

Temple Independent School District
Lamar Middle School
2017-2018 Campus Improvement Plan

Mission Statement

The mission of the Temple Independent School District is to prepare students to be life-long learners who are productive in 21st century college and work life.

Vision

Our vision is to be the school of choice where every student is a life-long learner, every life-long learner graduates, and every graduate becomes a meaningful contributor to his/her community and society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lamar MS is a diverse campus of 600 students. The campus administrative staff has worked diligently to hire a staff that matches the diversity of the student population. As a campus we are rich in tradition because generation after generation of families continue to attend Lamar MS.

Our campus reaches out to our community to provide for their needs when we can. Our ACE and CIS programs help provide food and clothing when possible for families in need.

Demographics Strengths

The different demographic populations on our campus continue to show growth on the STAAR tests based on the campus interventions with our RTI and instructional processes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

Problem Statement 2: The SPED population across all grade levels have increased; raising the teacher to student ratio in high needs areas such as Math and Reading. **Root Cause:** The SPED student population is growing faster than the district can higher qualified special education teachers.

Student Academic Achievement

Student Academic Achievement Summary

As a campus we met all four indexes per TEA requirements and received a met standard rating. We continue to show progress in Reading, Writing, Math, Science and Social Studies. Our 6th graders last year struggled in Math and Reading and will be highly monitored as 7th graders.

Student Academic Achievement Strengths

Our students continue to show strengths in Index 4 which is the college readiness standard.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability.

Problem Statement 2: Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state.

Problem Statement 3: District STAAR Reading scores dropped in grades 4 and 6.

Problem Statement 4: District SPED Writing scores dropped by 5%.

Problem Statement 5: District Special Education students do not meet state academic expectations on STAAR (26% all subject passing rate).

Problem Statement 6: State standards are increasing as TISD is trying to increase student achievement. **Root Cause:** Students enter TISD below level and teachers spend more time trying to catch students up than trying to push them above state standards.

Problem Statement 7: Only 23% of 7th grade students passed the Writing STAAR test. **Root Cause:** Students lacked foundational skills that are essential to the writing process.

Problem Statement 8: The 6th grade STAAR Reading scores dropped at LMS. **Root Cause:** Students struggled with vocabulary and inferencing skills across genres.

Problem Statement 9: LMS Writing scores for sped students dropped by 10%. **Root Cause:** LMS Sped students lacked foundational skills that are essential to the writing process.

Problem Statement 10: Lamar Special Education students continue to struggle to meet state academic expectations on STAAR. **Root Cause:** Students enter TISD below level and teachers spend more time trying to catch students up than trying to push them above state standards.

School Processes & Programs

School Processes & Programs Summary

Lamar MS continues to show support for all teachers with their discipline and instructional techniques. The campus administration uses the PLC time to make sure teachers have the appropriate professional development to help them as teachers. The administration team supports teachers with discipline issues and provides techniques to help with different students. The campus counselor is involved with helping teachers work with students who have emotional needs.

The administration team provides a snack cart for teachers and provides other snacks at different times to help show teachers they are appreciated. Our campus sunshine committee provides support to teachers through different faculty events.

The campus is always supporting each other and a family atmosphere has been created through this process.

School Processes & Programs Strengths

Campus culture, PLC, and RTI process continue to help Lamar MS be successful.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Professional Learning Community (PLC) process across the district is not focused.

Problem Statement 2: Technology and face-to-face learning are not tightly integrated in the student's learning experience.

Perceptions

Perceptions Summary

Lamar MS is a family oriented campus. All staff members support each other and step in when help is needed. The campus administration is available when needed for support with teacher instruction and discipline.

All staff members are held accountable for classroom instruction, discipline, and other processes. Students are held accountable for academics and behavior by all staff members.

As a campus we push our students to be the best they can be and hold the students to a higher standard.

Perceptions Strengths

Parents always compliment our campus about faculty communication with them in regards of student progress and the help we provide their students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lamar MS has had a negative image within the community for a long period of time. **Root Cause:** Prior administration, faculty, and students were not held to a higher standard by the district.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- 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: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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.
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

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

Goals







Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 1: Each TISD campus will meet or exceed state standards for the Texas Accountability System.

Evaluation Data Source(s) 1: Texas Academic Performance Report, System Safe Guards, Campus Formal Assessments, TEA School Report Cards, Campus RTI reports, Campus Needs Assessment

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Develop district level "Blended Learning" implementation plan (See Education Elements Scope of Work). | 1, 2, 3, 10 | Assistant Superintendent of Curriculum & Instruction, Elementary and Secondary Executive Directors, Technology Director, Blended Learning Council, Campus Principal | Student agency and relationships with staff will be increased through the implementation of Blended Learning. 1. Final draft of Blended Learning Vision 2. Development of District Blended Learning Design Expectation 3. Determination of District Focus Areas. 4. Development of design expectations for schools 5. Training plans for teachers 6. Training plans for coaches 7. Training plans for principals. 8. Multi-year Blended Learning Road map developed | | | | |
| | | | | | | | |
| 2) Contract with Solution Tree to design and deliver six installments of PLC training. Each installment will cover the primary processes outlined for PLCs: Content Focus, Data Analysis, Common Assessments and Interventions - with two additional sessions on Leadership and Monitoring Interventions. Session participants will include each and every member of each campus leadership team. | 2, 4, 10 | Assistant Superintendent of Curriculum & Instruction, Campus Principal | 1. Build leadership capacity to effectively lead a PLC. 2. Understand collaborative leadership and be able to identify and utilize strategies for changing the culture to one that focuses on learning. 3. Increase understanding in creating clear expectations and monitoring what matters. 4. Participate in strategies that will assist in supporting and coaching the work of a PLC. 5. Develop and utilize PLC protocols to facilitate increased student achievement and effective teacher planning. | | | | |
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| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Campus Administration and Teachers will use the PLC period to analyze student data and develop instructional interventions using student data to increase student achievement.</p> | 1, 2, 8, 9 | Campus Principal, Campus Assistant Principals, Campus Instructional Coach, Campus Teachers | <p>1. Student achievement will increase based on interventions implemented based on student data.</p> <p>2 Students will receive instructional interventions during the campus RTI period to help increase student achievement in class</p> | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Campus administration, counselor and Instructional Coach will meet monthly in an academic RTI PLC to discuss multiple pieces of information that includes current student and teacher data in order to assure students are being served according to their needs during RTI. The sources of data include, Renaissance, Read 180, CBAs, Attendance, Behavior RTI and previous STAAR assessments.</p> | 1, 2, 8, 9 | Campus Principal, Campus Assistant Principals, Campus Instructional Coach, Campus Teachers | <p>1. Student achievement will increase based on interventions implemented based on student data.</p> <p>2 Students will receive instructional interventions during the campus RTI period to help increase student achievement in class</p> | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Lamar MS will hire two interventionist to help increase ELA and Math scores in preparation of the STAAR test.</p> | 1 | Campus Principal, Campus Assistant Principals, Campus Instructional Coach | Campus CBA scores, benchmark scores, and other formative assessment scores will increase in preparation for the STAAR test | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Performance Objective 1 Problem Statements:


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| School Processes & Programs | |
| Problem Statement 1: The Professional Learning Community (PLC) process across the district is not focused. | |
| Problem Statement 2: Technology and face-to-face learning are not tightly integrated in the student's learning experience. | |

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 2: TISD will improve each district accountability measure: Index 1 from 63% to 65%, Index 2 from 40% to 42%, Index 3 from 33% to 35%, and Index 4 from 63% to 64%, as indicated in the state accountability system.

Evaluation Data Source(s) 2: Texas Academic Performance Report, System Safe Guards, Campus Formal Assessments, TEA School Report Cards, Campus RTI reports, Campus Needs Assessment

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>PBMAS</p> <p>1) Implement a balanced literacy plan for grades 6-12 to include focus on the reading/ writing workshop model and usage of a literature studies approach in each unit of study, monthly progress monitoring of student growth, walk-throughs, and data analysis.</p> | 1, 2, 8, 9 | Executive Director of Secondary Education, Campus Principal | Improve achievement of students on state assessments and the implementation of the reading/ writing workshop model in secondary ELAR classrooms. | | | | |
| Problem Statements: Student Academic Achievement 2, 3, 4 | | | | | | | |
| <p>PBMAS</p> <p>2) Implement the usage of interactive vocabulary and content area literacy strategies in secondary science and social studies classrooms to include a focus on interactive word walls, sheltered instruction strategies, and progress monitoring of student achievement.</p> | 1, 2, 8 | Executive Director of Secondary Education, Campus Principal | Improve achievement on science and social studies STAAR, and Biology and U.S. History EOC assessments, specifically with CTE, SPED, and ELL students. | | | | |
| <p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>3) Lamar MS is incorporating the four Abydos Instructional strategies that the district is requiring for ELA. The four strategies are sentence coding, reporters formula, read with a pencil, and quick list.</p> | 1, 2, 8, 9 | Campus Principal, Campus Assistant Principals, Campus Instructional Coach, Campus Teachers | Improve achievement of students on state assessments and the implementation of the reading/ writing workshop model in secondary ELAR classrooms. | | | | |
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Performance Objective 2 Problem Statements:

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| Student Academic Achievement |
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Problem Statement 2: Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state.

Problem Statement 3: District STAAR Reading scores dropped in grades 4 and 6.

Problem Statement 4: District SPED Writing scores dropped by 5%.

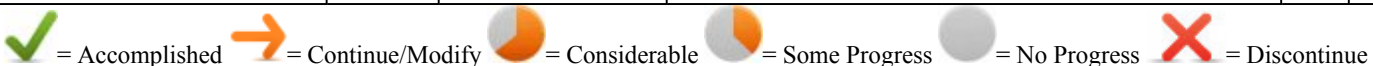
Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 3: TISD will increase the graduation rate from 88.5% to 91.0% or above.

Evaluation Data Source(s) 3: TEA School Report Card, Texas Academic Performance Reports

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Lamar Middle School will monitor student attendance and follow through with district requirements for student attendance.</p> | 1, 2, 6 | Campus administration, PEIMS clerk, Assistant Principal secretary, district truancy officers | Student testing scores will increase with student attendance. Students will have a better chance of graduating in the future by being successful in school. | | | | |
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Lamar MS has a 6th grade orientation for incoming 6th graders to make sure that students and parents are oriented with our campus expectations. 8th graders attend a CTE program every year in preparation for attending the HS next year.</p> | 6 | Campus Administration, 6th grade teachers, 8th grade teachers, Campus counselor, CTE director | 6th graders understand the campus expectation when they start school. 8th graders have an idea of what electives they want to take as freshman. | | | | |



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 4: TISD will maintain a dropout rate in grades 7 through 12 at 1.5% or less.

Evaluation Data Source(s) 4: TEA School Report Card, Texas Academic Performance Reports

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| PBMAS 1) Implement secondary ELL data monitoring plan. | 6, 8, 9 | Director of Bilingual/ESL, Campus Principal | Maintain or decrease dropout rate. | | | | |
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Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 5: TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED and Title I, as indicated by no staging for PBMAS.

Evaluation Data Source(s) 5: Texas Academic Performance Report, System Safe Guards, Campus Formal Assessments, TEA School Report Cards, Campus RTI reports, Campus Needs Assessment

Summative Evaluation 5:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>System Safeguard Strategy PBMAS</p> <p>1) Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.</p> | 2, 9, 10 | Director of Special Education, Coordinator of Special Education, Campus Principal | Provide training to campus administration to support monitoring service delivery. Improve consistency of service delivery and documentation of supports provided. Identify areas of strength and areas for improvement. | | | | |
| Problem Statements: Student Academic Achievement 5 | | | | | | | |
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Performance Objective 5 Problem Statements:


| Student Academic Achievement |
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| Problem Statement 5: District Special Education students do not meet state academic expectations on STAAR (26% all subject passing rate). |

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 6: TISD will hire only those teachers that have a valid Texas certification prior to their first day of instruction.

Evaluation Data Source(s) 6: Texas Academic Performance Report, TEA School Report Cards, Campus Needs Assessment

Summative Evaluation 6:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Only certified teachers will be presented to the School Board for hire. Long-term substitutes will be hired if no certified teacher can be found for an open position. | | Assistant Superintendent of Human Resources, Campus Principal | 100% of TISD teachers will be certified. | | | | |
| Problem Statements: Demographics 1 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Lamar MS hires applicants based on campus needs which include academic, demographics, and discipline.</p> | 1, 2, 3, 5, 8 | Campus Principal, Campus Assistant Principals, and Instructional Coach | Campus teachers will be successful in the Lamar classrooms based on their instructional strengths. | | | | |
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Performance Objective 6 Problem Statements:

| Demographics |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education. |

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 7: TISD will reduce the teacher attrition rate to below 20%.

Evaluation Data Source(s) 7: Texas Academic Performance Report, System Safe Guards, Campus Formal Assessments, TEA School Report Cards, Campus RTI reports

Summative Evaluation 7:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Monitor campus assignments and loads to assure balanced class loads and student issues. | | Assistant Superintendent of Human Resources, Campus Principal | Balanced class loads | | | | |
| <p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Lamar MS will work with teachers on maintaining 24:1 class sizes and student discipline to help maintain an environment of Higher Learning.</p> | 1, 2, 5, 8 | Campus Principal, Campus Assistant Principals, Campus Teachers, Campus Counselor | <p>1. Increase student achievement by creating an environment of higher learning.</p> <p>2. Improve classroom discipline so teachers are able to teach.</p> | | | | |
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Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 1: TISD will continue district-wide facilities improvements using bond funds.

Evaluation Data Source(s) 1: Community Questionnaires, District Needs Assessments

Summative Evaluation 1:

Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 2: TISD will develop and maintain academically driven and functionally appropriate facilities where students' safety and health are paramount.

Evaluation Data Source(s) 2: Campus Needs Assessments, Community questionnaires

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus. | | Assistant Superintendent of Student Services, Director of Health Services, Campus Principal | Emergency situations at campuses are handled with CPR and AED protocols | | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) The Lamar campus ensures that safety drills that are required by the state law are achieved. Drills are also performed at challenging times throughout the day to improve our efficacy.</p> | 2 | Campus Principal, Campus Assistant Principals | <p>1. Provide a safe environment on campus.</p> <p>2. Provide teachers and students the opportunity to be prepared for any type of safety issue that may occur.</p> | | | | |
| | | | | | | | |

Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 3: TISD campuses will improve discipline at each campus and decrease ISS, OSS, and DAEP placements.

Evaluation Data Source(s) 3: Texas Academic Performance Report, System Safe Guards, Campus Formal Assessments, TEA School Report Cards, Campus RTI reports, Campus Needs Assessment

Summative Evaluation 3:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Lamar provides opportunities for students to improve behavior using relationship building strategies with students with the implementation of Restorative Discipline circles, campus-wide incentive (Lamar Brag Cart) that focuses on ABA district initiatives. Lamar is continuing the use of MORs at the teacher level to address persistent behaviors.</p> | 1, 2 | Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Foundation Teams, Campus Principal | Reduction of ISS, OSS and DAEP placements | | | | |
| 2) Monitor custodial services for quality and completion. | | Assistant Superintendent for Finance and Operations, GCA, Campus Principal | 90% satisfaction | | | | |
| 3) Monitor student participation in the breakfast and lunch programs. | | Assistant Superintendent for Finance and Operations; Director of School Nutrition, Campus Principal | Maintain student participation at 2016-17 levels | | | | |
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Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 1: TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.

Evaluation Data Source(s) 1: Campus Needs Assessment, Texas Academic Performance Report,

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) In an effort to reach the goal of 95% attendance at Lamar Middle School, Lamar has implemented a RTI attendance model in addition to the RYG report to encourage students to attend school and to provide interventions to address attendance concerns.</p> | 1, 2 | Assistant Superintendent of Student Services, Truancy Officers, Campus Principal | Increased attendance rate for RYG students | | | | |
| <p>2) Implement Restorative Discipline circles with top truancy students.</p> | | Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Campus Principal | Increased attendance rate of top truancy students | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Lamar MS does a weekly attendance check for student absences.</p> | 1, 2, 6 | Campus Principal, Campus assistant principals, attendance clerks | Increased student attendance at Lamar MS | | | | |
| <p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Lamar Campus Administration will complete home visits with attendance, academic, and discipline issues in an effort to improve student success.</p> | 1, 2, 6 | Campus Principal, Campus Assistant Principals, Attendance Clerks | Increasing student attendance and discouraging student misbehavior will help improve student success in class. | | | | |
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Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 2: TISD will achieve a teacher attendance average of 96%.

Evaluation Data Source(s) 2: Campus Questionnaire, Campus Needs Assessment

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Recognize and award teacher attendance each grading period. | | Assistant Superintendent of Human Services, Campus Principal | Increased teacher attendance | | | | |
| 2) Design incentives for teachers with outstanding attendance. | | Assistant Superintendent of Human Services, Campus Principal | Increased teacher attendance | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> 3) Teachers have to notify campus administration before requesting a day off. Teachers have to meet with Campus Principal for requesting a discretionary day. | 2, 3 | Campus Principal, Campus Assistant Principal, Campus Principal Secretary | Increased teacher attendance | | | | |
| | | | | | | | |







Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 3: TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Evaluation Data Source(s) 3: Community Questionnaires, Campus Needs Assessments

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Develop coordinated procedures to promote use of Family Access. | | Assistant Superintendent of Student Services, Director of Technology, PEIMS Coordinator, Campus Principal | Increased percentage of families enrolled in Family Access | | | | |
| 2) In an effort to bridge the gap between the community and the school, Lamar utilizes Skyward to send Skylert automated messages to notify parents about report cards, progress reports and attendance. Teachers also use other forms of technology to communicate with parents and students such as Google Classroom where teachers post assignments and classroom information. | 6 | Campus administration, teachers, school/community liaison, Counselor, and PEIMS | Parent surveys; parent communication | | | | |
| 3) Lamar Middle School will host a "Walk In My Shoes" event where parents will have the opportunity to spend the day with their children attending their classes and activities. | 6 | Campus administration, teachers, and Counselor, | Parent survey/feedback from the "Walk In My Shoes" experience. | | | | |
| 4) To enhance parent involvement, Lamar will host parent nights throughout the year to highlight specific departments (Reading, Math, Science, and History) in order to provide families with instructional strategies to help their students be successful at home. Lamar will also utilize home sporting events as a platform to provide instructional information to parents. | 4, 6, 9 | Campus administration, teachers, department leaders, and grade level leaders. | Parent surveys; parent communication | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 1 | 3 | Campus Administration and Teachers will use the PLC period to analyze student data and develop instructional interventions using student data to increase student achievement. |
| 1 | 1 | 4 | Campus administration, counselor and Instructional Coach will meet monthly in an academic RTI PLC to discuss multiple pieces of information that includes current student and teacher data in order to assure students are being served according to their needs during RTI. The sources of data include, Renaissance, Read 180, CBAs, Attendance, Behavior RTI and previous STAAR assessments. |
| 1 | 1 | 5 | Lamar MS will hire two interventionist to help increase ELA and Math scores in preparation of the STAAR test. |
| 1 | 2 | 3 | Lamar MS is incorporating the four Abydos Instructional strategies that the district is requiring for ELA. The four strategies are sentence coding, reporters formula, read with a pencil, and quick list. |
| 1 | 5 | 1 | Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district. |
| 1 | 7 | 2 | Lamar MS will work with teachers on maintaining 24:1 class sizes and student discipline to help maintain an environment of Higher Learning. |
| 3 | 1 | 4 | Lamar Campus Administration will complete home visits with attendance, academic, and discipline issues in an effort to improve student success. |

Title I

Schoolwide Program Plan

Lamar Middle School Parental Involvement Policy

Parental involvement is the participation of parents in every facet of the education and development of children from birth to adulthood. Parents are the primary influence in their children's lives. Title I and other federal programs recognize that parent involvement takes many forms, including parents' shared responsibilities in decisions about their children's education, health and well-being, as well as parents' participation in organizations that reflect the community's collaborative aspirations for all children.

Campus Goal

The goal of Lamar Middle School is to ensure the educational success of all students by having high expectations, a commitment to quality instruction, a commitment to excellence and a comprehensive parental involvement program, confirming the belief that parental involvement increases student achievement and self-esteem as well as the belief that the difference between a good school and a great school is the involvement of its parents.

- I. It is the policy of Lamar Middle School to involve parents in the joint development of the Lamar Parental Involvement policy by:
 - Holding various and regular meetings in which all parents are made aware of the school's participation in the Title I program, the requirements of said program, and the right of parents to be involved. These meetings include but are not limited to:
 - Events involving students from Fine Arts, Athletics, and Academic programs, providing parents many opportunities to visit the school and interact with teachers and staff in a social setting.
 - The LMS Site-Based Decision-Making Committee
 - Parent University that will provide information into the academics of the campus and improving their child's success in class.
 - P.T.O. meetings which are held each month. Parents are invited to join and to participate in a myriad of activities that the P.T.O. sponsors throughout the school year.
 - A.C.E. meetings, our after school program which provides numerous Parent Nights throughout the school year. Parents are encouraged to attend these events as well as those that are sponsored district-wide.
 - Making it possible for all parents to be involved by holding meetings that accommodate working parents as well as those parents whose dominant

language is not English.

- Providing training sessions for parents, especially with regard to Family Access in Skyward.
- Involving parents in the reviewing and revising of the school's' parental involvement policy.
- Ensuring that all parents understand policies, rules, parent compacts, notices, etc., by having them printed in both English and Spanish as well as conducting meetings in a language the parents can understand.
- Providing the parents information regarding the [Elementary and Secondary Education Act](#).

II. Volunteers will be solicited to serve on the Campus Site-Based Decision-Making Committee and recommended for the District Education Improvement Committee.

- Every effort will be made to ensure that all special populations are represented—at-risk, special education, bilingual, English as a Second Language, Gifted and Talented, Title I regular, Title I migrant.
- Members shall be selected, elected, or appointed.
- Administrators, teachers, staff, and business community members can serve on the committee.

III. The expectations of parental involvement are:

- Increased student achievement as a result of school-parent-student compacts.
- Increased student achievement as a result of parent training opportunities.
- Increased awareness of school policies and activities as a result of regular Parent Teacher Organization meetings, and other campus meetings facilitated by C.I.S. and A.C.E., as well as promotion of the annual district meeting for Title I parents.
- Increased school to home communications by teachers and administrators, using
 - Skyward Messenger,
 - Telephone,
 - Gaggle, and
 - Notifications by flyers, mail, and News Announcements on the school web site and campus marquee.

Evaluation

There will be an annual evaluation of the content and effectiveness of the Title I Parental Involvement program, and parents will be asked for their input. The

evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. Lamar Middle School will revise its Parental Involvement Policy on the basis of this annual review.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Academic and Behavioral RTI programs are in implemented

CSCOPE as a viable curriculum

37 minute RTI period

Parent involvement

Teachers meet in PLC's daily to review content, assessments, disaggregate data, and develop interventions.

System Safeguards were reviewed as part of the comprehensive needs assessment

2: Schoolwide Reform Strategies

Academic RTI system in place and reviewed every 3 weeks

Universal Screeners

TEKS Resource System

Research-based interventions used for Tier 2/3 students

Co-Teachers for every core content area

3: Instruction by highly qualified professional teachers

99% of the staff on campus are highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The campus provides professional development during PLC's throughout the year based on campus needs. Teachers take a survey at the beginning of the year to help administrators plan professional development to help meet the teachers needs. The campus also analyzes assessment data and creates professional development when teachers are struggling teaching specific concepts throughout the year.

5: Strategies to attract highly qualified teachers

The campus has achieved a Met Standard rating for the past three years and has had three distinctions for two of the past three years. Teachers are recruited through job fairs. We will strive to create a supportive learning environment for all learners, where teachers and students feel confident in trying new things, being creative, and being critical in their thinking and application for learning.

6: Strategies to increase parental involvement

The campus plans activities periodically to involve parents. We have Parent University to distribute campus information and we have a Walk in my Shoes day for parents to attend classes with their students. The campus also has a PTO,SBDM, Career Day, Fall Festival, and Field Trip Chaperons to help involve parents.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Lamar MS has a 6th grade orientation each year for the incoming 6th graders. We provide a 2 hour presentation to parents and students. During this time the campus talks about campus rules, campus expectations, and students are allowed to follow their schedule to see where their classes are in the building.

Each Lamar MS 8th graders will receive a PGP and will complete a tour through the Career cruising program to help them determine what electives to take at the HS.

The 8th graders visit Temple HS to tour the CTE program each Spring. The students get to see what classes are offered through the CTE program that they may take in HS.

8th graders have an opportunity to meet one on one with HS counselors to choose their HS schedule and graduation plan.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Campus administration meets with teachers in PLC meetings to discuss how assessments are used in class and how the data impacts the instructional process.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Universal Screeners will show which students are Tier 2/3. Every 3 weeks teachers will, in PLC's, review the universal screener results and develop interventions for those students. The interventions are research-based and district-supported. Interventions are logged into Skyward and reviewed for effectiveness every 3 weeks. Teachers will monitor and adjust. An RtI period has been established during the day to meet the needs of these students.

10: Coordination and integration of federal, state and local services and programs

Faculty meetings

Counseling program

Communities in Schools

RTI

ACE

Campus Improvement Team

| Committee Role | Name | Position |
|-----------------------|-----------------|---------------------|
| Administrator | Billy Madden | Principal |
| Campus Leader | Kasey Blomquist | Instructional Coach |
| Administrator | Michelle Moore | Assistant Principal |
| Classroom Teacher | Ashley Dexter | Math Teacher |
| Classroom Teacher | Chernitra Kyle | Teacher |
| Campus Leader | Pam Rheinlander | Teacher |
| Classroom Teacher | Haley Houston | Teacher |
| Parent | Minerva Molina | Parent |
| Administrator | Todd Durham | Assistant Principal |