

Goose Creek Consolidated Independent School District
Mirabeau B. Lamar Elementary
2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

Lamar Elementary has PRIDE!

Professional Respectful Interdependent & Dedicated to Excellence!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics of ethnicity, economically disadvantaged and gender of students at Lamar has remained fairly consistent in the last 5 years. Our attendance rate has increased a little each year. Lamar's mobility rate made a sharp decrease this school year. SPED testing has increased over the years. The male teacher percentage is very low, and there is a big gap between the male teacher to male student ratio. Teacher retention rates are higher this year. Lamar has a lot of systems and supports in place for students, but need more consistency as well as vertical consistency for desired results. Overall enrollment has been decreasing over the years but is significantly down this year and could be due to pandemic.

Demographics Strengths

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

Student Learning

Student Learning Summary

In order to continue to increase student achievement in each of the four indices of the state accountability system, teachers and staff will continue to actively engage all students using structured activities. Time and resources will be provided for all campus teachers, including special education teachers that serve students in the general education classrooms, during long range planning to understand and analyze student data to help build our scope and sequence and lessons and help understand the specificity of the TEKS. RtI meetings will be held at least once per six week for every child being served in Tier II and III. Special education teachers will meet with general education teachers to discuss differentiating lessons based on the specific skills and needs of the students they serve at least two times in the school year. We will continue to focus on increasing our students' abilities to think critically by continuing active engagement and student talk and beginning to build teacher questioning, while maintaining the structures we currently have in place for student success. We would also like our teachers, paraprofessionals, and daily substitutes to participate in at least one training session or PLC per six weeks focused on these skills and will be monitored and encouraged through our participation in district and campus professional development.

Student Learning Strengths

- Increase in reading scores
- LEP students are performing above district and state on 3rd & 4th Reading STAAR and 3rd Grade Math STAAR
- Increase in average percent score of students testing on the state assessment
- RtI process in place is helping to identify students earlier
- Teachers using more technology to engage students in different activities such as Google Classroom, Pear Deck, Epic, RAZ-Kids, and STMath
- Campus paraprofessionals who are willing to help teachers and students in the classroom to be successful.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are struggling with critical thinking skills. **Root Cause:** Teachers are not questioning students in a way to intentionally facilitate students' critical thinking and allow for higher levels of student talk.

Problem Statement 2 (Prioritized): The COVID-19 Pandemic has created a bigger learning gap for our students who due to different reasons such as mobility, already have gaps in their education. **Root Cause:** If the past year and a half, students did not receive quality instruction 100% of the school year due to causes such as being quarantined for several weeks, teachers learning how to become virtual and hybrid teachers, and teachers learning new ways to try and keep student engagement within the safety protocols of the district and campus.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

- ELs are performing at higher levels
- Teachers utilizing a variety of technology to reach all students
- Teacher provided sentence stems
- Student engagement activities in the classroom have been a strength in the past. However, due to the pandemic, the engaging activities have been modified to meet

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students struggle with complex problems that involve critical thinking such as analyzing/solving math word problems, a passage to infer with or synthesize, a revision of a writing piece, or the use of investigative skills in science. **Root Cause:** Teachers need to adhere to implementing rigorous lessons, implementing data-based and targeted differentiation, regularly unpack the TEKS for clarity, and explicitly model critical thinking skills daily.

Perceptions

Perceptions Summary

In regards to student campus perception, the grade level and age impacts how students perceive their campus. Upper grades may have a different perception of school based on the amount of work, type, test-driven culture. They may not feel that school is as “fun” as they did when they were in primary. However, this can be addressed by providing support to teachers in designing lessons that are conducive to grade level engagement and relevant to the needs and interests of the students at each respective grade level.

The discipline data indicates that the majority of office referrals are made in fourth grade. Our highest infractions are disrespect, failure to follow rules, bus misconduct and class disruption. Two buses are responsible for the majority of the referrals for bus misconduct. Interventions have been put in place, however, there is a need for adequate PBIS training for drivers.

Disciplinary practices and decision making has been evaluated throughout the year (in meetings with teachers, students, counselors, parents) and during PBIS meetings where each grade level has representation. Due to campus PBIS strategies, policies are proactive. An area of growth is that we have more frequent PBIS meetings addressing behavior trends and strategies throughout the year.

There have been no Bullying referrals this year. Investigations show that incidents are not actually “bullying” per the definition.

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

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

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

This year we have had no students sent to DAEP. In summary, students are informing their teachers that they feel safe at school. Feedback from parents to our Campus Student Success Specialist indicates that our daily procedures help parents feel that student safety is a priority of the campus. We regularly practice safety drills and parents are notified of issues on campus in a timely manner

COVID has produced more support from parents. Parents have expressed that they appreciate positive calls and letters and this practice should increase from all teachers. We have good turn-outs of parents during evening drive by events like Catch Night and Math Night. Parents currently have the opportunity to participate in the parent survey.

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

As a campus we have a community partner in education, CRCU, who donates to campus needs and desires to be more visible on our campus in future years with volunteering. We have parents on some committees, but most are parents of our students. Due to COVID protocols and allowances, we do not have a parent representative on the LPAC committee this year. Also, activity has been limited with our PTO.

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

As a campus, we have made significant growth in the area of parent communication, especially in the area of virtual communication and social media. We continue to have strong community relationships with our partner in education, first responders, and city entities such as the library. We have a strong PBIS system in place but we need to place a stronger emphasis on positive interactions across the building. Overall our students feel safe, but we need stronger systems on the bus.

Perceptions Strengths

- Fostering student relationships
- Safe and inclusive environment
- PBIS
- Parent Communication

Priority Problem Statements

Problem Statement 2: Students struggle with complex problems that involve critical thinking such as analyzing/solving math word problems, a passage to infer with or synthesize, a revision of a writing piece, or the use of investigative skills in science.

Root Cause 2: Teachers need to adhere to implementing rigorous lessons, implementing data-based and targeted differentiation, regularly unpack the TEKS for clarity, and explicitly model critical thinking skills daily.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: The COVID-19 Pandemic has created a bigger learning gap for our students who due to different reasons such as mobility, already have gaps in their education.

Root Cause 1: If the past year and a half, students did not receive quality instruction 100% of the school year due to causes such as being quarantined for several weeks, teachers learning how to become virtual and hybrid teachers, and teachers learning new ways to try and keep student engagement within the safety protocols of the district and campus.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, Curriculum Specialists, and Principals will work collaboratively to understand the specificity of the TEKS and target essential grade level standards in order to provide rigorous and relevant lessons/ strategies that will increase student achievement. We will focus on intentional planning for higher level questioning techniques that will better facilitate students' critical thinking skills.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students scoring in the Meets and Masters expectations category on STAAR by 5% or more.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase active student engagement and provide multiple opportunities for students to respond and practice.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide appropriate identification of needs & interventions for students performing below expectations in the core subjects and provide specific interventions for each tier within the RtI process.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplemental Instruction materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$1,000, Supplemental Instruction materials - Coordination of Local and State Funds - GT Funds - \$150, Supplemental Instruction materials - Coordination of Local and State Funds - SpEd Fund - \$300</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Professional Learning Communities as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students at Lamar Elementary.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide individual/prescriptive assistance and remediation for at-risk students who are unsuccessful in the classroom and provide six week reviews of the prescribed remediation tools.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to use Professional Learning Communities for vertical planning, data disaggregation, and staff development to help all students become more successful and to better facilitate students' critical thinking skills.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize a variety of reading materials to teach and reinforce the rigor of STAAR, (Science leveled readers, Balanced Literacy, TEKS Target, Reading A to Z, Leveled Literacy Intervention, Raz Kids, Moby Max, Project Read , Imagine Learning, Book Clubs, etc.)</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize effective and research based methods and instructional strategies (e.g., ESL strategies, guided reading, literacy stations, PLC , Kagan structures, differentiated instruction) to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize campus instructional specialists and campus master teachers to help build capacity in all staff members through proper planning, modeling lessons, coaching and co-teaching in classrooms. Teachers will plan weekly with CISs to ensure vertically and horizontally alignment.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$120,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide students who have been identified with attendance, academic, or behavior needs with the resources offered through the CSSS and CYS staff.</p> <p>Strategy's Expected Result/Impact: Increase in student success from prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrator CS3</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire highly effective tutors to provide interventions for at-risk students that need additional instruction in order to be successful.</p> <p>Strategy's Expected Result/Impact: Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Payroll costs for tutoring - Coordination of Local and State Funds - SCE Funds - \$9,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor attendance and develop attendance contracts with students that have excessive absences. The contract will set goals for improvement attendance with students and parents.</p> <p>Strategy's Expected Result/Impact: Increase end of year average daily student attendance Rate to 98% or higher by the end of the school year</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CS3 CYS worker</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Encourage excellent attendance (98% or higher) by charting attendance in each classroom. Individual classes with 100% attendance weekly will receive additional recess time.</p> <p>Strategy's Expected Result/Impact: Attain 98% or higher in all grade levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Attendance Clerk</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Recognize and reward individual students for accomplishing 100% attendance for the school year as well as student s that have improved their attendance. Incentives are provided by the campus, our PTO, and our Partner in Education, CRCU.</p> <p>Strategy's Expected Result/Impact: Increase end of year average daily student attendance Rate to 98% or higher by the end of the school year</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CS3 Attendance Clerk CYS worker</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement a counseling program that utilizes guidance lessons to promote college and career awareness as well as positive behavior.</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals each six weeks period by 10%</p> <p>Staff Responsible for Monitoring: Counselor Librarian Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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. In addition, we will partner with academies to provide tours for our 5th graders to junior school as well as colleges.</p> <p>Strategy's Expected Result/Impact: Increase in student awareness of college and career opportunities by 10%</p> <p>Staff Responsible for Monitoring: Counselor Teachers Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals each six weeks period by 10%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CS3 Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals each six weeks period by 10%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers CS3</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement school-wide programs aimed at increasing the average daily attendance to 98%.</p> <p>Strategy's Expected Result/Impact: Increase the average daily attendance to 98% for the school year</p> <p>Staff Responsible for Monitoring: Counselor Teachers CS3 Principal Assistant Principal</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide programs aimed at character education, drug/violence prevention, and college and career awareness.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of college and career opportunities by 20% based on student surveys.</p> <p>Staff Responsible for Monitoring: Counselor Principal Assistant Principal CS3 Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide training opportunities for all staff members focused on increasing student engagement, facilitating critical thinking skills and best instructional practices.</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals each six weeks period by 10%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Promote positive staff morale with a variety of incentives.</p> <p>Strategy's Expected Result/Impact: Increase positive staff morale by 40% based on climate surveys.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CS3</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: Highly Effective Audit Report





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hire only highly effective staff members to fill all vacant positions. Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Encourage all teachers to obtain ESL and GT certification. Strategy's Expected Result/Impact: Increase the number of students receiving instruction from a teacher with specialized training Staff Responsible for Monitoring: Principal Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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. Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: Decrease the teacher turn over rate by 10%. Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

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

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.</p> <p>Strategy's Expected Result/Impact: Increase the number of active parents and teachers involved in the PTO by 50%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers CS3</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Collaborate with community members and organizations, including Community Resource Credit Union (Partners in Education) to strengthen partnerships that support student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p>Staff Responsible for Monitoring: Principal, CS3 Assistant Principal Counselor Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Program Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p>Staff Responsible for Monitoring: Teachers Intervention Teacher CISs Principal Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize available technology (promethean boards, document cameras, projectors, iPad carts, Laptop Carts) to introduce and review skills within the classroom setting.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10% by the end of the school year.</p> <p>Staff Responsible for Monitoring: Teachers CISs Principal Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will meet each six weeks with district technology specialists to plan for technology based lessons that are appropriately aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students at the Masters level on STAAR by 5%.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Teachers

CISs

Principal

Assistant Principal

Title I Schoolwide Elements: 2.5



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

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