

Conroe Independent School District
Lamar Elementary
2022-2023 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 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 2022 STAAR Campus Results:

Overall Campus Rating: B

3rd Grade Reading, Lamar- 80% Approaches English/64% Approaches Spanish, 60% Meets English/29% Meets Spanish, 40% Masters English/21% Masters Spanish

3rd Grade Math, Lamar- 70% Approaches English/71% Approaches Spanish, 45% Meets English/36% Meets Spanish, 30% Masters English/21% Masters Spanish

4th Grade Reading, Lamar- 86% Approaches English/73% Approaches Spanish, 70% Meets English/47% Meets Spanish, 45% Masters English/33% Masters Spanish

4th Grade Math, Lamar- 79% Approaches English/58% Approaches Spanish, 47% Meets English/8% Meets Spanish, 31% Masters English/0% 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 2021 and 2022 scores, the following increases were made:

Campus- Reading: Approaches Category 78% to 82%, Meets Category 55% to 63%, Masters Category 35% to 43%

African American- Reading: Meets Category 21% to 31%, Masters Category 7% to 23%

Hispanic- Reading: Approaches Category 74% to 77%, Meets Category 42% to 48%

Economically Disadvantaged- Reading: Approaches Category 69% to 74%, Meets Category 40% to 50%, Masters Category 21% to 27%

Special Education- Reading: Approaches Category 35% to 46%, Meets Category 20% to 29%, Masters Category 15% to 17%

4th Grade All Students- Math: Approaches Category 71% to 79%

4th Grade Special Education- Math: Approaches Category 22% to 46%, Meets Category 11% to 15%

4th Grade Hispanic- Math: Approaches Category 70% to 73%

3rd Grade African American- Math: Approaches Category 40% to 44%, Meets Category 0% to 44%, Masters 0% to 33%

3rd Grade Economically Disadvantaged- Math: Masters Category 22% to 23%

3rd Grade Hispanic- Math: Masters Category 14% to 37%

*Campus STAAR Reading Distinction

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 Spanish (Lamar 69.2%/District 64.8%)

3rd Grade Math Meets Spanish (Lamar 38.4%/District 29.3%)

3rd Grade Math Masters Spanish (Lamar 23%/District 13.1%)

3rd Grade Reading Masters (Lamar 42.8%/District 42.6%)

3rd Grade Reading Approaches Spanish (Lamar 69.2%/District 58.6%)

3rd Grade Reading Meets Spanish (Lamar 30.7%/District 23.7%)

3rd Grade Reading Masters Spanish (Lamar 23%/District 14.2%)

4th Grade Math Approaches Spanish (Lamar 58.3%/District 45.2%)

4th Grade Reading Approaches (Lamar 86%/District 86%)

4th Grade Reading Meets (Lamar 69%/District 66.9%)

4th Grade Reading Masters (Lamar 45%/District 39.6%)

4th Grade Reading Approaches Spanish (Lamar 73.3%/District 49.8%)

4th Grade Reading Meets Spanish (Lamar 46.6%/District 29.2%)

4th Grade Reading Masters Spanish (Lamar 33.3%/District 15.2%)

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 (63% Meets) and Math (46% Meets) 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- 82% First- 87% Second- 86% **Root Cause:** Early intervention in grades K-2 needs to be more intentional. Teachers are not using the data from BOY and MOY to target each student's learning gap during small group instruction. Teachers need to identify areas of refinement in order to increase student performance.

Problem Statement 3 (Prioritized): 45% of all Kindergarten students are entering First Grade below their expected BAS English reading level. 50% of Kindergarten students are entering First Grade below their expected SEL Spanish reading level. **Root Cause:** Highly yielded 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- 0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70% **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 differentiated to meet the needs of the students.

Problem Statement 5 (Prioritized): Sub-populations are not meeting the expected target for closing the achievement gap. Academic Achievement Status targets met: White: Reading- 73% Y, Math 51% N Eco Disc: Reading- 50% Y, Math- 33% N African American: Reading- 31% N, Math- 23% N Hispanic: Reading- 48% Yes, Math- 32% N **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: 59% of all First Grade students are entering Second Grade below their expected BAS English reading level. 66% of First Grade students are entering Second Grade below their expected SEL Spanish 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: Third Grade Math STAAR English Meets and Masters data dropped from the 2021 to 2022. 2021: Approaches- 83% (District 78%) Meets- 50% (District 53%) Masters-32% (District 31%) 2022: Approaches- 70% (District 82%) Meets- 45% (District 58%) Masters- 30% (District 35%) **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: Fourth Grade Math STAAR English Meets and Masters data dropped from the 2021 to 2022. 2021: Approaches- Math 77% (District 79%) Meets- 55% (District 59%) Masters-37% (District 41%) 2022: Approaches- 80% (District 89%) Meets- 47% (District 59%) Masters- 31% (District 37%) **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 social-emotional 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 29.2 limited English proficient students, 46.8 Hispanic, 30.5 White, 9.1 Black, 8.3 Asian, 4.3 Multiple, 0.6 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:** 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): 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 Organizational Health Inventory, resource utilization is our number one improvement priority. **Root Cause:** Systems need to be established to enlarge leadership capacity and to ensure collective and individual talents are being utilized effectively and ongoingly to minimize stress and strain.

Problem Statement 4: Lamar has seen an increase in economically disadvantaged students than in the years past. We currently have 48.8 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
- 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 year the feeder zone bilingual Pre-Kindergarten is new to 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 Elementary campus dynamics are continuously changing. For example, this year the feeder zone bilingual Pre-Kindergarten is new to 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 (63% Meets) and Math (46% Meets) 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 29.2 limited English proficient students, 46.8 Hispanic, 30.5 White, 9.1 Black, 8.3 Asian, 4.3 Multiple, 0.6 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: 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: Not all students and families feel valued.

Root Cause 3: Lamar Elementary campus dynamics are continuously changing. For example, this year the feeder zone bilingual Pre-Kindergarten is new to campus. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.

Problem Statement 3 Areas: Parent and Community Engagement

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- 82% First- 87% Second- 86%

Root Cause 5: Early intervention in grades K-2 needs to be more intentional. Teachers are not using the data from BOY and MOY to target each student's learning gap during small group instruction. 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 4: 45% of all Kindergarten students are entering First Grade below their expected BAS English reading level. 50% of Kindergarten students are entering First Grade below their expected SEL Spanish reading level.

Root Cause 4: Highly yielded 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 7: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70%

Root Cause 7: 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 differentiated to meet the needs of the students.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Sub-populations are not meeting the expected target for closing the achievement gap. Academic Achievement Status targets met: White: Reading- 73% Y, Math 51% N Eco Disc: Reading- 50% Y, Math- 33% N African American: Reading- 31% N, Math- 23% N Hispanic: Reading- 48% Yes, Math- 32% N

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

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
- HB3 CCMR goals
- 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 60% to 65%

3rd Grade Spanish 28% to 35%

4th Grade 69 to 74%

4th Grade Spanish 46 to 51%

HB3 Goal






Evaluation Data Sources: Common Formative Assessments

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: The implementation of Reading Academy and Reading Cohort 2.0 strategies with fidelity campus-wide.</p> <p>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, collaborative planning</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: Administrators, Instructional Coaches, Interventionist, District Instructional Coach, Literacy Liaisons, Student Support Coach</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 Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5</p> <p>Funding Sources: Instructional Coach - Title I - \$79,231, Instructional Para - Title I - \$30,261, Academic Intervention - ESSER III - \$77,852, Leveled Books - ESSER III - \$10,573, Instructional Materials: A Teacher's Guide to Reading Conferences (year 2) - ESSER III - \$535, Instructional Materials: Fountas & Pinnell Classroom Interactive Read Alouds Kindergarten - ESSER III - \$1,210, Instructional Materials: Bridge the Gap 3rd and 4th Grade - ESSER III - \$528, Books - Title I - \$14,094, General Supplies - Title I - \$7,769, Accelerated Instruction/Materials - State Comp Ed - \$4,596, General Supplies - Title III - \$500, Books - Title III - \$500, Extra Duty - Title III - \$3,000, Dual Language Paraprofessional - Title III - \$25,000, ELA Instructional Coach - ESSER II - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<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, Student Support Coach, Jennifer Serravallo Consultant</p> <p>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, 3, 4, 5 Funding Sources: Jennifer Serravallo Consultant - ESSER III - \$35,000</p>				
<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 (63% Meets) and Math (46% Meets) 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: 45% of all Kindergarten students are entering First Grade below their expected BAS English reading level. 50% of Kindergarten students are entering First Grade below their expected SEL Spanish reading level. Root Cause: Highly yielded 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>

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- 0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70%
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 differentiated to meet the needs of the students.

Problem Statement 5: Sub-populations are not meeting the expected target for closing the achievement gap. Academic Achievement Status targets met: White: Reading- 73% Y, Math 51% N Eco Disc: Reading- 50% Y, Math- 33% N African American: Reading- 31% N, Math- 23% N Hispanic: Reading- 48% Yes, Math- 32% N **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 2: Increase the percent of all students that score meets grade level or above on STAAR Math.

3rd Grade 44% to 54%

3rd Grade Spanish 35% to 40%

4th Grade 47% to 57%

4th Grade Spanish 8% to 20%

HB3 Goal





Evaluation Data Sources: Common Formative Assessments

STAAR Interim Assessments

STAAR Math

Early Math Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: CISD Solves implemented with fidelity campus-wide.</p> <p>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, intentional intervention, effective problem solving stations, strategic professional development</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators, Interventionist, Teachers, Student Support Coach, Campus Math Committee</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 Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 4, 5</p> <p>Funding Sources: General Supplies - Title I - \$5,500, Accelerated Instruction/Materials - State Comp Ed - \$3,000, Educational Resource Group - Title I - \$30,000</p>				

Strategy 2 Details		Reviews			
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, Interventionist, 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 4, 5 Funding Sources: Instructional Software: Dreambox Online Math Program - ESSER III - \$8,000		Formative			Summative
		Oct	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 (63% Meets) and Math (46% Meets) 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- 82% First- 87% Second- 86% Root Cause: Early intervention in grades K-2 needs to be more intentional. Teachers are not using the data from BOY and MOY to target each student's learning gap during small group instruction. 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- 0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70% 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 differentiated to meet the needs of the students.</p> <p>Problem Statement 5: Sub-populations are not meeting the expected target for closing the achievement gap. Academic Achievement Status targets met: White: Reading- 73% Y, Math 51% N Eco Disc: Reading- 50% Y, Math- 33% N African American: Reading- 31% N, Math- 23% N Hispanic: Reading- 48% Yes, Math- 32% N Root Cause: Highly yielded 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 0% to 15%

4th Grade 15% to 25%





HB3 Goal

Evaluation Data Sources: Common Formative Assessments

STAAR Interim Assessments

STAAR Math

Early Math Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: CISD Solves implemented with fidelity campus-wide.</p> <p>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 Effective and collaborative planning and implementation between case managers and general education teachers</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 Coach, Administrators, Interventionist, Teachers, Student Support Coach, Campus Math Committee</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 Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 4</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 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 (63% Meets) and Math (46% Meets) 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- 82% First- 87% Second- 86% Root Cause: Early intervention in grades K-2 needs to be more intentional. Teachers are not using the data from BOY and MOY to target each student's learning gap during small group instruction. 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- 0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70% 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 differentiated to meet the needs of the students.</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 4: Increase the percent of special education students that score meets grade level or above on STAAR Reading.

3rd Grade 25% to 30%

4th Grade 31% to 36%

HB3 Goal





Evaluation Data Sources: Common Formative Assessments

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

Strategy 1 Details	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 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 4	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 (63% Meets) and Math (46% Meets) 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 3: 45% of all Kindergarten students are entering First Grade below their expected BAS English reading level. 50% of Kindergarten students are entering First Grade below their expected SEL Spanish reading level. Root Cause: Highly yielded Tier 1 best practices in reading, that have been proven to increase student achievement, have not been implemented during small group guided reading time.

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-0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70%

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 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 43% to 48%

3rd Grade Spanish 29% to 34%

4th Grade 57% to 62%

4th Grade Spanish 46% 51%





HB3 Goal

Evaluation Data Sources: Common Formative Assessments

BAS Data/Running Records

STAAR Interim Assessment

STAAR Reading

Strategy 1 Details	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 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 5	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 (63% Meets) and Math (46% Meets) 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 3: 45% of all Kindergarten students are entering First Grade below their expected BAS English reading level. 50% of Kindergarten students are entering First Grade below their expected SEL Spanish reading level. Root Cause: Highly yielded Tier 1 best practices in reading, that have been proven to increase student achievement, have not been implemented during small group guided reading time.





Student Achievement
Problem Statement 5: Sub-populations are not meeting the expected target for closing the achievement gap. Academic Achievement Status targets met: White: Reading- 73% Y, Math 51% N Eco Disc: Reading- 50% Y, Math- 33% N African American: Reading- 31% N, Math- 23% N Hispanic: Reading- 48% Yes, Math- 32% N 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		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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Culture and Climate 1 - Parent and Community Engagement 1		Formative			Summative
		Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% 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 (63% Meets) and Math (46% Meets) 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.
Culture and Climate
Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 29.2 limited English proficient students, 46.8 Hispanic, 30.5 White, 9.1 Black, 8.3 Asian, 4.3 Multiple, 0.6 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: 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 campus dynamics are continuously changing. For example, this year the feeder zone bilingual Pre-Kindergarten is new to campus. Lamar is establishing ways to integrate more culture awareness and languages into everyday practices.





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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: To grow team leaders and their leadership capacity through the use of tools founded in Power of a Positive Leader and Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work. These book studies will be ongoing throughout school year.</p> <p>Strategy's Expected Result/Impact: For team leaders to be effective, efficient, and resourceful.</p> <p>Monitor for strategy use in PLC, team planning meetings, problem-solving situations, etc.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1</p>				

Strategy 2 Details	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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 (63% Meets) and Math (46% Meets) 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.
Culture and Climate
Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 29.2 limited English proficient students, 46.8 Hispanic, 30.5 White, 9.1 Black, 8.3 Asian, 4.3 Multiple, 0.6 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: 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.

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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<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. Provide opportunities for student teachers to learn at Lamar. Schedule specific check-ins throughout the year for mentors and mentees. Obtain staff who are highly effective and provide them with support. Continue partnership with SHSU. Schedule new teacher/staff one on one meetings throughout the year. Provide support and staff development ongoing throughout the year. 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 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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</p>				
<div><div> 0% No Progress</div><div> 100% 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 (63% Meets) and Math (46% Meets) 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.





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		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 Spirit Nights Art Around the World School Programs 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, Lever 4: High-Quality Curriculum Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: Learning Tools for Parents and General Supplies - Title I - \$1,820, Family Engagement Books - Title I - \$1,700		Formative			Summative
		Oct	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 29.2 limited English proficient students, 46.8 Hispanic, 30.5 White, 9.1 Black, 8.3 Asian, 4.3 Multiple, 0.6 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: 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 campus dynamics are continuously changing. For example, this year the feeder zone bilingual Pre-Kindergarten is new to 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
Safety Audits

Strategy 1 Details	Reviews			
<p>Strategy 1: Lamar Elementary will implement school-wide procedures, expectations, and training to address the safety and health of all individuals.</p> <p>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. Ongoing training for campus threat assessment team. Handle with Care campus representative checking on students.</p> <p>Monitor through student and staff feedback, meeting agendas, observations, etc.</p> <p>Staff Responsible for Monitoring: Foundations: HOPE Committee Administrators Counselor Instructional Coaches Student Support Coach</p> <p>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</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Supplies for Goal Attainment - State Comp Ed - \$3,000, Health Services - ESSER III - \$52,695</p>	Formative			Summative
	Oct	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
<p>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.</p> <p>Root Cause: Intentional safety meetings, drills, trainings, and simulations need to be scheduled and implemented on an ongoing basis.</p>

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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<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>				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 1: Lamar has an ever growing diverse population. Our population consists of 29.2 limited English proficient students, 46.8 Hispanic, 30.5 White, 9.1 Black, 8.3 Asian, 4.3 Multiple, 0.6 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: 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 campus dynamics are continuously changing. For example, this year the feeder zone bilingual Pre-Kindergarten is new to 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		Reviews			
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. Monitor through meeting agendas, student data reviews, lesson plans, goal tracking systems, classroom observations, etc. Staff Responsible for Monitoring: Literacy Liaisons, Campus Math Committee, Team Leaders, Administrators, Counselor, Instructional Coaches, District Coach, Student Support Coach, Interventionist 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 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, 3, 4, 5		Formative			Summative
		Oct	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 (63% Meets) and Math (46% Meets) 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.

Student Achievement

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- 82% First- 87% Second- 86% **Root Cause:** Early intervention in grades K-2 needs to be more intentional. Teachers are not using the data from BOY and MOY to target each student's learning gap during small group instruction. Teachers need to identify areas of refinement in order to increase student performance.

Problem Statement 3: 45% of all Kindergarten students are entering First Grade below their expected BAS English reading level. 50% of Kindergarten students are entering First Grade below their expected SEL Spanish reading level. **Root Cause:** Highly yielded 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: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70%

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 differentiated to meet the needs of the students.

Problem Statement 5: Sub-populations are not meeting the expected target for closing the achievement gap. Academic Achievement Status targets met: White: Reading- 73% Y, Math 51% N Eco Disc: Reading- 50% Y, Math- 33% N African American: Reading- 31% N, Math- 23% N Hispanic: Reading- 48% Yes, Math- 32% N **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>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.</p> <p>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.</p> <p>Monitor through online data reports and student growth reports.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Technology Coach</p> <p>Title I: 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, 3, 4, 5 Funding Sources: iPads - ESSER III - \$2,112, Technology - Title III - \$500</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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 (63% Meets) and Math (46% Meets) 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>

Student Achievement

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- 82% First- 87% Second- 86% **Root Cause:** Early intervention in grades K-2 needs to be more intentional. Teachers are not using the data from BOY and MOY to target each student's learning gap during small group instruction. Teachers need to identify areas of refinement in order to increase student performance.

Problem Statement 3: 45% of all Kindergarten students are entering First Grade below their expected BAS English reading level. 50% of Kindergarten students are entering First Grade below their expected SEL Spanish reading level. **Root Cause:** Highly yielded 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: Special Education students are performing well below the performance level in Reading and Math. Third Grade Meets Category: Special Education- Math- 0%, Reading- 25% All Students- Math-45 %, Reading-60% Fourth Grade Meets Category: Special Education- Math 46%, Reading-31% All Students- Math-47%, Reading-70%

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 differentiated to meet the needs of the students.

Problem Statement 5: Sub-populations are not meeting the expected target for closing the achievement gap. Academic Achievement Status targets met: White: Reading- 73% Y, Math 51% N Eco Disc: Reading- 50% Y, Math- 33% N African American: Reading- 31% N, Math- 23% N Hispanic: Reading- 48% Yes, Math- 32% N **Root Cause:** Highly yielded academic strategies that have been proven to increase student achievement have not been implemented across content areas with fidelity.

Title I

1. Comprehensive Needs Assessment (CNA)

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.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

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.

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
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

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.

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
- Small Group Instruction
- Guided Math
- In Class Support

3. Annual Evaluation

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. Parent and Family Engagement (PFE)

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.

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. (English and Spanish).

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Lucario	Paraprofessional	Title I	1.00
Sarai Bolanos	Instructional Coach	Title I	1.00

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books		\$14,094.00
1	1	1	Instructional Coach		\$79,231.00
1	1	1	General Supplies		\$7,769.00
1	1	1	Instructional Para		\$30,261.00
1	2	1	Educational Resource Group		\$30,000.00
1	2	1	General Supplies		\$5,500.00
4	1	1	Learning Tools for Parents and General Supplies		\$1,820.00
4	1	1	Family Engagement Books		\$1,700.00
Sub-Total					\$170,375.00
Budgeted Fund Source Amount					\$170,375.00
+/- Difference					\$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
Sub-Total					\$29,500.00
Budgeted Fund Source Amount					\$29,500.00
+/- Difference					\$0.00
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
Sub-Total					\$10,596.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$10,596.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Coach		\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Intervention		\$77,852.00
1	1	1	Leveled Books		\$10,573.00
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	1	2	Jennifer Serravallo Consultant		\$35,000.00
1	2	2	Instructional Software: Dreambox Online Math Program		\$8,000.00
4	2	1	Health Services		\$52,695.00
5	2	1	iPads		\$2,112.00
Sub-Total					\$188,505.00
Budgeted Fund Source Amount					\$188,505.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$468,976.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$468,976.00
+/- Difference					\$0.00