

**Mineral Wells Independent School District**  
**Lamar Elementary**  
**2017-2018 Campus Improvement Plan**

**Board Approval Date:** November 13, 2017

# Mission Statement

Lamar Elementary is committed to building a community of life-long learners in a student-centered climate emphasizing character and responsibility.

# Vision

Lamar Elementary will design challenging, relevant learning experiences to prepare students for our ever-changing global community.

# Value Statement

Lamar will retain a highly effective staff committed to achieving student success.

Lamar will provide a safe learning environment for all students.

Lamar will provide engaging and effective instruction for student success.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The campus improvement team, campus leadership team, and PLC will continue to focus on the ongoing review of sub population data in order to make necessary gains in overall campus achievement. Administration will continue to closely monitor attendance for staff and students through Skyward reports to ensure instruction and learning are improved.

The PBIS team will create and implement campus-wide discipline expectations.

# Demographics

## Demographics Summary

Lamar Elementary is a Title I campus in Mineral Wells ISD. Lamar is a Early Childhood campus that consists of 715 EE, PK, Kindergarten, and First Grade students. Lamar offers a full-day PK program.

Enrollment Numbers for the 2016-2017 School Year:

EE- 18

PreKindergarten- 229

Kindergarten- 199

First Grade- 242

78.20% Economically Disadvantaged

17.73% LEP

.44% Gifted & Talented

67.30% At-Risk

17.2% Mobility Rate

Enrollment by Ethnicity:

American Indian/Alaskan- 1.02%

Asian- .87%

Black/African American- 1.60%

Hispanic/Latino- 42.88%

White- 49.85%

Hawaiian/Pacific Islander- .15%

Two or More Races- 3.63%

- At-Risk students went up 30% from 2015-2016 to the 2016-2017 school year
- Student At-Risk categories include 56 referred to CPS, 50 homeless, 269 not performing satisfactory on readiness tests, and LEP criteria
- Look for more areas to increase G/T identification
- Provide resources to at-risk students through parental outreach and RTI

### **Demographics Strengths**

- Attendance rate is good without any significant change from one school year to the next.
- End of year reading levels increased according to DRA data.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Approximately 70 % at-risk students

**Problem Statement 2:** Serve students that need social and behavioral training due to age and lack of educational setting exposure.

## **Student Achievement**

### **Student Achievement Summary**

Lamar Elementary does not test for STAAR. Lamar is partnered with Houston Elementary which is a formally improvement required campus. Lamar works in conjunction in the TAIS process with Houston Elementary.

For the 2017-2018 school year students will participate in several assessments to monitor student achievement:

Prekindergarten- CLI Engage, Circle Progress Monitoring, TELPAS

Kindergarten- Istation, DRA, letter/sound assessments, writing portfolios, six week unit exams, TELPAS, Imagine Learning

First Grade- Istation, DRA, writing portfolios, six week unit exams, TELPAS, Imagine Learning

- Longitudinal data shows students are still not meeting standard on reading
- 66.82% of first grade students showed a year's growth based on beginning of the year standards
- 40.89% of kindergarten students showed a year's growth

### **Student Achievement Strengths**

- Increase in number of students on level at the end of the year in DRA level
- Second year for an increase in EOY DRA level to a 6 and performance was improved.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Our students are performing below expectations on DRA and EOY assessments.

**Problem Statement 2:** Students are not meeting grade level expectations in reading and math.

## School Culture and Climate

### School Culture and Climate Summary

- Improve the school wide respect between student to student, student to staff, staff to parents, staff to students through:
- PBIS
- Character Counts
- Family Nights
- Newsletters
- Fowler Flash
- Announcements
- Facebook
- Faculty gatherings

The committee has suggested the facilities could be improved by adding more lighting and safety features to outdoor areas and to monitor classroom temperatures

### School Culture and Climate Strengths

- The six weeks and semester awards assemblies are implemented in order to recognize desired character traits and academic successes for students.
- A reduction in discipline referrals as we work to improve the student monitoring process through SIT, RTI, PBIS, and the responsibility center.
- A review of the classroom work through our PLC and 5 E model for lesson design.
- All staff trained on customer service best practices.
- Introduce a Kindness Challenge

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Lamar has a high level of new staff that require school program training and support.



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

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

Lamar Elementary has many new teachers including teachers working through alternative certification programs. For the 2017-2018 we created a common planning time for teachers on Wednesdays for PLCs. A staff mentoring program with framework and projects has been included for the 2017-2018 school year. Goals for the year are:

- Provide a common planning time in the master schedule to increase collaboration within professional learning communities
- Provide teachers with support and training in district software
- Utilize an interview team to seek highly qualified replacements as teachers retire or move out of the district
- Utilize a PBIS committee to strengthen campus behavior and overall culture
- Provide teacher appreciation incentives and recognitions

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

- All new teachers are assigned a mentor teacher with a mentoring framework.
- All grade levels participate in common PLC meetings in order to generate rigorous lessons.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Staff turnover rates are high causing a constant need for retraining of staff.

**Problem Statement 2:** We do not have enough teachers with SPED, G/T, and Bilingual certifications.

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

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

Teachers use the TEKS resource system along with campus curriculum. Students need access to rigorous, differentiated math and reading instruction to close learning gaps. Lamar will implement differentiated math instruction by providing hand-on stations and manipulatives.

- Use our RTI process and provide additional intervention resources to be used at the Tier I, II, and III levels.
- Provide support for at-risk students throughout the RTI and SIT processes.
- Evaluate all teaching staff with T-TESS.
- Provide training with Missy Allen to support strong guided reading implementation
- Collaborate with C & I department to offer professional development in math and reading
- Provide Guided Math training and instructional materials
- Train teachers on Empowering Writers
- Provide Spanish guided reading materials for differentiated reading instruction

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

- Use of a common curriculum: TEKS Resources System
- Computer lab with ISTATION in place for interventions at the Tier I, II, and III levels.
- Use of three reading teachers working with kindergarten, first grade classes, and at-risk students.
- Beginning of year, middle of year, and end of year assessments for each grade level in order to target instruction.

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

**Problem Statement 1:** Students are not meeting grade level expectations in reading and math

**Problem Statement 2:** Teachers need training in differentiated math instruction and need math materials.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents are involved in decision-making through district and campus committees, PTO, and surveys. Families are invited to several campus events such as Meet the Teacher, parent/teacher conferences, Fun Fest, Polar Express Night, Ready Rams Parent Night, Multicultural Block Party, and other opportunities.

Lamar established and continued many community partnerships such as hosting the Mineral Wells Chamber of Commerce, Mineral Wells Public Library, and providing information for many community organizations including the MW Little League, Backpack Buddies, CASA, United Way, Upward, summer campus, and local businesses.

- Work towards increasing participation of parents in volunteer opportunities.
- Work towards increasing the participation of parents in after school events.
- Increase the partnerships with the community and business members.
- Increase the number of events that involve parents in the education of their children and awareness of academics at the classroom levels.
- Provide family educational newsletters and outreach in conjunction with the highly-qualified prekindergarten grant
- Provide parent/student communication notebooks to increase communication and organization

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

- Invitations to Parent Orientations, Parent and Teacher Conferences, Open House, Meet the Teacher, and Literacy Nights
- Access to Skyward and Family Access through the MWISD website
- Parent survey results each year
- Invitations to PTO meetings, awards assemblies, volunteer opportunities, and music programs

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Low % of attendance at PTO meeting and family events

**Problem Statement 2:** Title I campus with working parents is a need for increased communication strategies.

## **School Context and Organization**

### **School Context and Organization Summary**

The addition of weekly PLC meetings ensures lesson design is engaging. The utilization of TALS (Teacher Academic Leaders) provides the campus with leadership in curriculum.

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

Weekly lessons are aligned across the grade levels to ensure student's receive similar instruction.

Weekly PLC meetings ensure colleagues are collaborating for the benefit of improved instructional practices.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Our campus has a high percentage of at-risk students that lack educational experiences.

# Technology

## Technology Summary

Lamar Elementary is part of a district-wide refresh plan which will update technology on the campus within three years. In addition, a district instructional technology specialist will provide professional development and one-on-one coaching and modeling to classroom teachers. Each classroom has a smartboard, projector, document camera, Ipad, teacher computer and 2-3 student computers. As the refresh plan occurs, these will be updated and expanded. Teachers have access to a mobile cart of chromebooks as well as Ipads available for checkout.

## Technology Strengths

- Access to campus computer lab.
- Wireless access throughout the building.
- Modern technology available to the staff.
- Security cameras and system access for monitoring safety of the campus.
- iPads provided for teaching staff and student use.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Only one computer lab and outdated classroom technology cause instructional reliability issues

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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

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

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

- 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: 1. Instructional Program-Reading/Language Arts/Social Studies

**Performance Objective 1:** The student achievement will increase as a result of improved student attendance, discipline, and implementation of a viable, scientifically, researched based curriculum taught by highly qualified staff.

**Evaluation Data Source(s) 1:** The reading and language skills will be effectively taught and reinforced so that 80 percent of the students are meeting grade level expectations according to the guidelines of universal screeners.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<b>System Safeguard Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2  1) All Kindergarten and First grade students will be assessed using DRA (diagnostic tool), and I STATION (screener-includes Spanish version) to determine the need for Response to Intervention (RTI) processes and programming.	1, 7, 9	Administration and Teachers	Reports from the programs				
Funding Sources: General Fund - 199 - 0.00, Title II - 255 - 0.00							
<b>System Safeguard Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1  2) Provide and implement phonics lessons to support reading achievement for kindergarten and first grade.	1, 2	Teachers and Staff	Documentation in lesson plans and PDAS walk throughs and minis				
Funding Sources: General Fund - 199 - 0.00							
3) Implement components of CLI Engage and Frog Street to support academic achievement for prekindergarten classes.	7	Prekindergarten teachers, PPCD teachers, and special education teachers	Documentation in lesson plans and PDAS walk throughs and minis				
Funding Sources: General Fund - 199 - 5094.99							
4) Implement language development and articulation strategies for all students.		Speech therapists, SIT, Teachers, and Staff	Documentation in lesson plans, SIT meeting notes, and student IEPs				
Funding Sources: Special Education Funds - 0.00							

<p><b>System Safeguard Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 4 CHPS 7</p> <p>5) Provide teachers staff development in guided reading, and resources to support the continued implementation of guided reading and a book room of leveled books. Use of Leveled Literacy Intervention Kits by the Literacy Specialists in small groups with students. Use student data notebooks to improve academic progress in reading. Align and consistently implement research-based practices in balanced literacy horizontally and vertically.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	CLT, Teachers, Staff, Literacy Specialists, Consultants, and Administration	Data wall, Schedules, Documentation of PLC meetings/training events from agendas and sign in sheets, CLT data				
Funding Sources: Title I Fund - 2666.00, Title II - 255 - 870.14							
<p><b>System Safeguard Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 7</p> <p>6) Implement Bilingual Program through Bilingual teachers, paraprofessionals, ESL certified teachers, and Bilingual/ESL summer school to support LEP students in all grade levels.</p>	1, 2, 3, 4, 6, 8, 9, 10	Bilingual, ESL teachers, paraprofessionals, Administration, Counselor, Curriculum Director, and Special Programs Director	Documentation in lesson plans and trainings, and PDAS walk through and minis, consultant feedback, summer school attendance, and student data on assessments				
Funding Sources: Title Funds - 0.00							
<p><b>System Safeguard Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 7</p> <p>7) Implement weekly common PLC meetings to plan rigorous lesson plans and to review data to determine learning goals. Use data from unit assessments, checkpoints, and progress monitoring to determine focus of instruction and to target student expectations for mastery and reteaching.</p>		Teachers, Administration, ICoach, TALS, Curriculum director	Documentation in lesson plans, PLC meetings, agendas and sign in sheets, Wacky Wednesday Schedule				
<p>8) Teachers will add ESL and Gifted and Talented certifications.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Administrators, Federal Programs Director	Certificates				
<p><b>System Safeguard Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 7</p> <p>9) Align and implement research-based differentiated instructional strategies in reading to increase final recommended scores.</p>	1, 2, 3, 4, 8, 9	Campus Leadership Team, teachers, C & I dept., administration	documented in lesson plans and PLC minutes, student increase to reach final recommended scores				
Funding Sources: Title I Fund - 1633.00							
<p> = Accomplished     = Continue/Modify     = Considerable     = Some Progress     = No Progress     = Discontinue</p>							









## Goal 2: 2. Instructional Program-Math/Science

**Performance Objective 1:** The student achievement will increase as a result of improved student attendance, discipline and implementation of a scientifically, research based curriculum taught by highly qualified staff.

**Evaluation Data Source(s) 1:** The math skills will be effectively taught and reinforced so that 80 percent of the students are meeting grade level expectations according to universal screeners.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Use data from Imagine Learning, CLI Engage, and Student Inventories to assist in identifying students in need of RTI assistance.		Teachers, Staff, RTI teacher, and Administration	Documentation of SIT meetings and student assessment data				
Funding Sources: General Fund - 199 - 995.00							
2) Continue to customize unit assessments and checkpoints to monitor student performance.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Teachers, Administration, and Curriculum director	Documentation in lesson plans, grade level planning, agendas and sign in sheets				
Funding Sources: General Fund - 199 - 0.00							
3) Incorporate math/science academic vocabulary from TEKS resource system to improve student achievement.	9	Teachers, TALS, ICoaches, Administration	Documentation in lesson plans and PLC minutes				
Funding Sources: General Fund - 199 - 0.00							
4) Implement CLI Engage to support academic and social achievement for prekindergarten classes.	7	Prekindergarten teachers, PPCD teacher, skills teacher, administration	Documentation in lesson plans and TTESS, walk throughs and minis				
Funding Sources: General Fund - 199 - 0.00							
<b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 7		Administration, ICoach, Teachers	Math scores, best practices documented in TTESS evaluations and walkthroughs, documented in lesson plans and PLC minutes				
5) Provide training and materials regarding math best practices.	Funding Sources: Title I Fund - 9000.00						

<b>System Safeguard Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 7  6) Align and implement research-based instructional practices in math horizontally and vertically between special education and general education teachers.	1, 2, 4, 8, 9	Campus Leadership Team (CLT), teachers, administrators	PLC minutes, professional development, student TEKS mastery improves for special education subpop				
	Funding Sources: General Fund - 199 - 0.00						
7) Align and implement research-based differentiated instructional strategies in math to increase final recommended scores.	1, 2, 3, 4, 8	CLT, teachers, C & I dept, administration	documented in lesson plans and PLC minutes, student increase to reach final recommended scores				
	Funding Sources: Title I Fund - 1895.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Goal 3: Instructional Program-Writing

**Performance Objective 1:** The student achievement will increase as a result of improved student attendance, discipline, and implementation of a scientifically, research based curriculum taught by a highly qualified staff.

**Evaluation Data Source(s) 1:** The writing skills will be effectively taught so that 80% of students receive a satisfactory score on the writing assessments.

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Writing rubrics and writing portfolios will be used to assess student writing progress.	3, 8	TALS, team leaders, ICoaches, Administrators	Student data				
Funding Sources: General Fund - 199 - 0.00							
2) Prekindergarten will assess early writing skills through CLI engage.	7	Administration and teachers	Documentation in lesson plans regarding timeline for writing/ scores				
Funding Sources: General Fund - 199 - 0.00							
3) Provide computers for writing projects.		Teachers	Documentation in lesson plans and evidences of finished product by the student.				
<b>PBMAS</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2	1, 2, 3, 4, 5, 7, 8, 9, 10	Teachers, ICoaches, administrators	Documentation from trainings/events, evidence documented in lesson plans and PLC minutes				
4) Provide professional development and review activities/ materials for Empowering Writers, Writers Workshop, and Interactive Writing.	Funding Sources: Title I Fund - 400.00, General Fund - 199 - 355.00						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

## Goal 4: Instructional Program-School Climate and Parental Involvement













**Performance Objective 1:** To provide training, activities, and communication that leads to an environment that is conducive to learning and encourages staff retention.

**Evaluation Data Source(s) 1:** Parent and staff surveys have a satisfactory rating involving school climate and parental involvement.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Advertise prekindergarten and kindergarten round up events through the use of mail outs, web site, flyers, channel 19, Chamber of Commerce, Mineral Wells Index, etc.	6	Administration	Documentation of notification				
	Funding Sources: General Fund - 199 - 250.00						
2) Collaborate with Head Start and ECI to identify students in need of transition.	1, 6, 7, 10	Special education department, Administration	Documentation of events				
	Funding Sources: Title Funds - 250.00						
3) Utilize Character Counts programming to encourage positive student citizenship.	1, 2, 3, 4, 5, 7, 8, 9	Administration, Counselor, and Teachers	Documentation of trainings/events, referrals decrease				
	Funding Sources: Title I Fund - 250.00						
4) Students will be rewarded with perfect attendance certificates. Students with perfect attendance will go in a drawing for backpacks and bicycles at the semester awards.	1	PEIMS, Administration, and Counselor	Documentation of events				
	Funding Sources: General Fund - 199 - 0.00						
5) Students with attendance concerns will use attendance incentive chart daily. Students with chronic absenteeism will be called daily by our PEIMS clerk.	6	Teachers, Administration, PEIMS	incentive charts, communication logs, and increase in attendance rates				
	Funding Sources: General Fund - 199 - 0.00						
6) School resource officer will be sent after 3 consecutive absences with no parental contact.	6	Teachers, Attendance clerk, SRO, Administration	Documentation by attendance committee				
	Funding Sources: General Fund - 199 - 0.00						
7) Implement parent/ staff surveys regarding overall satisfaction with procedures at the campus.	6, 7	Administration	Satisfaction rating of 90% or better				
	Funding Sources: Title I Fund - 300.00						

8) Utilize committees as necessary to develop plans for staff recognition, staff development, student attendance, staff attendance, student achievement, character education, and parental involvement. Provide snacks to the parent groups in order to increase parental involvement.	7	Administration, CIT, PTO	Documentation of events/meetings				
	Funding Sources: General Fund - 199 - 0.00						
9) Invite parents and community members to all CIT meetings for collaboration and planning of Title 1 funds.	6	Teachers, Administration, CIT	Documentation of events/meetings				
	Funding Sources: General Fund - 199 - 0.00						
10) Utilize Drop-Off Dads to encourage parent/school partnerships.	6	Teachers, Administration, CIT, Counselor	Documentation of sign up sheets and participation				
	Funding Sources: General Fund - 199 - 200.00						
<b>Characteristics of High Performing Schools</b> CHPS 5	6	Administration, teachers, staff	Documentation of events/meetings and letters home.				
	11) Provide informational meeting, services, and resources (District Parental Involvement, Literacy Events, Ready Rams parent nights for informing parents of programs and opportunities to assist their child at home. Funding Sources: Title I Fund - 700.00						
12) Provide parent information concerning student progress and parent compact at parent conferences during the district-designated day.		Teachers and Administration	Documentation of events/meetings				
	Funding Sources: General Fund - 199 - 0.00						
13) Provide all publications in English and Spanish.	6	Bilingual staff, Administration	Documentation of publications				
	Funding Sources: General Fund - 199 - 0.00						
<b>Characteristics of High Performing Schools</b> CHPS 5	6	Administration, staff	Documentation of reports from school messenger				
	14) Continue to use school messenger and school web site to inform parents of emergencies and upcoming events. Funding Sources: General Fund - 199 - 0.00						
<b>Characteristics of High Performing Schools</b> CHPS 5	6	Teachers	Communication documentation in AWARE				
	15) Use communication binders for daily parental communication for all students. Funding Sources: Title I Fund - 2200.00						
16) Recognize calendar events involving historical, multicultural, and gender specific events.	6	Teachers	Documentation of events				
	Funding Sources: General Fund - 199 - 0.00						
17) Continue weekly newsletter to inform and recognize staff of events on campus.		Administration	Documentation of newsletters				
	Funding Sources: General Fund - 199 - 0.00						

18) Continue to provide classroom supplies in the form of professional resources, construction paper, copy paper, staples, staplers, paper clips, glue sticks, crayons, scissors, storage containers etc. to decrease the out of pocket expenses for the classroom teacher.	5	Administration	Purchase orders for the materials				
	Funding Sources: General Fund - 199 - 60000.00						
19) Implement State Parent/Family Involvement Plan.	6, 10	Teachers, Staff, Administration	Adherence to policy and approval through survey				
<b>Characteristics of High Performing Schools</b> CHPS 6	1, 5	Administration	Staff morale increases on surveys, staff retention increases				
	20) Increase staff morale through character teacher rewards, recognition in the newsletter, staff snack cart, and other incentives. Funding Sources: General Fund - 199 - 0.00						
<b>Characteristics of High Performing Schools</b> CHPS 6 CHPS 7	1, 2, 3, 4, 5	Administration, Teachers/Mentors	Surveys and increased teacher retention				
	21) Provide a mentoring program to encourage recruitment, retention, and positive morale. Funding Sources: General Fund - 199 - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							














## Goal 5: Instructional Program-Technology

**Performance Objective 1:** Technology will be integrated into the curriculum to improve student achievement across the curriculum.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Provide all students tiered instruction through ISTATION software in the computer lab.	1, 9, 10	Teachers, Lab paraprofessional	Master schedule and score reports				
	Funding Sources: Instructional Materials Allotment - 8300.00, General Fund - 199 - 200.00						
2) Provide all students the opportunity to generate writing products and use technology by providing classrooms with three to four student computers.	1, 9, 10	Teachers	Documentation in lesson plans and technology inventory				
	Funding Sources: General Fund - 199 - 0.00						
3) Utilize CLI Engage and CIRCLE assessments to meet high-quality prekindergarten standards.		Teachers, administrators, Federal Programs Director	Documentation of program use through student scores				
	Funding Sources: Title Funds - 0.00						
4) Provide ongoing staff development in using various technology resources such as projectors, notebook software, IPADs, two color printers for staff, and web pages. Replace broken devices as necessary.	4	Teachers	Documentation of training events				
	Funding Sources: General Fund - 199 - 0.00						
5) Provide science, technology, engineering, and math (STEM) materials to build and maintain Makerspace.		Teachers and Administraton	survey feedback				
	Funding Sources: General Fund - 199 - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 6: Instructional Program-Safe, Healthy and Drug Free Environment

**Performance Objective 1:** To provide training, activities, and communication that leads to an environment that is conducive to learning and an environment in which students and staff feel safe and secure.

**Evaluation Data Source(s) 1:** Parent and teacher surveys reflect a satisfactory rating of school climate.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Use the campus color code discipline system and SWIS to monitor classroom management. The responsibility center is utilized to address behavioral issues.		Teachers, Administration	Number of referrals				
Funding Sources: General Fund - 199 - 0.00							
2) Use school wide rule displays and posters to establish school behavior expectations.		Teachers, Administration, Staff	Number of referrals/ Rule displays				
Funding Sources: General Fund - 199 - 1000.00							
3) Provide certificates (Character Kid), and popcorn for students showing good character through the Character Counts program who are nominated as a Character Kid. Promote Character Counts by having the campus wear colored clothes to represent the pillars once a six weeks.	1	Teachers, Administration, Counselor	Documentation of student rewards and assembly sign in sheets, character counts color days schedule				
Funding Sources: General Fund - 199 - 1788.00							
4) Coordinate red ribbon week activities with other campuses. Distribute reward stickers and incentives for student participation in various student activities.		Counselor, Teachers, Staff, Administration	Documentation of the activities for the week in the newsletters				
Funding Sources: General Fund - 199 - 0.00							
5) Integrate character education and classroom guidance program into the classroom curriculum. Provide character lessons once a month in every classroom by the counselor.		Teachers, Counselor, Administration	Documentation of the services provided to the students				
Funding Sources: General Fund - 199 - 1500.00							
6) Utilize the School Resource Officer for assistance in ensuring the campus, students, staff, and parents/visitors are safe.		Administration	Parent, staff, students surveys, and SRO schedule				
Funding Sources: General Fund - 199 - 0.00							
7) Provide lessons for bully prevention and child safety school-wide through announcements and assemblies.	1, 2	Teachers, Counselor, Administration, and Librarian	Documentation of events, training, and videos				
Funding Sources: General Fund - 199 - 0.00							
8) Provide opportunities for the students to visit the school nurse regarding health or hygiene issues and maintain emergency kits in the classroom and the nurses office.		Teachers, Staff, Nurse, Administration	Parent, staff, student surveys				
Funding Sources: General Fund - 199 - 2000.00							

9) Provide information to parents and students regarding the Stay Alert School Safety Program.		Teachers, Staff, Administration, Public	Satisfactory Staff and Parent Surveys				
10) Utilize security cameras and security system in order to monitor campus activities and visitors. Replace devices as necessary. Add alarm to door with limited monitoring for added security.	1	Office Personnel	Review of footage as necessary to maintain safety				
<b>Characteristics of High Performing Schools</b> CHPS 6 11) Provide Texas Behavior Support Initiative (TBSI) and CPI training for de-escalation and safety techniques.	1, 4, 10	Special education dept, administration, teachers	Certification. increase number of staff trained				
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All Kindergarten and First grade students will be assessed using DRA (diagnostic tool), and I STATION (screener-includes Spanish version) to determine the need for Response to Intervention (RTI) processes and programming.
1	1	2	Provide and implement phonics lessons to support reading achievement for kindergarten and first grade.
1	1	5	Provide teachers staff development in guided reading, and resources to support the continued implementation of guided reading and a book room of leveled books. Use of Leveled Literacy Intervention Kits by the Literacy Specialists in small groups with students. Use student data notebooks to improve academic progress in reading. Align and consistently implement research-based practices in balanced literacy horizontally and vertically.
1	1	6	Implement Bilingual Program through Bilingual teachers, paraprofessionals, ESL certified teachers, and Bilingual/ESL summer school to support LEP students in all grade levels.
1	1	7	Implement weekly common PLC meetings to plan rigorous lesson plans and to review data to determine learning goals. Use data from unit assessments, checkpoints, and progress monitoring to determine focus of instruction and to target student expectations for mastery and reteaching.
1	1	9	Align and implement research-based differentiated instructional strategies in reading to increase final recommended scores.
2	1	6	Align and implement research-based instructional practices in math horizontally and vertically between special education and general education teachers.

# Title I

## Schoolwide Program Plan

The prekindergarten program is offered as separate morning and afternoon programs that focus on a reading, math, science, and social studies curriculum. The prekindergarten students are involved in a rotation schedule including library, reading rotation, and computer lab. The kindergarten and first grade programs that focus on a reading, math, science, and social studies curriculum. The students in these programs are involved in a rotation schedule including library, music, reading rotation, computer lab, and physical education. All grade levels undergo assessments at the beginning of the year, middle of the year, and the end of the year in order to provide interventions in the classroom and through the assistance of reading teacher strategies and guided reading work within the classroom. The use of a common curriculum through TEKS Resources enables our teachers to align instruction across the grade levels and plan for learning as a group.

In a cohesive effort, the staff is involved in faculty meetings, and weekly PLC meetings. The teams will meet often to discuss intervention and plans of action as academic and behavioral concerns arise. The building level SIT team implements research based differentiated instructional strategies and use the Response to Intervention (RTI) model to meet the educational needs of all students.

## Ten Schoolwide Components

### 2: Schoolwide Reform Strategies

The strategies for school wide reform at Lamar Elementary are designed to create opportunities for all students to meet the state's proficient and advanced levels as measured by the upcoming state assessments. We will address the needs of all students, but particularly low achieving and those at risk of not meeting grade level requirements. We will use effective instructional strategies based on scientifically based research that:

- Strengthen core academic program
- Increase amount and quality of learning time
- Provide enriched and accelerated curriculum
- Meet educational needs of historically under-served populations

### 3: Instruction by highly qualified professional teachers

The staff at Lamar Elementary is 100 percent highly qualified to meet the needs of our diverse learning population. The teachers are required to be highly qualified if they are the teacher of record providing direct instruction to students in any core academic subject area, including reading/language arts, mathematics, science, arts, and social studies. We ensure the continued staffing of highly qualified teachers by recruiting and hiring only those teachers that have been certified by the state to teach their subject matter.

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

We will continue to meet the professional development needs of the staff based on data gathered from staff surveys and from T-TESS goal-setting. Our campus improvement team has identified a need to continue professional development in the areas of curriculum development and implementation with a particular focus on increasing the amount and complexity of campus-wide writing by students in all subject areas. All staff training will be sustained, intensive, classroom-focused and designed to impact classroom instruction and teacher performance.

#### **5: Strategies to attract highly qualified teachers**

The plan to attract and retain highly qualified staff to meet the needs of our most needy students includes using our planning team to develop some marketing and outreach strategies targeted toward local and regional colleges and universities. We will continue to partner with Tarleton State University and area alternative certification programs allowing their students to do some observing and student teaching at our campus. Our campus will also offer financial incentives for the areas of most need.

#### **6: Strategies to increase parental involvement**

Lamar Elementary will ensure parent notification is understandable and in a uniform format. The communication will also be available in the language parents can understand. We will ensure the right to know concerning professional qualification of teachers is honored. Our school will partner with PTO to set up a parent volunteer program. We have asked that businesses create a school friendly absence policy that does not punish parents for missing work to attend school functions and meetings regarding their child's academic performance. Our school sends out daily reminder notes to parents with school news and utilizes School Messenger software program to call and email parents about upcoming events. We use a Family Access system that allows parents to view their child's grades and communicate with the teacher.

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

The teachers work as a team to ensure the ease of transition from the programs prior to the kindergarten level. The CLI Engage is utilized and the assessments are a significant part of the learning process. The recognition of the levels students are currently working enables teachers to monitor progress and provide intervention so they are able to move to the next grade level.

#### **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**

The teachers at Lamar Elementary regularly analyze student performance data and provide input on how to improve instruction and assessment. The teachers meet weekly with their PLC team to discuss student assessments and review all available data to ensure student growth.

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

All relevant data is processed through the AWARE data program which provides information to all teachers and administrators to ensure students are identified in a timely manner.

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

The teachers are an integral part of the Campus Improvement Team which adheres to guidelines provided at the federal level and utilizes local strategies and activities for implementation. The campus plan guides all instruction and programs which the teachers, students, parents, administrators, and staff are involved in and implement.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Billye Tam	Teacher Academic Leader	Kindergarten	1
Courtney Dusek	Teacher Academic Leader	First Grade	1
Farrah Moser	Teacher	Intervention	1
Janalee Martin	Instructional Technology Specialist	Support Services	.33
Julie Bennett	Teacher	Kindergarten	1
Kelli Nicklas	Teacher	Intervention	1
Leslee Barham	Teacher	PreK	1
Mary Arredondo	Paraprofessional	Bilingual	1
Sabrenia Potts	Teacher	Intervention	1
Vicki Gregory	Instructional Coach	Support Services	1



## Campus Site-Based School Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Natalie Griffin	Executive Director of Federal Programs
Classroom Teacher	Cassandra Jackson	Teacher
Classroom Teacher	Kathy Rogers	Teacher
Classroom Teacher	Angie Bryan	Teacher
Classroom Teacher	Courtney Dusek	Teacher
Classroom Teacher	Shannon Worley	Music Teacher
Classroom Teacher	Courtney Latham	PPCD Teacher
Non-classroom Professional	Kelli Nicklas	Reading Specialist
Community Representative	Richard Choate	Community Representative- Knights of Pythias
Business Representative	Misty Steiner	Business Rep- FWMT
Business Representative	Amy O'Bannon	Business Rep - Realtor
Parent	Rachel Schultz	Parent Rep
Parent	Christy Delk	Parent Rep
Community Representative	Tito Thomas	Community Rep