

Goose Creek Consolidated Independent School District

Mirabeau B. Lamar Elementary

2016-2017 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

Needs Assessment Overview

Mirabeau Lamar Elementary is one of 28 campuses in Goose Creek Consolidated Independent School District. Lamar Elementary serves approximately 750 students in grades Pre K to grade 5. PreK – 2 classes are self-contained while grades 3-5 team teach.

Lamar Elementary serves 198 English Language Learner students, 24 students in the Gifted and Talented program, 8 students identified for 504 services, 70 students receiving Tier II interventions, 9 students receiving Tier III interventions, 29 students receiving Dyslexia Services, and approximately 60 students receiving Special Education services.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, OSI/DRA, Campus Common Assessments, STAAR, TELPAS, Attendance (students and staff), etc. Committees were formed to look for areas of weaknesses and strengths.

Demographics

Demographics Summary

Lamar Elementary serves 198 English Language Learner students, 35 students in the Gifted and Talented program, 8 students identified for 504 services, 70 students receiving Tier II interventions, 9 students receiving Tier III interventions, 29 students receiving Dyslexia Services, and approximately 60 students receiving Special Education services. In addition, approximately 85% 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 and SPED scores are improving
- Achievement gaps are closing between groups of students

Demographics Needs

- Continue to work towards closing achievement gaps between our AA and Hispanic students
- More students to qualify for GT services
- To speed up the process for evaluating a student for Special Services
- More small group pull out interventions

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.

Student Achievement Strengths

- Continue the things we currently do as we see growth for students across the board
- Long range planning
- PLCs
- Primary ½ groups for guided reading
- Tutoring
- Reasoning Minds/Imagine Learning (for ELL's)
- Data Analysis
- Increase in bilingual students exiting to mainstream

Student Achievement Needs

- Consistent Writing curriculum across grade levels
- Imagine Learning as an intervention maybe for older students
- Training for teachers on I-station and other programs (so we can analyze reports)
- Commended/Writing/EL scores need to improve

School Culture and Climate

School Culture and Climate Summary

Lamar Elementary will revisit our current PBAS 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

- Teacher Teams continue to work well together
- Routines and school structure-arrival and dismissal
- PBAS strategies- 3 R's
- PLCs ensuring effective-teaching to TEKS
- Lamar Pride
- Analyze data & grouping students to meet their needs during PLCs
- Building relationships equals decrease in referrals
- Open door policy
- College readiness- ongoing activities

School Culture and Climate Needs

- PLC day
- Reaching a wider range of students for extra-curricular activities (fun clubs)
- Revisit PBIS as a campus
- Post names/pictures for Lamar Pride
- Consistency in Watch Dogs
- Provide more education/information for parents

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

Staff Quality, Recruitment, and Retention Needs

- More HQ bilingual applicants (better stipend offered)
- More ESL applicants

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

- Campus Long Range Planning
- Campus Instructional Specialists
- Active student engagement including Kagan Structures
- Common Formative Assessments
- Primary half groups for guided reading time
- 4th and 5th grade having classroom technology (laptops/ipads) for all students

Curriculum, Instruction, and Assessment Needs

- Explicit/consistent writing curriculum
- Time in daily schedule to intentionally incorporate phonics instruction & basic math fact practice
- Classroom technology for all grade levels
- Aligned district resources and assessments
- More writing training & resources

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 some 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
- My On Reading Program
- Community Donation
- Partners in Education Program with CRCU

Family and Community Involvement Needs

- Increase involvement in our Watch DOGS program
- Additional Family Nights to include a computer/ tech. night for parents, Make and Take Night for PreK & K, & How to help your child with their homework

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

School Context and Organization Needs

- Teams work interdependently to plan for better integration of subject matter to allow for adequate instructional time.
- Ensure that all components of reading & writing are taught with an emphasis on daily small guided reading groups.
- More district support is needed in bilingual classrooms.

Technology

Technology Strengths

- RTI Programs (Imagine Learning, Waterford, Reasoning Minds)
- 5th grade classrooms have laptop carts
- 4th grade classrooms have IPAD carts
- Classroom Promethian Boards

Technology Needs

Primary classrooms need more student computers or IPAD carts.

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
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Class size averages by grade and subject

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

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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 85% mastery of the TEKS on their grade level assessments and meet or exceed the state average on STAAR.

Summative Evaluation: STAAR Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors 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	Principal, Teachers, Assistant Principal, Curriculum and Instruction Staff	Walkthrough data, CBA results; STAAR results [SS]			
<p>Critical Success Factors CSF 1</p> <p>2) Increase active student engagement and provide multiple opportunities for students to respond and practice.</p>	1, 2, 3	Teachers, Principal, Curriculum and Instruction Staff, Assistant Principal	Lesson Plans, Common assessments, CBAs, STAAR Accountability Index 1,2,3,4			
<p>State System Safeguard Strategy Federal System Safeguard 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>	8	Teachers, Principal, Assistant Principal, Curriculum and Instruction Staff	State Accountability Index 3 for STAAR Results [SS]			






<p align="center">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>	1, 2, 3, 4	Principal, Teachers, Assistant Principal, Curriculum and Instruction Staff	STAAR Results, Walkthrough data			
<p align="center">Critical Success Factors CSF 1</p> <p>5) Continue to implement a campus-wide fact mastery program.</p>	1, 2	Principal, Teachers, Curriculum and Instruction Staff, Assistant Principal	CFAs, CBAs, STAAR Results			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) 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>		Teachers, Principal, Curriculum and Instruction Staff, Assistant Principal, Counselor, Dyslexia Specialists	State Accountability Index 2 and 3 for STAAR Results [SS]			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) 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>	2, 3, 4, 10	Teachers, Curriculum and Instruction Staff	STAAR Results			
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) 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, 3	Teachers, Principal, Curriculum and Instruction Staff, Assistant Principal	CFAs, CBAs, BMKs, STAAR Results			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>9) Utilize the inclusion co-teaching model to help ensure all special education students are taught in the least restrictive environment.</p>	9	Teachers, Principal	STAAR Results [SS]			

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>10) Provide individual/prescriptive assistance and remediation for students who are unsuccessful in the classroom (including ESL, Migrant and/or at risk students).</p>	8	Teachers, Principal, Rosas-Gonzalez, Maria	State Accountability Index 2 for STAAR Results [SS]			
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>11) Provide instructional resources, activities, and technology needed to achieve academic success.</p>	1, 2	Principal	STAAR Results, ISIP, Math Screener			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>12) Teachers will plan weekly with CISs to ensure vertically and horizontally aligned, intentional instruction is provided in the area of writing.</p>	1, 2, 3, 8	Campus Instructional Specialists, Campus Principal and Assistant Principal, District ELA Curriculum Specialists, Teachers	CFA data, CBA data, Benchmark Data, STAAR Results [SS]			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Lamar Elementary will use the GCCISD Framework of Non-Negotiables Curriculum and Core Initiatives Process to plan and implement a well-balanced instructional program to ensure academic success for each child.






Summative Evaluation: Lesson plans, Common Formative Assessments, Benchmark Scores, CBA scores, PLC Notes

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 teachers become more successful.</p>	1, 2, 4, 8	Teachers, Principal, Assistant Principal, Curriculum and Instruction Staff	Lesson Plans, Walk-through Data			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Ensure that all staff members are trained to understand and interpret the TEKS (KILGO) 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	Teachers, Principal, Curriculum and Instruction Staff, Assistant Principal	Walk through-observations, CBAs, STAAR			
<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, IStation, Reading A to Z, Leveled Literacy Intervention, ESL Reading Smart, Imagine Learning, Book Clubs)</p>	1, 2	Teachers, Curriculum and Instruction Staff	Running Records K-2, ISIP Screener results, LLI reports, Imagine Learning progress reports			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Hire HQ 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>	3, 5	Principal	Index 1, 2 & 3 STAAR Results [SS]			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Hire consultants to train and coach teachers in best instructional strategies.</p>	1, 2, 3	Principal	Index 1,2,&3 STAAR Results {SS}			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Lamar Elementary through enhanced and 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.






Summative Evaluation: Counseling Logs and College/Career Week Activity Logs, EOY Daily Attendance Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>	2	Counselor, Librarian, Campus Administrators, Teachers	Counseling Logs College and Career Week Activities			
<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>	2, 6	Attendance Clerk, Campus Administrators, Teachers	End of Year Average Daily Attendance Rate of 97.5% or higher.			
<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>	1, 2, 6	Counselor, Teachers, Campus Administrators	Photographs posted on bulletin boards and website			
<p style="text-align: center;">  = 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.

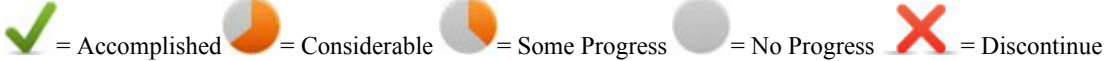
Summative Evaluation: 360 Discipline Reports, EOY Attendance Reports, Family Night Sign-in sheets,

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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>	2	Principal, Assistant Principal, Counselor, FIC, Teachers	Discipline Data			
<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>	2	Principal, Assistant Principal; Counselor, Teachers, and FIC	Discipline data			
<p>Critical Success Factors CSF 6</p> <p>3) Implement school-wide programs aimed at increasing the average daily attendance to 97%.</p>	2	Counselor, Teachers, Family Involvement Coordinator, Principal, Assistant Principal	Attendance in PEIMS			
<p>Critical Success Factors CSF 6</p> <p>4) Provide programs aimed at character education, drug/violence prevention, and college and career awareness.</p>	2, 10	Counselor, Principal, Assistant Principal, FIC, Teachers	Family Night Sign-in sheets			
<p>Critical Success Factors 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	Principal, Assistant Principal, Teachers, Counselor	Discipline Data			
<p>Critical Success Factors CSF 6</p> <p>6) Promote positive staff morale with a variety of incentives.</p>	2	Principal, Assistant Principal, Counselor, Family Involvement Coordinator	PBAS Meeting Minutes			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: All students will be taught by a teacher who has met the requirement as Highly Qualified.






Summative Evaluation: HQ Audit Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 7</p> <p>1) Hire only HQ staff members to fill all vacant positions.</p>	3, 5	Principal	HQ Audit Report			
<p>Critical Success Factors CSF 7</p> <p>2) Encourage all teachers to obtain ESL and GT certification.</p>	3	Principal, Teachers	ESL & GT Certified Teachers			
<p>Critical Success Factors CSF 7</p> <p>3) Assess the staff development needs and develop staff development growth plans (part of HQ Intervention Plan) for all teachers not meeting the standards for HQ teachers.</p>	4	Principal, Assistant Principal	Written HQ Intervention Plan			
<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>	5	Principal, Assistant Principal	Teacher Retention			
						

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.






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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 5</p> <p>1) Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.</p>	6	Principal, Assistant Principal, Counselor, PTO representative, Teachers, Family Involvement Coordinator	Meeting Agendas, Minutes, Sign-in Sheets			
<p>Critical Success Factors 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>	6	Principal, Assistant Principal, Teachers, Family Involvement Coordinator	Sign-in Sheets, Meeting Notes			
<p>Critical Success Factors 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	Principal, Teachers, Assistant Principal, FIC , Counselor	Parent communication logs in Eduphoria			
<p>Critical Success Factors 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>	6	Principal, Family Involvement Coordinator, Assistant Principal, Counselor, Teachers	survey			
<p>Critical Success Factors CSF 5</p> <p>5) Implement the WatchD.O.G.S. program to bring positive male role models into the lives of our students.</p>	6, 7	Counselor, Family Involvement Coordinator, Principal, Assistant Principal	sign-in sheets and survey			
 = 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.

Summative Evaluation: Program Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>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, RTI Specialist, CISs, Principal, Assistant Principal	Software Program Reports for IStation, Imagine Learning, Accelerated Reader, Reasonable Minds			
<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>	9	Teachers, CISs, Principal, Assistant Principal	Lesson Plans, data from CFAs, CBAs, BMKs, and STAAR			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State 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	6	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	7	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	9	Utilize the inclusion co-teaching model to help ensure all special education students are taught in the least restrictive environment.
1	1	10	Provide individual/prescriptive assistance and remediation for students who are unsuccessful in the classroom (including ESL, Migrant and/or at risk students).
1	1	12	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 HQ 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.
2	1	5	Hire consultants to train and coach teachers in best instructional strategies.
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.

Federal 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	6	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	7	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.
2	1	4	Hire HQ 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.

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Kami Hale	Principal
Administrator	Maria Rosas-Gonzalez	Assistant Principal
Business Representative	Macie Schubert	Partner In Education
Classroom Teacher	Elisa Berger	Kindergarten Teacher
Classroom Teacher	Stacy Dreaden	2nd Grade Teacher
Classroom Teacher	Ronnie Grantham	5th Gr. Teacher
Classroom Teacher	Gaby Llamas	4th Gr. Bilingual Teacher
Classroom Teacher	Joy Powers	1st Grade Teacher
Classroom Teacher	Deanna Senn	3rd Grade Teacher
Community Rep.	Pat Van Natta	Community Representative
Non-classroom Professional	Abby Davis	Campus Instructional Specialist
Non-classroom Professional	Amanda Rayburn	Librarian
Paraprofessional	Patty Aldrete	Receptionist
Parent	Diana Johns	Parent