

Conroe Independent School District
Lamar Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Conroe ISD has a viable and rigorous district curriculum tightly aligned to our state standards, the TEKS. District coordinators work with our classroom teachers to ensure the alignment of TEKS to our instructional strategies. All curriculum documents are linked into Eduphoria Forethought where teachers enter their lesson plans and click on the TEKS they will be teaching. Teachers include the objectives being taught, the activity, and the assessment to measure the objective. Teachers also include how they will tier assignments to meet individual student needs and how they will include accommodations.

We meet in Professional Learning Communities throughout the district and on our campus to discuss our progress toward our SMART goals (lowest scoring objectives). We create formative assessments that drive our instruction and lesson planning. During PLCs we also research different ways to differentiate our instruction and create action plans to meet the needs of our diverse learners.

Below is a summary of the 2023 STAAR Campus Results:

Overall Campus Rating: Not yet released.

3rd Grade Reading, Lamar- 80% Approaches English/67% Approaches Spanish, 68% Meets English/40% Meets Spanish, 35% Masters English/27% Masters Spanish

3rd Grade Math, Lamar- 77% Approaches English/93% Approaches Spanish, 51% Meets English/60% Meets Spanish, 28% Masters English/20% Masters Spanish

4th Grade Reading, Lamar- 87% Approaches English/73% Approaches Spanish, 60% Meets English/45% Meets Spanish, 32% Masters English/32% Masters Spanish

4th Grade Math, Lamar- 77% Approaches English/50% Approaches Spanish, 52% Meets English/28% Meets Spanish, 30% Masters English/17% Spanish

We recognize that there is still work to be done. A deep analysis shows the performance of our African American, Hispanic, Special Education and Economically Disadvantaged students remains lower than our all student scores.

Student Achievement Strengths

When comparing the 2022 and 2023 goals and scores, the following increases were made in the Meets category:

3rd Grade Reading Meets Goal was 65% and we scored 68%.

3rd Grade Spanish Reading Meets Goal was 35% and we scored 40%

3rd Grade Spanish Math Meets Goal was 40% and we scored 60%.

4th Grade Spanish Math Meets Goals was 20% and we scored 28%.

3rd Grade Hispanic English Reading Meets Goal was 48% and we scored 66%.

3rd Grade Hispanic Spanish Reading Meets Goal was 34% and we scored 40%.

When comparing Domain Scores from 2022 to Projected Domain Scores for 2023 the following increases were made:

Domain 1: Student Achievement 85 to 86.

Domain IIB: Relative Performance 82 to 85.

Domain 3: Closing the Gaps 73 to 88.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (60% Meets 4th Grade, 45% Meets 4th Grade Spanish, 68% Meets 3rd Grade, 40% 3rd Grade Spanish) and Math (52% Meets 4th Grade, 28% Meets 4th Grade Spanish, 51% Meets 3rd Grade, 60% Meets 3rd Grade Spanish) for the on grade level expectation. **Root Cause:** High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction.

Problem Statement 2 (Prioritized): Although students in grades K-2 are showing growth on the Early Math Assessment, there still seems to be a limited or stagnant progress. Grade level performance scores were as follows for all students on grade level expectation: Kinder- 89% First- 78% Second- 84% **Root Cause:** Early intervention in grades K-2 needs to be more intentional. Teachers need to identify areas of refinement in order to increase student performance.

Problem Statement 3 (Prioritized): 39% of all Kindergarten students are entering First Grade below their expected BAS/SEL reading level. **Root Cause:** High yield Tier 1 best practices in reading, that have been proven to increase student achievement, have not been implemented during small group guided reading time.

Problem Statement 4 (Prioritized): Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 14%, Reading- 20% Fourth Grade Meets Category: Special Education- Math 7%, Reading-7% **Root Cause:** Teachers need to ensure that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and differentiated to meet the needs of the students.

Problem Statement 5 (Prioritized): Sub-populations are not meeting the expected growth and are behind on achievement. Meets Category: White: 4th Grade Reading- 77%, Math 55%, 3rd Grade Reading- 74%, Math 55% Eco Disc: 4th Grade Reading- 52%, Math 46% , 3rd Grade Reading- 56%, Math 38% Hispanic: 4th Grade Reading- 50%, Math 47%, 3rd Grade Reading- 66%, Math 38% **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 6: 37% of all First Grade students are entering Second Grade below their expected BAS/SEL reading level. **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented during small group guided reading time.

Problem Statement 7: Data from 2022 to 2023 Math STAAR lowered in 3rd Grade in the Masters Category. 2022: Approaches- 3rd Grade- 70% Meets- 3rd Grade- 46% Masters- 3rd Grade- 31% 2023: Approaches- 3rd Grade- 77% Meets- 3rd Grade- 51% Masters- 3rd Grade- 28% **Root Cause:** High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction.

Problem Statement 8: Data from 2022 to 2023 Math STAAR lowered in 4th Grade in the Approaches and Masters Category. 2022: Approaches- 4th Grade- 79% Meets- 4th Grade- 46% Masters- 4th Grade- 31% 2023: Approaches- 4th Grade- 77% Meets- 4th Grade- 52% Masters- 4th Grade- 30% **Root Cause:** High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction.

Culture and Climate

Culture and Climate Summary

In Conroe ISD, recognizing and appreciating cultural differences is a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Conroe ISD encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

Conroe ISD is committed to the social, emotional, behavioral, and academic success of all students. In Conroe ISD, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Conroe ISD follows the measures to mitigate the spread of COVID-19. Conroe ISD is proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Lamar Elementary:

Our school invests in building meaningful relationships to create a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high which creates an environment of respect. This culture exists between our staff, parents, and community members as well.

Disciplinary records are reviewed periodically throughout the year to identify areas of improvement. Lamar has few disciplinary referrals indicating that resolution interventions and programs are successful. These include the implementation of PBIS strategies, setting clear expectations through CHAMPS and school-wide common language, and The Positivity Project. We believe the implementation and emphasis on structures, character traits, and high expectations are accepted by students. These areas will continue to be evaluated for their effectiveness.

As a focus on health and wellness and effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in health education, etc. The campus implements recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction, and time for physical activity. We also promote an atmosphere where we encourage students to effectively express themselves by discussing problems and solutions, and by asking for help.

Lamar has established and is committed to a shared vision and mission that encourages collaboration, professionalism, and collegiality. Staff are respected as instructional leaders and have an active voice in campus decision-making. All decisions made are a direct result of our campus vision and mission. Teachers encourage a growth mindset, a love for life-long learning, and goal setting to ensure students strive to meet their endless potential. The campus environment established is inclusive and meets the needs of all student groups such as special education, bilingual, ESL, GT, dyslexia, and homeless students.

Overall, expectations at Lamar are set high for staff and students. We encourage each other to continuously grow, to learn from each others strengths, and hold each other accountable. Meaningful, innovative learning experiences and active engagement are a part of our every day instruction. Stakeholders take pride in maintaining a clean, safe, and well-organized facility.

Culture and Climate Strengths

Conroe ISD utilizes all available resources, including colleges, universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

Conroe ISD strives to ensure a safe and orderly environment conducive to learning for all students and staff.

In Conroe ISD, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

Conroe ISD continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

In Conroe ISD, we engage students, families, and our community as authentic partners in social and emotional development.

Conroe ISD provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Lamar Elementary:

Lamar welcomes feedback from staff, parents, and students. A culture of problem solving is fostered, and staff members are encouraged to give input to assist in developing action plans in response to their observations regarding opportunities for improvement.

Staff and community take pride in Lamar and value the importance of maintaining a safe environment in which authentic learning can occur.

Conroe ISD and Lamar Elementary are committed to implementing the Safe & Civil School Model (including CHAMPS, Foundations, and PBIS) as resources to help improve student behavior and school climate. The emphasis is on creating a proactive and positive environment. This model includes collecting data before embarking on interventions, implementing simple corrections before moving to progressively more intensive ones. Our focus at Lamar is to address school-wide procedures, policies, and interventions to help students be responsible and respectful.

Lamar Focus Areas:

Foundations- The Lamar HOPE (Helping Organize a Positive Environment) Committee creates and implements school-wide procedures through a continuous improvement process. This committee participates in surveying, collecting data, observing, and maintaining action plans to increase and maintain a positive campus climate.

Cultural Celebrations- Lamar celebrates all cultures throughout the school year. Some of these celebrations include activities throughout Hispanic Heritage Month, Dual Language Family Nights, Black History Month, Art Around the World, and more.

Morning Meeting- This intentional learning time provides consistency throughout the building, provides common language, and promotes student ownership.

PRIDE Lunch- Perseverance, Respect, Integrity, Determination, Empathy Lunch celebrates students each month who demonstrate positive character traits.

Bell Ringer- Students earn a Principal Proud award when reaching student goals. Students ring the bell in the front of the school and are celebrated. This establishes a culture of setting and reaching goals.

Safety- Staff and students will participate in ongoing drills and safety training.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Problem Statement 2 (Prioritized): Safety practices, as learned in Safe Schools, need to be ongoing and brought to the forefront throughout the school year with staff, students, and parents. **Root Cause:** Intentional safety meetings, drills, trainings, and simulations need to be scheduled and implemented on an ongoing basis.

Problem Statement 3: As found in the Organizational Health Inventory, problem solving adequacy is our number one improvement priority. **Root Cause:** Systems need to be established to solve problems, stay solved, and the problem solving process strengthened as a result of problems.

Problem Statement 4: Students have limited opportunities to get involved in the school community and to have their needs met. **Root Cause:** Lamar has seen an increase in economically disadvantaged students than in the years past. We currently have 51.1% economically disadvantaged students.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Lamar Elementary School is committed to strengthening the partnership between school and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child's school work coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Our school thrives due to partnerships created with families and the community. Lamar Elementary will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within the campus.

Parent and Community Engagement Strengths

Lamar Elementary enjoys an involved family and community environment. When events occur, our campus has high attendance. It is common for us not have enough parking which is a wonderful problem to have. Lamar Elementary School success is largely due to the support, participation and cooperation of our families and communities. Consistent communication with families in English and Spanish is provided through communication structures such as: The Limelight, weekly grade level newsletters, school website, social media, and School Messenger.

Parent and Community Engagement:

- PTO
- Math and Reading Family Nights
- Parent Informational Nights
- Meet the Teacher Event
- Parent Conferences
- Grade Level Programs
- Kindergarten Graduation
- GT Expo
- Destination Imagination
- Art Around the World
- Cultural Awareness Events
- Art Club
- Choir
- Kindness Club
- School Carnival
- Fun Run
- Read-a-thon
- Field Day
- Dual Language Family Nights
- Community Lending Library

- Walk the Pathways Event
- Bike to School Day
- Spirit Nights
- Holiday Parties
- PRIDE Lunch
- Morning Meetings
- Parent Access
- Canvas/SeeSaw
- School Messenger Communication System
- School Website
- School Facebook and Twitter Page
- Weekly Limelight
- Read for a Better Life
- Grogan's Mill Village Association Partnership
- World Kindness Day
- Veteran's Day Program
- Coat and Clothing Drive
- Santa's Dreams Toy Drive
- HEB Partnership
- Annual Carnival
- Destination YMCA
- Junior Achievement
- Assistance League of Montgomery County Partnership
- Meal Distribution

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Not all students and families feel valued. **Root Cause:** Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

Problem Statement 2: New families who speak languages other than English find it difficult to make connections at school. **Root Cause:** Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is in the process of establishing ways to make all families feel valued and easily connected to school.

Problem Statement 3: Not all families at Lamar are able to access technology. **Root Cause:** Families do not have access to technology and/or do not understand how to work a device or various applications.

Priority Problem Statements

Problem Statement 1: Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (60% Meets 4th Grade, 45% Meets 4th Grade Spanish, 68% Meets 3rd Grade, 40% 3rd Grade Spanish) and Math (52% Meets 4th Grade, 28% Meets 4th Grade Spanish, 51% Meets 3rd Grade, 60% Meets 3rd Grade Spanish) for the on grade level expectation.

Root Cause 1: High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow.

Root Cause 2: The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: Not all students and families feel valued.

Root Cause 3: Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: 39% of all Kindergarten students are entering First Grade below their expected BAS/SEL reading level.

Root Cause 4: High yield Tier 1 best practices in reading, that have been proven to increase student achievement, have not been implemented during small group guided reading time.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Although students in grades K-2 are showing growth on the Early Math Assessment, there still seems to be a limited or stagnant progress. Grade level performance scores were as follows for all students on grade level expectation: Kinder- 89% First- 78% Second- 84%

Root Cause 5: Early intervention in grades K-2 needs to be more intentional. Teachers need to identify areas of refinement in order to increase student performance.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Safety practices, as learned in Safe Schools, need to be ongoing and brought to the forefront throughout the school year with staff, students, and parents.

Root Cause 6: Intentional safety meetings, drills, trainings, and simulations need to be scheduled and implemented on an ongoing basis.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 14%, Reading- 20% Fourth Grade Meets Category: Special Education- Math 7%, Reading-7%

Root Cause 7: Teachers need to ensure that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and differentiated to meet the needs of the students.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Sub-populations are not meeting the expected growth and are behind on achievement. Meets Category: White: 4th Grade Reading- 77%, Math 55%, 3rd Grade Reading- 74%, Math 55% Eco Disc: 4th Grade Reading- 52%, Math 46% , 3rd Grade Reading- 56%, Math 38% Hispanic: 4th Grade Reading- 50%, Math 47%, 3rd Grade Reading- 66%, Math 38%

Root Cause 8: High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 8 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of all students that score at the meets grade level or above on STAAR Reading.

3rd Grade 68% to 72%

3rd Grade Spanish 40% to 45%

4th Grade 60% to 65%

4th Grade Spanish 45 to 50%

HB3 Goal


Evaluation Data Sources: Common Formative Assessments






Summative Formative Assessments (Campus)

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of researched based best practices through The Science of Teaching Reading, while specifically applying Benchmark Phonics to support the strands of the simple view of reading aligned with CISD Reads.</p> <p>Strategy's Expected Result/Impact: Vertical Alignment</p> <ul style="list-style-type: none"> Cohesiveness in best practices Effective implementation of Literacy Communities Effective implementation of Reader's Workshop Effective utilization of student data to drive instruction Effective implementation of guided reading Effective implementation of strategy groups Effective implementation of reading conferences Effective phonics and phonemic awareness strategies and practices Strategic use of the mini lesson Strategic use of the read aloud Effective, collaborative planning Teacher centered implementation of Marzano's 43 Elements Purposeful attending and implementation of phonics professional learning <p>As monitored through classroom visits, learning walks, observations, look for criteria, planning sessions, PLC meetings, committee meetings, coaching cycles, labsites, professional development, etc.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Interventionist, District Instructional Coach, Literacy Liaisons, Student Success Manager</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Books/Supplies/Materials - Title I - \$20,000, ELA Coach - State Comp Ed - \$77,531, BIL Instructional Aide - Title III - \$28,000, Extra Duty Pay for Planning/Assessment - Title III - \$4,000, Student Success Manager - Title I - \$81,963</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of Jennifer Serravallo strategies for knowing individual readers, strategically analyzing data, and implementing effective practices during Reader's Workshop.</p> <p>Strategy's Expected Result/Impact: Knowing individual reader needs Implementing the best strategy/resource for individual readers Planning for individual needs of readers Effective implementation of guided reading Effective implementation of strategy groups Effective implementation of reading conferences Effective implementation of independent reading time Strategic use of data Effective use of running records Knowledge of when to move readers to the next level</p> <p>As monitored through classroom visits, learning walks, observations, look for criteria, planning sessions, PLC meetings, committee meetings, coaching cycles, labsites, professional development, etc.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators, District Instructional Coach, interventionist, Literacy Liaisons, and Student Success Manager</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3 Funding Sources: Books/Resources/Materials - Title I - \$10,000, Books - Title III - \$500, General Supplies - Title III - \$750, Instructional Aide - Title I - \$32,412, Instructional Aide - Title I - \$32,412</p>	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (60% Meets 4th Grade, 45% Meets 4th Grade Spanish, 68% Meets 3rd Grade, 40% 3rd Grade Spanish) and Math (52% Meets 4thGrade, 28% Meets 4th Grade Spanish, 51% Meets 3rd Grade, 60% Meets 3rd Grade Spanish) for the on grade level expectation. Root Cause: High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction.</p> <p>Problem Statement 3: 39% of all Kindergarten students are entering First Grade below their expected BAS/SEL reading level. Root Cause: High yield Tier 1 best practices in reading, that have been proven to increase student achievement, have not been implemented during small group guided reading time.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of all students that score meets grade level or above on STAAR Math.

3rd Grade 51% to 56%

3rd Grade Spanish 60% to 65%

4th Grade 52% to 57%

4th Grade Spanish 28% to 33%

HB3 Goal

Evaluation Data Sources: Common Summative Assessments

Common Formative Assessments







STAAR Interim Assessments

Early Math Assessments

Exit Tickets

Progress Monitoring

STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: CISD Solves implemented with fidelity campus-wide. Strategy's Expected Result/Impact: Student-led daily math review implementation that is data driven, strategic fact fluency instruction implemented daily Mental math implementation, guided math implementation with tiered instruction Effective/data driven math stations School-wide implementation of poster method with student centered discussion Strategic professional development Effective and collaborative planning and implementation between Special Education case managers and general education teachers Teacher centered implementation of Marzano's 43 Elements Strategic vertical alignment meetings, intentional intervention Dreambox implementation Staff Responsible for Monitoring: Instructional Coach, Administrators, Student Success Manager, Teachers, Student Support Coach, Campus Math Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 Funding Sources: Manipulatives/Materials/Supplies - Title I - \$10,000, Math/BIL Coach - State Comp Ed - \$79,507	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math- Dreambox Implementation for individually tiered instruction Strategy's Expected Result/Impact: All students will complete 5 to 7 lessons weekly. Students will complete their individual Launchpad. Teachers will track their data reports on their Dreambox dashboard and will assign student specific assignments when necessary. Staff Responsible for Monitoring: Teachers, Instructional Coach, Student Success Manager, Administrators, Campus Math Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 4, 5	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (60% Meets 4th Grade, 45% Meets 4th Grade Spanish, 68% Meets 3rd Grade, 40% 3rd Grade Spanish) and Math (52% Meets 4thGrade, 28% Meets 4th Grade Spanish, 51% Meets 3rd Grade, 60% Meets 3rd Grade Spanish) for the on grade level expectation. Root Cause: High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction.</p> <p>Problem Statement 2: Although students in grades K-2 are showing growth on the Early Math Assessment, there still seems to be a limited or stagnant progress. Grade level performance scores were as follows for all students on grade level expectation: Kinder- 89% First- 78% Second- 84% Root Cause: Early intervention in grades K-2 needs to be more intentional. Teachers need to identify areas of refinement in order to increase student performance.</p> <p>Problem Statement 4: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 14%, Reading- 20% Fourth Grade Meets Category: Special Education- Math 7%, Reading-7% Root Cause: Teachers need to ensure that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and differentiated to meet the needs of the students.</p> <p>Problem Statement 5: Sub-populations are not meeting the expected growth and are behind on achievement. Meets Category: White: 4th Grade Reading- 77%, Math 55%, 3rd Grade Reading- 74%, Math 55% Eco Disc: 4th Grade Reading- 52%, Math 46% , 3rd Grade Reading- 56%, Math 38% Hispanic: 4th Grade Reading- 50%, Math 47%, 3rd Grade Reading- 66%, Math 38% Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percent of special education students that score meets grade level or above on STAAR Math.

3rd Grade 14% to 19%

4th Grade 7% to 12%

HB3 Goal

Evaluation Data Sources: Common Summative Assessments

Common Formative Assessments






STAAR Interim Assessments

Early Math Assessments

Exit Tickets

Progress Monitoring

STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: CISD Solves implemented with fidelity campus-wide. Strategy's Expected Result/Impact: Student-led daily math review implementation that is data driven, strategic fact fluency instruction implemented daily Mental math implementation, guided math implementation with tiered instruction Effective/data driven math stations School-wide implementation of poster method with student centered discussion Strategic professional development Effective and collaborative planning and implementation between Special Education case managers and general education teachers Teacher centered implementation of Marzano's 43 Elements Strategic vertical alignment meetings, intentional intervention Dreambox implementation As monitored through classroom visits, learning walks, observations, look for criteria, planning sessions, PLC meetings, committee meetings, coaching cycles, labsites, professional development, etc. Staff Responsible for Monitoring: Instructional Coach, Student Success Manager, Interventionist, Teachers, Student Support Coach, Campus Math Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 14%, Reading- 20% Fourth Grade Meets Category: Special Education- Math 7%, Reading-7% Root Cause: Teachers need to ensure that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and differentiated to meet the needs of the students.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percent of special education students that score meets grade level or above on STAAR Reading.

3rd Grade 20% to 25%

4th Grade 7% to 14%

HB3 Goal






Evaluation Data Sources: Common Formative Assessments

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

mCLASS Data Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The implementation of Reading Academy and Reading Cohort 2.0 with fidelity campus-wide. Strategy's Expected Result/Impact: Vertical Alignment Cohesiveness in best practices Effective implementation of Literacy Communities Effective implementation of Reader's Workshop Effective utilization of student data to drive instruction Effective implementation of guided reading Effective implementation of strategy groups Effective implementation of reading conferences Effective phonics and phonemic awareness strategies and practices Strategic use of the mini lesson Strategic use of the read aloud Effective and collaborative planning and implementation between case managers and general education teachers As monitored through classroom visits, learning walks, observations, look for criteria, planning sessions, PLC meetings, committee meetings, coaching cycles, labsites, professional development, etc. Staff Responsible for Monitoring: Administrators, Instructional Coach, Interventionist, District Instructional Coach, Literacy Liaisons, Student Support Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 14%, Reading- 20% Fourth Grade Meets Category: Special Education- Math 7%, Reading-7% Root Cause: Teachers need to ensure that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and differentiated to meet the needs of the students.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percent of Hispanic students that score meets grade level or above on STAAR Reading.

3rd Grade 66% to 70%

3rd Grade Spanish 40% to 45%

4th Grade 50% to 55%

4th Grade Spanish 45% 50%

HB3 Goal






Evaluation Data Sources: Common Formative Assessments

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

mCLASS Data Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The implementation of Reading Academy and Reading Cohort 2.0 with fidelity campus-wide. Strategy's Expected Result/Impact: Vertical Alignment Cohesiveness in best practices Effective implementation of Literacy Communities Effective implementation of Reader's Workshop Effective utilization of student data to drive instruction Effective implementation of guided reading Effective implementation of strategy groups Effective implementation of reading conferences Effective phonics and phonemic awareness strategies and practices Strategic use of the mini lesson Strategic use of the read aloud Effective and collaborative planning and implementation between case managers and general education teachers As monitored through classroom visits, learning walks, observations, look for criteria, planning sessions, PLC meetings, committee meetings, coaching cycles, labsites, professional development, e Staff Responsible for Monitoring: Administrators, Instructional Coach, Interventionist, District Instructional Coach, Literacy Liaisons, Student Support Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 5: Sub-populations are not meeting the expected growth and are behind on achievement. Meets Category: White: 4th Grade Reading- 77%, Math 55%, 3rd Grade Reading- 74%, Math 55% Eco Disc: 4th Grade Reading- 52%, Math 46% , 3rd Grade Reading- 56%, Math 38% Hispanic: 4th Grade Reading- 50%, Math 47%, 3rd Grade Reading- 66%, Math 38% Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Monitor/manage budget

Strategy 1 Details	Formative Reviews		
Strategy 1: Lamar Elementary will maintain a budget that enhances the learning of all students. The budget will correlate to the campus improvement plan. Strategy's Expected Result/Impact: Purchased items will directly correlate to intentional goals and strategies used to increase student achievement as reflected in our campus budget. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Campus Secretary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5 - Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (60% Meets 4th Grade, 45% Meets 4th Grade Spanish, 68% Meets 3rd Grade, 40% 3rd Grade Spanish) and Math (52% Meets 4thGrade, 28% Meets 4th Grade Spanish, 51% Meets 3rd Grade, 60% Meets 3rd Grade Spanish) for the on grade level expectation. Root Cause: High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction. Problem Statement 5: Sub-populations are not meeting the expected growth and are behind on achievement. Meets Category: White: 4th Grade Reading- 77%, Math 55%, 3rd Grade Reading- 74%, Math 55% Eco Disc: 4th Grade Reading- 52%, Math 46% , 3rd Grade Reading- 56%, Math 38% Hispanic: 4th Grade Reading- 50%, Math 47%, 3rd Grade Reading- 66%, Math 38% Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

Culture and Climate


Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.


Goal 2: School Leadership and Fiscal Responsibility





CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Lamar Elementary will invest and grow teacher leaders throughout the campus.

Evaluation Data Sources: surveys and feedback
PLC goal attainment

Strategy 1 Details	Formative Reviews		
Strategy 1: To grow teacher leaders and their leadership capacity through the use of tools founded in Culture Code, Lead From Where You Are, Get Better Faster, and the CISD Leadership Model. Strategy's Expected Result/Impact: For teacher leaders to be effective, efficient, and resourceful. Monitor for strategy use in PLC, team planning meetings, problem-solving situations, etc. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Student Success Manager, Counselor Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase leadership opportunities for all staff to grow professionally. Strategy's Expected Result/Impact: Build teacher capacity Provide opportunities for all staff to be teacher leaders Monitor committee members and effectiveness Establish rotation schedule for team leader positions Utilize Instructional Rounds Committee to identify instructional strengths Survey staff on areas of strengths to share and areas to grow Seek staff input for collective and individual talents/skills Implementation of M&M Group (Mentors & Mentees) Implementation of a campus Math Committee Utilize staff strengths for input at campus MTSS Meetings Monitor effectiveness through staff feedback, meeting agendas, development of role identification and expectations, etc. Staff Responsible for Monitoring: Administrators, Instructional Coaches Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:






Culture and Climate
Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. Root Cause: The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.
Problem Statement 2: Safety practices, as learned in Safe Schools, need to be ongoing and brought to the forefront throughout the school year with staff, students, and parents. Root Cause: Intentional safety meetings, drills, trainings, and simulations need to be scheduled and implemented on an ongoing basis.
Parent and Community Engagement
Problem Statement 1: Not all students and families feel valued. Root Cause: Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: To recruit and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: surveys from staff and student teachers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lamar will recruit and maintain highly qualified staff through investing in student teachers, through aligning recruitment questions to the campus vision and mission, and through supporting new staff throughout the year.</p> <p>Strategy's Expected Result/Impact: Interview committee will review hiring practices and update questions to effectively align with the campus vision and mission.</p> <p>Provide opportunities for student teachers to learn at Lamar.</p> <p>Schedule specific check-ins throughout the year for mentors and mentees.</p> <p>Obtain staff who are highly effective and provide them with support.</p> <p>Continue partnership with SHSU.</p> <p>Schedule new teacher/staff one on one meetings throughout the year.</p> <p>Provide support and staff development ongoing throughout the year.</p> <p>Make decisions based around our campus vision and mission.</p> <p>Monitor progress through student teacher and staff feedback, T-TESS observations, informal observations, etc.</p> <p>Staff Responsible for Monitoring: Interview Committee, Jobs Fair Committee, Administrators, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Culture and Climate






Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: surveys, academic scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Lamar Elementary will provide opportunities for parents and community members to be involved. Strategy's Expected Result/Impact: Family Reading Night Family Dual Language Nights Family Math Night PTO Parent Information Night Meet the Teacher Cultural Events/Celebrations School Carnival Read for a Better Life Read-a-thon Destination Imagination GT Expo GT Parent Information Night Watch D.O.G.S. Kick-Off Event Spirit Nights Art Around the World School Fine Arts Programs Field Day Walk to School Day Staff Responsible for Monitoring: Administrators, Academic Committees, Dual Language Teachers, Instructional Coach, Counselor Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: Supplies for Goal Attainment - State Comp Ed - \$3,626, Family Engagement/Supplies - Title I - \$3,573	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. Root Cause: The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Parent and Community Engagement






Problem Statement 1: Not all students and families feel valued. **Root Cause:** Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Student and staff surveys/feedback
HOPE Committee observation data
Safety Audits

Strategy 1 Details		Formative Reviews		
Strategy 1: Lamar Elementary will implement school-wide procedures, expectations, and training to address the safety and health of all individuals. Strategy's Expected Result/Impact: Implementation of Guidelines for Success, cafeteria expectations, hallway expectations, arrival and dismissal expectations, restroom expectations and recess expectations. Implementation of school-wide one liners. Implementation of student ambassadors to equip new students for success. Effective implementation of PBIS strategies and CHAMPS throughout our campus. Implementation of Leopard Den to reinforce positive behavior, character, and goal attainment. Effective implementation of Morning Meetings. Implementation of whole group and small group guidance lessons. Implementation of student and staff safety drills, round table discussions, and trainings. 100% of staff trained on Safe Schools. Campus Code Blue and Stop the Bleed teams CPR and Stop the Bleed trained. Campus Trained on Overdose Kit and Rave Panic App. Ongoing training for campus threat assessment team. Handle with Care campus representative checking on students. Implementation of Watch D.O.G.S program. Implementation of Kindness Club. Monitor through student and staff feedback, meeting agendas, observations, etc. Staff Responsible for Monitoring: Foundations: HOPE Committee Administrators Counselor Instructional Coaches Student Success Manager Student Support Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2		Formative		
		Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Culture and Climate


Problem Statement 2: Safety practices, as learned in Safe Schools, need to be ongoing and brought to the forefront throughout the school year with staff, students, and parents.
Root Cause: Intentional safety meetings, drills, trainings, and simulations need to be scheduled and implemented on an ongoing basis.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: To ensure that all stakeholders receive effective internal and external communication and are given opportunities to play a vital role in the effectiveness of our campus.

Evaluation Data Sources: surveys and feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement active outreach to families of every student providing two-way communication at least annually through surveys, participation in school decision making committees, and parent forums. Begin a joint school/parent diversity committee that works to build the inclusiveness of our community and connection to our campus.</p> <p>Strategy's Expected Result/Impact: Community suggestion box on our campus website to receive feedback. Send out a parent survey in the Lamar Limelight in the spring to reflect on the school year and use the results to make changes for the following school year. Meeting agendas and survey results with action plans. Parent and community input on decision making to better our campus. Diversity Committee implementation with a clear purpose and goals for the year. Meetings agendas and completion of tasks associated. PTO meetings at rotating times to gather more involvement. PTO bilingual parent liaison utilized. PTO by-laws and organization roles updated. All meetings, including PTO, translated.</p> <p>Monitor through communication evidence found on social media, campus website, flyers, meeting agendas, etc.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Instructional Coaches, Team Leaders</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Culture and Climate

Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Parent and Community Engagement


Problem Statement 1: Not all students and families feel valued. **Root Cause:** Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: To have meaningful, collaborative planning sessions that are effective, purposeful, and student driven.

Evaluation Data Sources: staff surveys and feedback
lesson plans
implementation of instruction
goal attainment/progress

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify and track targeted goals throughout the year including SLO's, Math and Reading SMART Goals, PLC Goals, Professional Goals, and student goals.</p> <p>Strategy's Expected Result/Impact: Meaningful, collaborative lesson planning sessions that are student/data driven.</p> <p>Identification of Essential TEKS. Targeted goal setting with set check in dates. Vertical alignment and data tracking. Identification of exemplars. Planned tiered instruction and questioning. Student growth in reading and math. Grade level teams establishing systems that are efficient and cohesive. Implementation of instructional rounds. Effective implementation of problem solving teams. Utilization of CISD identified best resources. Professional goals will be directly tied to Marzano's 43 Elements and CISD Instructional Model.</p> <p>Monitor through meeting agendas, student data reviews, lesson plans, goal tracking systems, classroom observations, etc.</p> <p>Staff Responsible for Monitoring: Literacy Liaisons, Campus Math Committee, Team Leaders, Administrators, Counselor, Instructional Coaches, District Coach, Student Support Coach, Student Success Manager</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 4, 5 - Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Student Achievement**

Problem Statement 1: Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (60% Meets 4th Grade, 45% Meets 4th Grade Spanish, 68% Meets 3rd Grade, 40% 3rd Grade Spanish) and Math (52% Meets 4th Grade, 28% Meets 4th Grade Spanish, 51% Meets 3rd Grade, 60% Meets 3rd Grade Spanish) for the on grade level expectation. **Root Cause:** High yield academic strategies that have been proven to increase student achievement and close learning gaps have not been implemented across across grade levels and content areas with fidelity during small group instruction.

Problem Statement 4: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 14%, Reading- 20% Fourth Grade Meets Category: Special Education- Math 7%, Reading-7% **Root Cause:** Teachers need to ensure that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and differentiated to meet the needs of the students.

Problem Statement 5: Sub-populations are not meeting the expected growth and are behind on achievement. Meets Category: White: 4th Grade Reading- 77%, Math 55%, 3rd Grade Reading- 74%, Math 55% Eco Disc: 4th Grade Reading- 52%, Math 46% , 3rd Grade Reading- 56%, Math 38% Hispanic: 4th Grade Reading- 50%, Math 47%, 3rd Grade Reading- 66%, Math 38% **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

Culture and Climate

Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Parent and Community Engagement






Problem Statement 1: Not all students and families feel valued. **Root Cause:** Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: observations, walkthroughs, academic scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Lamar Elementary will provide online learning support to teachers, parents, and students. Staff and students will be provided the technology they need in order to be successful. Strategy's Expected Result/Impact: Lamar Elementary will continue to effectively use Seesaw, Dreambox, Google Education Apps, CANVAS, Book Creator, Destiny and Imagine Learning. Lamar Elementary will purchase more updated student devices. Monitor through online data reports and student growth reports. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Technology Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: Computers - Title III - \$1,000, Computers - Title I - \$11,845	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 34.1 limited English proficient students, 47.8 Hispanic, 29.2 White, 9.8 Black, 8.2 Asian, 4.1 Multiple, 0.5 American Indian, 0.4 Pacific Islander. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** The need to intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

Parent and Community Engagement

Problem Statement 1: Not all students and families feel valued. **Root Cause:** Lamar Elementary campus dynamics are continuously changing. For example, this is only our second year to have the feeder zone bilingual Pre-Kindergarten program. Also, this year, we added four new bilingual one-way classrooms. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

State Compensatory

Budget for Lamar Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Lamar Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Lancaster	ELA Instructional Coach	1
Sarai Bolanos	Math/BIL Instructional Coach	1
Ximena Vargas	BIL Paraprofessional	1

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Stakeholders reviewed and analyzed various data reports including longitudinal data and data trend reports. Data included academic, behavioral, technology usage, surveys, and more. Stakeholders identified trends and areas of strength and weakness. Instructional practices and resources were reviewed as well.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, campus instructional coaches, the campus principal, administrators, paraprofessionals, and community stakeholders. The CIP included best practices to continue growth in, a list of resources and materials needed, and a plan of action for implementation and professional learning.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy. This is also shared on the campus newsletter.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet state standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- Differentiated In Class Small Group Instruction
- Tiered Guided Math
- Pull Out Support
- Push In Support
- Accelerated Instruction

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum. Transition times are cut down to a minimum and learning time maximized.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Differentiated Small Group Instruction
- Tiered Guided Math
- In Class Support
- Accelerated Instruction

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. The Family Engagement Policy and School Family Student Compact were sent home in a triplicate format. Copies were maintained once families read and acknowledged. These forms are also located on our campus newsletter.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. All communication is available in both English and Spanish. The campus newsletter is also available to be translated in any preferred language. Parents have access to campus translators when needed. Parents are also offered multiple family engagement opportunities throughout the year such as Academic Nights, Cultural Awareness Nights, Parent Education Meetings and Events, School Carnival, Field Day, and more.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Lucario	Paraprofessional	Title I	1.00
Haley Sonnier	Student Success Manager	Title I	1.00
Prathyusha Bandi	Paraprofessional	Title I	1.00

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Success Manager		\$81,963.00
1	1	1	Books/Supplies/Materials		\$20,000.00
1	1	2	Instructional Aide		\$32,412.00
1	1	2	Books/Resources/Materials		\$10,000.00
1	1	2	Instructional Aide		\$32,412.00
1	2	1	Manipulatives/Materials/Supplies		\$10,000.00
4	1	1	Family Engagement/Supplies		\$3,573.00
5	2	1	Computers		\$11,845.00
Sub-Total					\$202,205.00
Budgeted Fund Source Amount					\$202,205.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay for Planning/Assessment		\$4,000.00
1	1	1	BIL Instructional Aide		\$28,000.00
1	1	2	Books		\$500.00
1	1	2	General Supplies		\$750.00
5	2	1	Computers		\$1,000.00
Sub-Total					\$34,250.00
Budgeted Fund Source Amount					\$34,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Coach		\$77,531.00
1	2	1	Math/BIL Coach		\$79,507.00
4	1	1	Supplies for Goal Attainment		\$3,626.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$160,664.00
Budgeted Fund Source Amount					\$160,664.00
+/- Difference					\$0.00
Grand Total Budgeted					\$397,119.00
Grand Total Spent					\$397,119.00
+/- Difference					\$0.00