

**Goose Creek Consolidated Independent School District**  
**Mirabeau B. Lamar Elementary**  
**2023-2024 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 remained consistently low this year and has continued to drop drastically over the last 5 years. Our overall enrollment rate has remained consistently low over the years.

Although Lamar's mobility rate has decreased this school year, the mobility still seems to remain high. Students are moving to other schools within the district frequently as well as out of district. There is low employment status in our area. Families are moving to other areas where there are new homes being built.

The percentage of African American teachers to African American students is about equal this school year.

The male teacher percentage is very low, and there is a big gap between the male teacher to male student ratio. The male staff to student ratio is still significantly low. There are 2.2 % male teachers to 52.62% male students.

Lamar has a lot of systems and supports in place for students, but needs more consistency as well as vertical consistency for desired results.

### Demographics Strengths

Lamar has a lot of systems and supports in place for students. The overall teacher retention has remained stable this year; not a lot of turnovers.

# Student Learning

## Student Learning Summary

Our students struggle with critical thinking and strategic compliance/true engagement. In regards to thinking critically, our students struggle when it comes to multi-step math word problems, synthesizing and inferring within passages, or using investigative skills in science. We want our students to take on accountability for their own learning.

Data from instructional rounds has been used to implement best practices. While students who have regular attendance and remain enrolled are performing at expected levels, those who are not perform at lower levels. With continued training based on student-centered learning and coaching, we can help teachers implement lessons and metacognitive strategies that push students to the next level.

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 and PLC to help 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 nine weeks 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 twice 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 nine weeks focused on these skills and will be monitored and encouraged through our participation in district and campus professional development.

## Student Learning Strengths

- Teacher commitment to the continued growth of our students by 1.2 years
- RtI process in place is helping to identify students earlier
- TXKEA, MAP, and NWEA are in place to help identify students' needs 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 (Prioritized):** Students are struggling with critical thinking skills. **Root Cause:** Teachers need to question students in a way to intentionally facilitate students' critical thinking and allow for higher levels of student talk.

# School Processes & Programs

## School Processes & Programs Summary

To continue Lamar's increase in student academic achievement in each of the four indices of the state accountability system, Lamar's staff will continue to collaborate so that all staff understands the specificity of the TEKS. We will continue to work jointly during PLC's, team planning, and long-range planning sessions. While using our time to consistently plan during PLC's, we will continue to create rigorous and relevant lessons that will further increase our students' engagement and sustain our current academic achievements. Furthermore, teachers and campus coaches will continue to differentiate instruction while using cooperative learning activities and vetted resources to help our students excel. Next, we will maintain our current practices for holding our students accountable for their learning. They will track their progress, set goals, and discuss their achievements with teachers and administration routinely. RTI meetings will be held at least once per nine weeks for every child served in Tier II and III. Similar to last year, we have focused on student engagement, accountability, student-centered learning and critical thinking. While maintaining these skills, we want to shift the focus to active engagement. This will be monitored and encouraged through our participation in internal and external instructional rounds.

## School Processes & Programs Strengths

- Students' phonological awareness & phonics knowledge are growing
- Teacher questioning techniques: HOT's, pre-planned
- Students have shown progress in money and place value skills
- Teacher provided sentence stems; students answering in complete sentences
- Student engagement activities in the classroom-compliance engagement

# Perceptions

## Perceptions Summary

The discipline data indicates that the majority of office referrals are made in kindergarten and fourth grade. Our highest infractions are physical confrontation (59), class disruptions (32), and disrespect (11). Most of the incidents occur in the classroom, playground, and bus. We had 17 bus incidents for bus misconduct. Interventions have been put in place, however, there is a need for adequate PBIS training for drivers. Bus drivers implemented our PAWS coupon on the bus as an incentive of good behavior on the bus and seems to be working well.

Our Hispanic/Latino sub-group have the highest percentage of 61.6% of incidents, followed by Black or African American with 25.6%. Males with 88.4% and females with 11.6% of discipline incidents. Our data shows the highest numbers of incidents occurring during the months of December and February, which is different from previous years.

Discipline has decreased from the previous year. Disciplinary practices and decision making are evaluated throughout the year (in meetings with teachers, students, counselors, parents) and during PBIS meetings where each grade level has representation and implementing our campus PBIS strategies, policies are proactive. An area of growth: consistency, having materials available to teachers (paws cards/coupons), consequences for misbehavior.

The counselor mentors and conducts lessons with students and parents about what constitutes bullying and effective practices to cope when bullying is suspected. CRCU has employees that come once a month and mentor students through a program we call Lunch Buddies. CVS and CS3 mentor groups. Mr. Gorena mentors a group of boys through Boys to Men. We have a card to Standard Response Protocol, safety posters in the hallway, anti-bullying pledge we recite every Monday, anti-bullying posters around school, and QR code to report bullying.

It is important for teachers to take students seriously when they have issues with a student or a group of students. Teachers teach Character Strong lessons.

We would like for parents to be more receptive to communication on a consistent and regular basis. More classes/sessions for parents should be provided.

Parents have expressed that our campus feels positive and fun. They enjoy coming into the building. We have great parent involvement during family academic nights, CATCH Night, and all the other evening events. Parents have the opportunity to participate in the parent survey.

We have maintained a strong social media following. Our Facebook and website are updated regularly.

As a campus we have a community partner in education, CRCU, who donates to campus needs and is a great asset to our campus through their generosity, volunteering, and financial support.

We have parents on some committees, but many are parents of our students. Our PTO is stronger this year than last. They are active and supporting our students and teachers.

As a campus, we have made significant growth in parent communication, outreach, and social media. We continue to have strong community relationships with our partners in education, first responders, and city entities. We have a strong PBIS system in place, and provide a positive, welcoming, and safe environment. Overall, our students feel safe and loved.

## Perceptions Strengths

From the summary findings, indicate the specific campus strengths that have been identified:

- Fostering student relationships
- Discipline decrease
- Safe, positive, and inclusive environment
- PBIS
- Parent engagement
- Social media (Facebook) and webpage



# Priority Problem Statements

**Problem Statement 1:** Students are struggling with critical thinking skills.

**Root Cause 1:** Teachers need to question students in a way to intentionally facilitate students' critical thinking and allow for higher levels of student talk.

**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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





# 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 75% 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><b>Strategy 1:</b> Teachers, Teaching and Learning Coaches, 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><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students scoring in the Meets and Masters expectations category on STAAR by 5% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase active student engagement and provide multiple opportunities for increased learning time and a well-rounded education for students to respond and practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide appropriate identification of needs &amp; interventions for students performing below expectations in the core subjects and provide specific enrichment and/or interventions for each tier within the RtI process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> Supplemental Instruction materials - Coordination of Local and State Funds - GT Funds - \$150, Supplemental Instruction materials - Coordination of Local and State Funds - Special Education Funds - \$300, Supplemental Instruction materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize Professional Learning Communities as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students at Lamar Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide individual/prescriptive assistance and remediation for at-risk students who are unsuccessful in the classroom and provide nine week reviews of the prescribed remediation tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 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, Common Unit Assessments, STAAR Interim, MAP Growth, PLC Notes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to use Professional Learning Communities for long range planning, data disaggregation, and staff development to help all students become more successful and to better facilitate students' critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure that all staff members are trained to understand and interpret the TEKS correctly, implement Kagan structures to actively engage students, and implement the components of balanced literacy to insure higher performance on STAAR and to increase level III achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize a variety of reading materials to teach and reinforce the rigor of STAAR, (Science leveled readers, Balanced Literacy, TEKS Target, Reading A to Z, Leveled Literacy Intervention, Raz Kids, Moby Max, Project Read , Imagine Learning, Book Clubs, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize effective and research based methods and instructional strategies (e.g., ESL strategies, guided reading, literacy stations, PLC , Kagan structures, Lead4ward structures, differentiated instruction) to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize campus Learning and Teaching Coaches 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 Learning and Teaching Coaches to ensure vertically and horizontally alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% or more by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Instructional Coaching by Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$120,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**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><b>Strategy 1:</b> Provide students who have been identified with attendance, academic, or behavior needs with the resources offered through the CSSS and CYS staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student success from prior year and raise attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator CS3</p> <p><b>Funding Sources:</b> Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hire highly effective tutors and implement highly effective interventions for at-risk students that need additional instruction in order to be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Payroll costs for tutoring - Coordination of Local and State Funds - SCE Funds - \$9,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor attendance and develop attendance contracts with students that have excessive absences. The contract will set goals for improvement attendance with students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase end of year average daily student attendance Rate to 96% or higher by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CS3 CYS worker</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Encourage excellent attendance (96% or higher) with pep rallies every nine weeks and announcing the highest percentage by grade level. Individual classes with 100% attendance weekly will be recognized .</p> <p><b>Strategy's Expected Result/Impact:</b> Attain 97% or higher in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Attendance Clerk</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Recognize and reward individual students for accomplishing 100% attendance for the school year as well as students that have improved their attendance. Incentives are provided by the campus, our PTO, and our Partner in Education, CRCU.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase end of year average daily student attendance Rate to 96% or higher by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement a counseling program that utilizes guidance lessons to promote college and career awareness as well as positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Encourage students to set goals to complete high school and make college and career decisions. This includes participation in GCCISD College Week and having college shirt day on the last Friday of each month. The last Friday of every month will be emphasized with shared college information and competitions for the most students participating in each classroom. In addition, we will partner with academies to provide tours for our 5th graders to junior school as well as colleges.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student awareness of college and career opportunities by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure that each classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.  <b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide school-wide programs aimed at decreasing discipline issues by providing recognition, encouragement, and incentives to students for perfect attendance, academic achievement, and exemplary behavior.  <b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      PBIS Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement school-wide programs aimed at increasing the average daily attendance to 97%.  <b>Strategy's Expected Result/Impact:</b> Increase the average daily attendance to 97% for the school year  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide programs aimed at character education, drug/violence prevention, and college and career awareness.  <b>Strategy's Expected Result/Impact:</b> Increase student awareness of college and career opportunities by 20% based on student surveys.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide training opportunities for all staff members focused on increasing student engagement, facilitating critical thinking skills and best instructional practices.  <b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals each six weeks period by 10%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Promote positive staff morale with a variety of incentives. <b>Strategy's Expected Result/Impact:</b> Increase positive staff morale by 10% based on climate surveys. <b>Staff Responsible for Monitoring:</b> Campus Administrators	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 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><b>Strategy 1:</b> Hire only highly effective staff members to fill all vacant positions.  <b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Have teachers provide ESL/GT strategies to students after acquiring ESL and GT certification.  <b>Strategy's Expected Result/Impact:</b> Increase the number of students receiving instruction from a teacher with specialized training  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Assess the staff development needs and develop staff development growth plans (part of highly effective intervention plan) for all teachers not meeting the standards for highly effective teachers.  <b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.  <b>Strategy's Expected Result/Impact:</b> Decrease the teacher turn over rate by 10%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CSSS</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Foster communication between home and school with activities, such as: phone calls, notes to parents, monthly newsletters, calendar of events, emails, conferences, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness and involvement in the success of their children by increasing parental attendance and participation. This will be measured by parent attendance records.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

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

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

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

**Evaluation Data Sources:** Program Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers and paraprofessionals will utilize and monitor available software intervention programs for students to practice and reinforce the taught &amp; tested TEKS in the areas of math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 % by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10% by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will meet each nine weeks with district technology specialists to plan for technology based lessons that are appropriately aligned to the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percent of students at the Masters level on STAAR by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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>			

# Campus Funding Summary

<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>
2	1	5	Instructional Coaching by Teaching and Learning Coaches	Title I, Part A Funds	\$120,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$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 Funds	\$4,000.00
<b>Sub-Total</b>					<b>\$189,500.00</b>
<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	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	Special Education Funds	\$300.00
3	1	2	Payroll costs for tutoring	SCE Funds	\$9,000.00
<b>Sub-Total</b>					<b>\$10,450.00</b>