

# Conroe Independent School District

## Lamar Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

Revised/Approved: August 6, 2021

## 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 PLC's 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 2021 STAAR Campus Results:

3rd Grade Reading, Lamar- 82% Approaches, 60% Meets, 41% Masters

3rd Grade Math, Lamar- 83% Approaches, 47% Meets, 31% Masters

4th Grade Reading, Lamar- 71% Approaches, 48% Meets, 28% Masters

4th Grade Math, Lamar- 73% Approaches, 51% Meets, 34% Masters

4th Grade Writing, Lamar- 64% Approaches, 32% Meets, 11% Masters

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 2019 and 2021 scores, the following increases were made:

Campus- 3rd Grade Math and Reading Approaches, 3rd Grade Reading Meets, 3rd Grade Math and Reading Masters, 4th Grade Writing Masters, Combined Math Masters, Combined Economically Disadvantaged Reading Meets, Combined Economically Disadvantaged Reading Masters

African American- 3rd Grade Reading Meets, 3rd Grade Reading Masters

Hispanic- 3rd Grade Math Approaches, 4th Grade Reading Masters

Economically Disadvantaged- 3rd Grade Math Approaches, 3rd Grade Math Masters

Special Education- 3rd Grade Math Approaches, 3rd Grade Reading Approaches, 3rd Grade Reading Masters, 4th Grade Math Approaches, 4th Grade Math Masters, Combined Math Approaches, Combined Math Masters, Combined Reading Approaches

With regard to student progress, Lamar Elementary is higher than the district average for all student progress in the areas of:

3rd Grade Math Approaches (Lamar 83%/District 79.7%)

3rd Grade Math Masters (Lamar 31%/District 30.7%)

3rd Grade Reading Approaches (Lamar 82%/District 80.5%)

3rd Grade Reading Meets (Lamar 60%/District 54.1%)

3rd Grade Reading Masters (Lamar 41%/District 32%)

4th Grade Reading Meets (Lamar 54%/District 52%)

4th Grade Reading Masters (Lamar 35%/District 29.5%)

4th Grade Writing Spanish Approaches (Lamar 50%/District 39%)

4th Grade Writing Spanish Meets (Lamar 21%/District 19.6%)

4th Grade Writing Spanish Masters (Lamar 14.2%/District 6.3%)

However, we are lower than the district average in all other student progress areas.

### **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 (54% Meets) and Math (49% Meets). **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 2 (Prioritized):** Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special

Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.

**Problem Statement 3 (Prioritized):** There is limited growth in Writing. Students performance scores were 32% Meets. **Root Cause:** Consistency of Tier I best practices have not been implemented with fidelity. Writer's workshop with targeted mini lessons and student specific conferring needs to occur daily.

**Problem Statement 4 (Prioritized):** 40% of Kindergarten students are entering First Grade below their expected BAS reading level. **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 5 (Prioritized):** First Grade math has over 25% of students not performing satisfactory in grade level standards. District Curriculum Checkpoint: All Students: 71.2% Satisfactory **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 6:** Fourth Grade Reading and Math STAAR data significantly dropped from the 2019 to the 2021 assessment. 2021: Approaches- Math 72.73%, Reading 70.91% Meets- Math 50.91%, Reading, 48.18% Masters- Math 33.64%, 28.18% 2019 Approaches- Math 80%, Reading 80% Meets- Math 59%, Reading 56% Masters- Math 37 %, Reading 33% **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 7:** Fourth Grade Writing STAAR data significantly dropped from the 2019 to the 2021 assessment. 2021: Approaches- 64.49% Meets- 31.78 % Masters- 11.22% 2019: Approaches- 70.99% Meets- 43.51% Masters- 9.92% **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 8:** African American and Hispanic students performed below the all student performance scores on STAAR. Fourth Grade Meets% All Students- Math 50.9, Reading, 48.1, Writing 31.7 African American- Math 36.3, Reading 9.0, Writing 10 Hispanic-Math 36.5, Reading 36.5, Writing 23.6 Third Grade Meets% All Students- Math 46.7, Reading 59.2 African American- Math 0, Reading 40 Hispanic- Math 33.3, Reading 41 **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

# 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 on diversity, 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 as 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

In Conroe ISD, all campuses and staff will undergo Cultural and Diversity Awareness training.

In Conroe ISD, hiring campus personnel to reflect the cultural and diverse student body is a priority.

“All Means All” in Conroe ISD. Every students’ academic, social and emotional needs are a priority.

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.

In Conroe ISD, social emotional learning functions as an integral part of the total school environment.

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 is 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:

Diversity Professional Development- Staff is trained on an ongoing basis on cultural awareness and diversity.

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 Awareness- Lamar celebrates all cultures throughout the school year. Some of these celebrations include activities throughout Hispanic Heritage Month, Dual Language Family Nights, The Gift of Reading Around the World Family Drive-Thru Reading/Culture Awareness Event.

The Positivity Project- School-wide implementation of character-based education. This intentional program 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.

## **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Lamar has an ever growing diverse population. Our population consists of 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4. 3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

**Problem Statement 2 (Prioritized):** With Lamar being a newer bilingual and dual language campus, teams are lacking cohesiveness. as found on the Organizational Health Inventory. **Root Cause:** There are new staff members, new programs, new curriculum, new leadership, and new expectations. All of the new changes came during the same time period as the Pandemic.

**Problem Statement 3:** Lamar has seen an increase in economically disadvantaged students than in the years past. We currently have 45.3 economically disadvantaged students. **Root Cause:** Students may feel they have few opportunities to get involved in the school community and have their needs met.



# 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

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
- Field Day
- Dual Language Family Nights
- Community Lending Library
- Walk the Pathways Event
- Bike to School Day
- Spirit Nights
- Holiday Parties
- PRIDE Lunch
- The Positivity Project
- 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
- Drive-Thru Celebrations
- 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 is a newer bilingual and dual language campus. 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 is a newer bilingual and dual language campus. 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.

# 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 (54% Meets) and Math (49% Meets).

**Root Cause 1:** High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Lamar has an ever growing diverse population. Our population consists of 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4.3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow.

**Root Cause 2:** Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not 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:** Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78%

**Root Cause 3:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** With Lamar being a newer bilingual and dual language campus, teams are lacking cohesiveness. as found on the Organizational Health Inventory.

**Root Cause 4:** There are new staff members, new programs, new curriculum, new leadership, and new expectations. All of the new changes came during the same time period as the Pandemic.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** There is limited growth in Writing. Students performance scores were 32% Meets.

**Root Cause 5:** Consistency of Tier I best practices have not been implemented with fidelity. Writer's workshop with targeted mini lessons and student specific conferring needs to occur daily.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Not all students and families feel valued.

**Root Cause 6:** Lamar Elementary is a newer bilingual and dual language campus. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** 40% of Kindergarten students are entering First Grade below their expected BAS reading level.

**Root Cause 7:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** First Grade math has over 25% of students not performing satisfactory in grade level standards. District Curriculum Checkpoint: All Students: 71.2% Satisfactory

**Root Cause 8:** Highly yielded 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

# 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 from 54% to 59%.

### HB3 Goal

**Evaluation Data Sources:** Common Formative Assessments

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

### Strategy 1 Details

**Strategy 1:** The implementation of the 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

Strategic use of the mini lesson

Effective, collaborative planning

**Staff Responsible for Monitoring:** Administrators, Instructional Coach, Interventionist, District Instructional Coaches, Literacy Liaisons, Student Support Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 3, 4

**Funding Sources:** Accelerated Instruction/Materials - State Comp Ed - \$4,596, Jennifer Serravallo Group Campus Coaching (year 2) - ESSER - \$35,000, Books - Title I - \$14,094, Books - Title III - \$500, Instructional Coach - Title I - \$77,369, Academic Intervention (2 years) - ESSER - \$155,704, Leveled Books - ESSER - \$10,373, Instructional Materials: Bridge the Gap 3rd and 4th Grade - ESSER - \$528, Instructional Materials: Fountas & Pinnell Classroom Interactive Read Alouds Kindergarten - ESSER - \$1,210, General Supplies - Title III - \$500, General Supplies - Title I - \$5,631, Instructional Materials: A Teacher's Guide to Reading Conferences (year 2) - ESSER - \$535, Instructional Para - Title I - \$29,598, Dual Language Paraprofessional - Title III - \$25,000, Extra Duty - Title III - \$3,000

### 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 (54% Meets) and Math (49% Meets). **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 2:** Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.

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## 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 from 49% to 54%.

### HB3 Goal

**Evaluation Data Sources:** Common Formative Assessments  
STAAR Interim Assessments  
STAAR Math  
Early Math Assessments

#### Strategy 1 Details

**Strategy 1:** CISD Solves implemented with fidelity campus-wide.

**Strategy's Expected Result/Impact:** Effective 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, strategic professional development

**Staff Responsible for Monitoring:** Instructional Coach, District Math Coach, Administrators, Interventionist, Teachers, Student Support Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 5

**Funding Sources:** Instructional Software: Go Noodle (2 year subscription) - ESSER - \$200, General Supplies - Title I - \$5,500, Accelerated Instruction/Materials - State Comp Ed - \$3,000

#### Strategy 2 Details

**Strategy 2:** Math- Dreambox Implementation for individually tiered instruction

**Strategy's Expected Result/Impact:** All students will complete 5 to 7 lessons weekly. 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, District Math Coach, Interventionist, Administrators

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 5

**Funding Sources:** Instructional Software: Dreambox Online Math Program - ESSER - \$16,000

### Performance Objective 2 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 (54% Meets) and Math (49% Meets). **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

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**Problem Statement 5:** First Grade math has over 25% of students not performing satisfactory in grade level standards. District Curriculum Checkpoint: All Students: 71.2% Satisfactory **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.



## 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 from 16.67% to 21%.

### HB3 Goal

**Evaluation Data Sources:** Common Formative Assessments  
STAAR Interim Assessments  
STAAR Math  
Early Math Assessments

#### Strategy 1 Details

**Strategy 1:** CISD Solves implemented with fidelity campus-wide.

**Strategy's Expected Result/Impact:** Effective 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, strategic professional development

**Staff Responsible for Monitoring:** Instructional Coach, District Math Coach, Administrators, Interventionist, Teachers, Student Support Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 5

### Performance Objective 3 Problem Statements:

#### Student Achievement

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## 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 from 12.5% to 17.5%.

### HB3 Goal

**Evaluation Data Sources:** Common Formative Assessments

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

### Strategy 1 Details

**Strategy 1:** The implementation of the 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

Strategic use of the mini lesson

Effective, collaborative planning

**Staff Responsible for Monitoring:** Administrators, Instructional Coach, Interventionist, District Instructional Coaches, Literacy Liaisons, Student Support Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 3, 4

### Performance Objective 4 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 (54% Meets) and Math (49% Meets). **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 2:** Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.

## Student Achievement

**Problem Statement 3:** There is limited growth in Writing. Students performance scores were 32% Meets. **Root Cause:** Consistency of Tier I best practices have not been implemented with fidelity. Writer's workshop with targeted mini lessons and student specific conferring needs to occur daily.

**Problem Statement 4:** 40% of Kindergarten students are entering First Grade below their expected BAS reading level. **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

## 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 from 35% to 40%.

### HB3 Goal

**Evaluation Data Sources:** Common Formative Assessments  
BAS Data/Running Records  
STAAR Interim Assessment  
STAAR Reading

#### Strategy 1 Details

**Strategy 1:** The implementation of the 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

Strategic use of the mini lesson

Effective, collaborative planning

**Staff Responsible for Monitoring:** Administrators, Instructional Coach, Interventionist, District Instructional Coaches, Literacy Liaisons, Student Support Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 3, 4

### Performance Objective 5 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 (54% Meets) and Math (49% Meets). **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 2:** Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.

**Problem Statement 3:** There is limited growth in Writing. Students performance scores were 32% Meets. **Root Cause:** Consistency of Tier I best practices have not been implemented with fidelity. Writer's workshop with targeted mini lessons and student specific conferring needs to occur daily.

## Student Achievement

**Problem Statement 4:** 40% of Kindergarten students are entering First Grade below their expected BAS reading level. **Root Cause:** Highly yielded 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
<p><b>Strategy 1:</b> Lamar Elementary will maintain a budget that enhances the learning of all students. The budget will correlate to the campus improvement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Purchased items will directly correlate to intentional goals and strategies used to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Campus Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Culture and Climate 1 - Parent and Community Engagement 1</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (54% Meets) and Math (49% Meets). <b>Root Cause:</b> High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.</p> <p><b>Problem Statement 2:</b> Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% <b>Root Cause:</b> Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.</p> <p><b>Problem Statement 3:</b> There is limited growth in Writing. Students performance scores were 32% Meets. <b>Root Cause:</b> Consistency of Tier I best practices have not been implemented with fidelity. Writer's workshop with targeted mini lessons and student specific conferring needs to occur daily.</p>
Culture and Climate
<p><b>Problem Statement 1:</b> Lamar has an ever growing diverse population. Our population consists of 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4.3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. <b>Root Cause:</b> Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.</p>
Parent and Community Engagement
<p><b>Problem Statement 1:</b> Not all students and families feel valued. <b>Root Cause:</b> Lamar Elementary is a newer bilingual and dual language campus. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.</p>

## 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
<p><b>Strategy 1:</b> To grow team leaders and their leadership capacity through the use of tools founded in Power of a Positive Leader. This book study will be ongoing throughout school year.</p> <p><b>Strategy's Expected Result/Impact:</b> For team leaders to be effective, efficient, and resourceful.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Culture and Climate 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Increase leadership opportunities for all staff to grow professionally.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher capacity Provide opportunities for all staff to be teacher leaders</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Culture and Climate 2</p>

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (54% Meets) and Math (49% Meets). <b>Root Cause:</b> High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.</p> <p><b>Problem Statement 2:</b> Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% <b>Root Cause:</b> Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.</p>

## Culture and Climate

**Problem Statement 2:** With Lamar being a newer bilingual and dual language campus, teams are lacking cohesiveness. as found on the Organizational Health Inventory. **Root Cause:** There are new staff members, new programs, new curriculum, new leadership, and new expectations. All of the new changes came during the same time period as the Pandemic.



**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
<p><b>Strategy 1:</b> Lamar will recruit and maintain highly qualified staff through investing in student teacher, through aligning recruitment questions to the campus vision and mission, and through supporting new staff throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 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>To obtain staff who are highly effective and supported.</p> <p>Become an SHSU partner school.</p> <p>Schedule new teacher/staff one on one meetings throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Interview Committee, Jobs Fair Committee, Administrators, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Culture and Climate 1 - Parent and Community Engagement 1</p>

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Although our combined students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in Reading (54% Meets) and Math (49% Meets). <b>Root Cause:</b> High yield academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.</p> <p><b>Problem Statement 2:</b> Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% <b>Root Cause:</b> Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.</p> <p><b>Problem Statement 3:</b> There is limited growth in Writing. Students performance scores were 32% Meets. <b>Root Cause:</b> Consistency of Tier I best practices have not been implemented with fidelity. Writer's workshop with targeted mini lessons and student specific conferring needs to occur daily.</p>

### Culture and Climate

**Problem Statement 1:** Lamar has an ever growing diverse population. Our population consists of 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4. 3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not 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 is a newer bilingual and dual language campus. 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 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
<p><b>Strategy 1:</b> Lamar Elementary will provide opportunities for parents and community members to be involved.</p> <p><b>Strategy's Expected Result/Impact:</b> Family Reading Night: Drive-Thru Event Family Dual Language Nights: Virtual Events Family Math Night: Drive-Thru Event PTO Parent Information Night Meet the Teacher Cultural Events/Celebrations Carnival Read for a Better Life Read-a-thon Positivity Project</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Committees, Dual Language Teachers, Instructional Coach, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Culture and Climate 1 - Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Learning Tools for Parents and General Supplies - Title I - \$1,475, Books - Title I - \$1,700</p>

#### Performance Objective 1 Problem Statements:

Culture and Climate
<p><b>Problem Statement 1:</b> Lamar has an ever growing diverse population. Our population consists of 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4. 3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. <b>Root Cause:</b> Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.</p>

## Parent and Community Engagement

**Problem Statement 1:** Not all students and families feel valued. **Root Cause:** Lamar Elementary is a newer bilingual and dual language campus. 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

#### Strategy 1 Details

**Strategy 1:** Lamar Elementary will implement school-wide procedures and expectations 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 the Positivity Project.

Implementation of whole group and small group counseling lessons.

**Staff Responsible for Monitoring:** Foundations: HOPE Committee

Administrators

Counselor

Instructional Coach

Student Support Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:** Student Achievement 1 - Culture and Climate 1 - Parent and Community Engagement 1

**Funding Sources:** Supplies for Goal Attainment - State Comp Ed - \$3,000

#### Performance Objective 2 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 (54% Meets) and Math (49% Meets). **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 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4. 3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not 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 is a newer bilingual and dual language campus. 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 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

**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.

**Strategy's Expected Result/Impact:** Implement a community suggestion box on our campus website and send out a parent survey in the Lamar Limelight in the spring to reflect of the school year and use 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.

All meetings, including PTO, translated.

**Staff Responsible for Monitoring:** Administrators, Counselor

**Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:** Culture and Climate 1 - Parent and Community Engagement 1

#### Performance Objective 3 Problem Statements:

#### Culture and Climate

**Problem Statement 1:** Lamar has an ever growing diverse population. Our population consists of 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4. 3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not 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 is a newer bilingual and dual language campus. 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

**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.

**Strategy's Expected Result/Impact:** Meaningful, collaborative lesson planning sessions that are student/data driven.

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.

**Staff Responsible for Monitoring:** Literacy Liaisons, Team Leaders, Administrators, Counselor, Instructional Coach, District Coaches, Student Support Coach, Interventionist

**Title I Schoolwide Elements:** 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 4, 5 - Culture and Climate 2 - Parent and Community Engagement 1

## 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 (54% Meets) and Math (49% Meets). **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 2:** Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.

**Problem Statement 4:** 40% of Kindergarten students are entering First Grade below their expected BAS reading level. **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

**Problem Statement 5:** First Grade math has over 25% of students not performing satisfactory in grade level standards. District Curriculum Checkpoint: All Students: 71.2% Satisfactory **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

### Culture and Climate

**Problem Statement 2:** With Lamar being a newer bilingual and dual language campus, teams are lacking cohesiveness. as found on the Organizational Health Inventory. **Root Cause:** There are new staff members, new programs, new curriculum, new leadership, and new expectations. All of the new changes came during the same time period as the Pandemic.

### Parent and Community Engagement

**Problem Statement 1:** Not all students and families feel valued. **Root Cause:** Lamar Elementary is a newer bilingual and dual language campus. 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

**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, RAZ Kids and Imagine Learning.

Lamar Elementary will purchase more student devices.

**Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Technology Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2 - Culture and Climate 1

**Funding Sources:** Technology - Title III - \$500, iPads - ESSER - \$2,112

## Performance Objective 2 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 (54% Meets) and Math (49% Meets). **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 2:** Special Education students are performing well below the performance level in Reading, Math, and Writing. Third Grade Meets% Special Education- Math 13.33%, Reading 26.67% All Students- Math- 46.79%, Reading 59.26% Fourth Grade Meets% Special Education- Math 11.11%, Reading 0%, Writing 12.5 % All Students- Math 50.91%, Reading 48.18%, Writing 31.78% **Root Cause:** Not all teachers are ensuring that special education students have access to grade level appropriate curriculum. Resource instruction and in-class support should be targeted and updated on an ongoing basis.

### Culture and Climate

**Problem Statement 1:** Lamar has an ever growing diverse population. Our population consists of 25.1 limited English proficient students, 39.9 Hispanic, 9.5 Asian, 8.8. Black, 4.3 Multiple, 0.3 American Indian. Our campus continues to become more diverse and the amount of languages students and families speak continues to grow. **Root Cause:** Students and staff may feel they have few opportunities to share and celebrate their language and culture. The entire staff does not intentionally maintain and work on a continuous improvement cycle that makes all students feel welcomed and valued with fidelity.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

When conducting Lamar's Comprehensive Needs Assessment many stakeholders were involved. Stakeholders included administrators, instructional coaches, interventionist, counselor, leadership representatives from each department and grade level, and parents. These stakeholders are also a part of our campus Title I Committee. We met via Zoom on multiple occasions to analyze various data and to prioritize our campus needs. We will meet again in the spring to track our progress towards the goals we have set.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Stakeholders were given time to provide feedback in regards to the campus and campus progress. Stakeholders were also provided data and time to analyze the data in order to make informed decisions (scores, survey data, etc.) Recommendations and feedback were provided and prioritized by drilling down the why behind each problem.

### **2.2: Regular monitoring and revision**

Ongoing monitoring occurs through pre-scheduled meetings which consists of data review. The data reviewed is correlated directly to our campus goals. This provides our campus with the opportunity to monitor and adjust as needed. We also implement surveys throughout the year to gather input from parents, students, and staff. If progress towards our goals is not being made, we readjust as needed. We meet on a regular weekly basis in PLC collaborative meetings to address what students learning, if they are learning it, if they are not learning it, and our action plan moving forward.

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

Lamar's Campus Improvement Plan is located on the Conroe ISD website under Accountability. It is also available in English and Spanish for our student population. We communicate in weekly newsletters in both English and Spanish. We also communicate on social media, through campus call outs, and through our campus website. All notes sent home are also translated into Spanish as well.

### **2.4: Opportunities for all children to meet State standards**

All students are provided with a rigorous and viable curriculum. Student individual needs are met through small group instruction, intervention and enrichment, and through meaningful/engaging activities. Staff receive professional development on an ongoing basis in order to improve their craft. Classroom observations and walkthroughs are conducted to provide meaningful feedback and for accountability purposes.

### **2.5: Increased learning time and well-rounded education**

Learning time is maximized throughout the day. Students receive character education as soon as they arrive to campus each morning. School-wide procedures allow for smooth transitions and more effective learning time. Staff focus on the needs of the whole child and collaborate together how to maximize each child's learning time. PBIS, CHAMPS, and common one liners are utilized to make all transitions and routines efficient to maximize learning time.

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

Lamar Elementary tracks data and student progress regularly. Staff collaborate together to set meaningful goals and to track student progress. Specific, student-centered action plans are developed to meet the needs of individual students. Interventions, enrichment, and small group are implemented daily. Staff strive to build meaningful relationships with each child and their families. Conferences are held to ensure parents know the progress of their child and how they can best support them. Students are celebrated when progress is made towards their goals.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Title I Committee reviewed the Parent and Family Engagement Policy via Zoom. This policy is provided in the weekly Lamar Limelight newsletter in both English and Spanish.

### **3.2: Offer flexible number of parent involvement meetings**

Lamar Elementary offers many parent involvement meetings throughout the year. Some of these consists of: Meet the Teacher, Parent Information Night, PTO Meetings, Math and Reading Family Night, GT Expo Night, Dual Language Parent Night, Dual Language Parent Information Night, Parent Conferences, Diversity Committee, etc.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Accelerated Instruction/Materials		\$4,596.00
1	2	1	Accelerated Instruction/Materials		\$3,000.00
4	2	1	Supplies for Goal Attainment		\$3,000.00
<b>Sub-Total</b>					\$10,596.00
<b>Budgeted Fund Source Amount</b>					\$10,596.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books		\$14,094.00
1	1	1	Instructional Coach		\$77,369.00
1	1	1	General Supplies		\$5,631.00
1	1	1	Instructional Para		\$29,598.00
1	2	1	General Supplies		\$5,500.00
4	1	1	Learning Tools for Parents and General Supplies		\$1,475.00
4	1	1	Books		\$1,700.00
<b>Sub-Total</b>					\$135,367.00
<b>Budgeted Fund Source Amount</b>					\$135,367.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books		\$500.00
1	1	1	General Supplies		\$500.00
1	1	1	Dual Language Paraprofessional		\$25,000.00
1	1	1	Extra Duty		\$3,000.00
5	2	1	Technology		\$500.00
<b>Sub-Total</b>					\$29,500.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$29,500.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Jennifer Serravallo Group Campus Coaching (year 2)		\$35,000.00
1	1	1	Academic Intervention (2 years)		\$155,704.00
1	1	1	Leveled Books		\$10,373.00
1	1	1	Instructional Materials: Bridge the Gap 3rd and 4th Grade		\$528.00
1	1	1	Instructional Materials: Fountas & Pinnell Classroom Interactive Read Alouds Kindergarten		\$1,210.00
1	1	1	Instructional Materials: A Teacher's Guide to Reading Conferences (year 2)		\$535.00
1	2	1	Instructional Software: Go Noodle (2 year subscription)		\$200.00
1	2	2	Instructional Software: Dreambox Online Math Program		\$16,000.00
5	2	1	iPads		\$2,112.00
<b>Sub-Total</b>					\$221,662.00
<b>Budgeted Fund Source Amount</b>					\$221,662.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$397,125.00