the state and district percent passing.</p>
<p><b>Problem Statement 3:</b> Fourth grade writing STAAR scores were below the state and district percent passing. <b>Root Cause 3:</b> Lack of specific/valid curriculum being implemented in grades K-3</p>
<p><b>Problem Statement 4:</b> Campus special education STAAR scores in 3rd and 4th grade were below the state district percent passing. <b>Root Cause 4:</b> Some students identified as I.D. were not educated in the correct learning environment.</p>
<p><b>Curriculum, Instruction, and Assessment</b></p>
<p><b>Problem Statement 1:</b> ELLs across all grade levels are performing below the state and district averages in the areas of Reading and Writing. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.</p>

## 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> 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 &amp; tested TEKS in the areas of math and reading.</p>	2, 8, 9, 10	Teachers, Intervention Teacher, CISs, Principal, Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1						
<p><b>Critical Success Factors</b> 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>	2, 5, 7, 10	Teachers, CISs, Principal, Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELLs, African Americans, and Special Education students to no more than 10 percent by the end of the 2017-2018 school year.			
Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1						
						

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> ELLs across all grade levels are performing below the state and district averages in the area of Reading and Writing. <b>Root Cause 1:</b> High number of economically disadvantaged, English Language Learners and Special Needs students.
<b>Problem Statement 2:</b> Third and fourth grade campus reading STAAR scores were below the state and district percent passing.
<b>Problem Statement 3:</b> Fourth grade writing STAAR scores were below the state and district percent passing. <b>Root Cause 3:</b> Lack of specific/valid curriculum being implemented in grades K-3

**Problem Statement 4:** Campus special education STAAR scores in 3rd and 4th grade were below the state district percent passing. **Root Cause 4:** Some students identified as I.D. were not educated in the correct learning environment.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** ELLs across all grade levels are performing below the state and district averages in the areas of Reading and Writing. **Root Cause 1:** High number of economically disadvantaged, English Language Learners and Special Needs students.

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	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.
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, intentional instruction is provided in the area of writing.
2	1	4	Hire highly effective tutors to provide interventions for students(including ELL, Migrant and/or at risk students, Special Education 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 Funding Summary

<b>Local Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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
<b>Sub-Total</b>					\$10,500.00
<b>Coordination of Local, State, and Federal Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	2	Resources and Materials for Parent classes and academic nights		\$2,000.00
<b>Sub-Total</b>					\$2,000.00
<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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	\$12,000.00
<b>Sub-Total</b>					\$13,607.00
<b>Grand Total</b>					\$26,107.00

# Addendums



# Campus Needs Assessments Meeting

To be determined

May 3, 2017 at 3:30 PM to May 3, 2017 at 4:30 PM

Instructor(s): K. Hale

Active Participants: 55



Signature

Adame, Cynthia Lamar Elementary	
Anderson, Angelique Lamar Elementary	
Anderson, Shawna Lamar Elementary	
Barahona, Marvin Lamar Elementary	
Barahona, Orbelina Lamar Elementary	
Berger, Elisa Lamar Elementary	
Blackledge, Chanel Lamar Elementary	
Bluford, Jehan Lamar Elementary	
Butcher, Caryn Lamar Elementary, Adv Academics/Prof Dev Department	
Clifton, Sonia Lamar Elementary	
Cornelius, Tara Lamar Elementary	
Cox Ramirez, Kacee Lamar Elementary	
Crow, Debbie Lamar Elementary	
Dagley, Jessica Lamar Elementary	
Davis, Abby Lamar Elementary	
Dreaden, Stavroula Lamar Elementary	

# Campus Needs Assessments Meeting

To be determined

May 3, 2017 at 3:30 PM to May 3, 2017 at 4:30 PM

Instructor(s): K. Hale

Active Participants: 55



## Signature

Espinoza, Mirna Lamar Elementary	
Favela, Dalila Lamar Elementary	
Fleck, Katrina Lamar Elementary	
Fuentes, Maria L. Lamar Elementary	
Garcia, April Lamar Elementary, X Former Employee	
Garcia, Enrique Lamar Elementary	
Garcia, Laura Lamar Elementary	
Garcia, Norma L. Lamar Elementary	
George, Suzanne Lamar Elementary	
Grantham, Ronni Lamar Elementary	
Hale, Kami REL Feeder Prin/Sec Eval Group, Lamar Elementary, Principals 2014-15	
Holmes, Elisa Lamar Elementary	
Johnson, Brittany Lamar Elementary	
King, Haley Lamar Elementary	
Lamb, Deidre Lamar Elementary	
Leblanc, Terry Lamar Elementary	

# Campus Needs Assessments Meeting

To be determined

May 3, 2017 at 3:30 PM to May 3, 2017 at 4:30 PM

Instructor(s): K. Hale

Active Participants: 55



Signature

Llamas, Gabriela  
Lamar Elementary

Gabriela Llamas

Locke, Alicia  
Lamar Elementary, Special Education Dept.

Alicia Locke

Massengale, Steffani  
Athletics Department, Lamar Elementary

Steffani Massengale

McDuff, Jennifer  
Lamar Elementary

Jennifer McDuff

Merker, Brittany  
Lamar Elementary

Brittany Merker

Miller, Michelle  
Lamar Elementary, Special Education Dept.

Michelle Miller

Moreno, Rovena  
Lamar Elementary

Rovena Moreno

Neyland, Angela  
Lamar Elementary

Pequeno-Lopez, Judith  
Lamar Elementary

Judith Pequeno-Lopez

Perez, Ruth  
Lamar Elementary

Ruth Perez

Powers, Joy  
Lamar Elementary

Joy Powers

Rayburn, Amanda  
Lamar Elementary

Amanda Rayburn

Romeo, Stacy  
Lamar Elementary

Stacy Romeo

Rosas-Gonzalez, Maria  
Lamar Elementary

Maria R. Gonzalez

Santos, Janie  
Lamar Elementary

Janie Santos

Santoyo, Patricia  
Lamar Elementary

P. Santoyo



# Campus Needs Assessments Meeting

To be determined

May 3, 2017 at 3:30 PM to May 3, 2017 at 4:30 PM

Instructor(s): K. Hale

Active Participants: 55



Signature

Senn, Deanna  
Lamar Elementary

True, Loryn  
Lamar Elementary

Valerio, Bianca  
Lamar Elementary

Vargas, Yvonne  
Lamar Elementary

Vermeire, Ami  
Lamar Elementary

Visor, Samantha  
Lamar Elementary

Yznaga, Aurelia  
Lamar Elementary

no name

no name

no name

no name

no name

no name

no name

no name

no name

**ILT Meeting-Lamar Elementary**  
**May 22, 2017**  
**Agenda: Campus Needs Assessment**

Pre-K/Kinder	Berger	Berger
First	Powers	Powers
Second	Dreaden	S. Dreaden
Third	Senn	Senn
Fourth	Llamas	Llamas
Fifth	Grantham	Grantham
Paraprofessional	Aldrete	Aldrete
Specialty	Rayburn	Rayburn
Title1/Dyslexia	Davis	Davis
Principal	Hale	Hale
Assistant Principal	Rosas-Gonzalez	Maria R-Gonzalez
Parent	Johns	Johns
Community Rep.	P.Vanetta	P.Vanetta
Business Rep.	Schubert	Schubert
FIC	Perez	Ruth Perez

**1. Family & Community Involvement**

Areas to work on for next year

- Increase intermediate participation (students)
- Promote events by providing more visuals - teacher promotion
- Parent Conferences during PLC day - Fall announcements

**2. School Culture & Climate**

- Discussed strengths & weaknesses
- Next year - Non-academic extra curricular activities to include S who never get to participate, build relationships - Non-academic clubs - 3 teachers teaming up for 6 weeks - Start in late sept or early Oct - in August we will have sign ups

**3. School Context and Organization**

- PBAS - S who enrolled - how to help them get on approval card
- Schedules Traffic jam at 1/2 groups, PK - 9:40

# Lamar Elementary

Meeting: ILT

Date: May 24, 2017

## Agenda:

1. Campus Needs Assessment Review

### Sign In:

Kami Hale

Maria Rosas-Gonzalez

E. Berger

J. Powers

D. Senn

G. Llamas

McDuff

R. Grantham

A. Rayburn

A. Davis

R. Perez

P. Aldrete

D. Johns

S. Dreaden S. Dreaden

Notes: C.N.A.- Reviewed Strengths

Curriculum: Areas of Need - RTI, Writing, GR, <sup>GATE ?</sup> Curriculum, ELA (Phonics, writing, <sup>Resource</sup> K-3-Writing Timeframe... or how to balance grammar and writing - Team/Committee

• academic vocabulary - Mrs. Hale think about training of accountable

- Buddy Readers / Drop Everything & Read / Breakfast in Cafeteria?

Achievement:

Professional

Respectful

Interdependent

Dedicated to

Excellence!

### NORMS:

1. Give the respect you expect
2. Participate & appreciate
3. Be a professional
4. Love; Laugh; Learn
5. Agree to disagree

### Instructional Vision Commitments

1. Every classroom will provide a relevant, meaningful, and engaging curriculum with equitable levels of rigor every day.
2. Every classroom will create a learning experience that requires active student engagement, positive communication with others, and provide clear & high expectations for ALL students
3. Every teacher will actively participate in a positive, collaborative, and interdependent learning community for the purpose of improving student achievement.
4. All staff, students and community members will work together to provide a positive, professional culture that values and is committed to the success of all students.  
(value education, set learning goals, professionalism towards each other [student/teacher; teacher/teacher; teachers/parents], provide "fun", intentionally focused activities, commitment to doing all that we can do for our students)
5. Teachers will use formative and summative assessments that inform, enhance, and motivate student learning and improve instruction.



School Year: 2016-17

Date Completed: Sep 11, 2017

## Campus Program Evaluation for Parent Involvement Opportunities

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>greatest variety of parental involvement during the school year. Our partners in education helps our school have greater success.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Grade level activities, to specifically target grade level needs, Family night will be designed for make-and-take activities to be used at home.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>lack of connection between the school and home.</p>

## Campus Program Evaluation for

### Gifted and Talented-Program Intent "21"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Provided enrichment activities for students to increase achievement levels, Our school received distinctions in STARR index 4 for increasing the number of students achieve mastery level, Provide resources and activities to ensure all identified GT students along with additional high achieving students achieve mastery level on STARR assessment.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>We are in a low-socioeconomic area and lack of parent support.</p>
<p>Indicate the Root Cause for each identified need:</p>	



### Campus Program Evaluation for Special Education-Program Intent "23"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Prescriptive plans to meet individual learners - ensuring the student's plans are truly aligned to their needs (due to mobility).</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Resource Inclusion Teachers will meet with core teachers to ensure they understand each SpEd child's IEP. Meetings (follow-up) will take place each biweekly grading period [Resource/Inclusion teachers, core teachers + leadership]. During these meetings, staff will look at each student's progress &amp; discuss whether or not the child needs changes made to their learning plan to ensure full success.</p>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>- Social Ed. Students needs change from year to year.</li> <li>- Attendance issues can sometimes cause needs to change.</li> <li>- Mobility of Sp.Ed. Students can cause staff to misinterpret a student's needs.</li> </ul>

School Year: 2016-2017

Date Completed: Sept 11, 2017

### Campus Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Achievement levels increased Mastery levels increased on STAAR Active engagement awareness has increased</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>improve academic achievement levels in the areas of reading &amp; writing by providing additional resources, training &amp; materials needed.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>High mobility - causing learning gaps</p>



School Year: 2016-2017

Date Completed: Sept 11, 2017

## Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Headphones for LEP students were purchased to use with Imagine Learning and other computer programs. The headphones were used in class and during after school materials to increase student scores in TELPAS and STAAR</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Purchase additional resources to target TELPAS Writing reading listening &amp; speaking for grades K-5</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Lack of vocabulary life experiences, parental involvement and mobility.</p>

School Year: 2016-2017

Date Completed: 3/11/2017

Campus Program Evaluation  
for  
NCLB-Title I, Part A-Improving Basic Programs

ETS  
CRS

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

Intentional, specific academic support for students & teachers throughout the school year

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

Continue to implement Tier 1 in structural teaching with classroom teachers & also interventions for targeted student needs.

Indicate the Root Cause  
for each identified need:

- teachers need ongoing training & support due to changing state standards & testing requirements.  
- students with lack of resources &/or parent support.



School Year: 2016-2017

Date Completed: Sept. 11, 2017

**Campus Program Evaluation**  
for  
**NCLB-Title I, Part C-Migrant Education Program**

<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Indicate the Root Cause for each identified need:</p> <p><i>mobility of Migrant students</i></p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p><i>We did not see a migrant tutor</i></p> <p><i>- Migrant tutors should work closely w/ classroom teachers + should meet with students more often</i></p>

School Year: 2016-2017

Date Completed: Sept 11, 2017

## Campus Program Evaluation for Safe Schools

- Bullying  
- ~~PSB~~  
discipline

<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Implement PBAS strategies and incentives to decrease referrals and increase student achievement. Implemented olives - Capturing Kela Hearts to decrease bullying behaviors</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Continue to implement PBAS strategies and incentives with students and staff to ensure a safe school.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Lack of structure provided at home and high mobility rate.</p>



School Year: 2016/2017

Date Completed: Sept. 11, 2017

### Campus Program Evaluation

#### Pre-Kindergarten-Program Intents "32-35"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Encourage structure, initial social skills, introduction to the academic setting for a full school day.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Provide resources, activities, parent workshops for Pre-K students to be successful in their developing their early literacy skills along with the necessary social skills for the academic setting.</p>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"><li>- low socio-economics</li><li>- lack of academic experiences</li><li>- 2nd language learners w/ limited English vocabulary &amp; skills</li></ul>

Lamar Elementary  
ILT Committee Members

Grade	Teacher/Staff
PreK/Kindergarten	Elisa Berger
First Grade	Joy Powers
Second Grade	Stacy Dreaden
Third Grade	Patty Santoyo
Fourth Grade	Gaby Irias
Fifth Grade	Ronnie Grantham
Speciality/Sp. Ed.	Laura Garcia
Paraprofessional	Patty Aldrete
Title I/Dyslexia	Abby Davis
Principal	Kami Hale
Asst. Principal	Maria Rosas-Gonzalez
Parent	Diana Johns
Community Representative	P. Vanetta
Business Representative	Macie Schubert
District Level Personnel	Raul Moreno
ILC Representative	Elisa Berger
ILC Rep. Alt.	Laura Garcia