

Wichita Falls Independent School District
Lamar Elementary
2018-2019 Campus Improvement Plan



Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

Mission Statement

The mission of Lamar is to foster academic excellence in a safe and caring environment through a partnership of family, staff and community.

Vision

We believe in doing everything possible to ensure student success by providing a safe and secure learning environment. We are committed to building relationships and providing high quality instruction while ensuring our learners develop strong moral character and become community leaders as well as contributing citizens.

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Comprehensive Needs Assessment

Revised/Approved: September 05, 2018

Demographics

Demographics Summary

Lamar Elementary is a diverse school community. The ethnic distribution is as follows: 20% African American, 56% Hispanic and 20% White. The ethnicity breakdown of teachers is as follows: 8% African American, 13% Hispanic, 75% white and 2% two or more races. The economically disadvantaged rate of students is 93%. 8% of students are served with special education services and 19% of students are English Language Learners. The mobility rate is high at 26%. Parent involvement has improved. 300 parents took part of the HRS parent survey and we have had good attendance at parent involvement programs this school year. Community involvement has been strong. We have many PIE partners that help us meet the needs of students at home and at school. Our overall attendance rate is 95.3%.

Demographics Strengths

Lamar serves a diverse population of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate for Lamar is 95.3% which is above the district average and state average. **Root Cause:** The majority of the students at Lamar are bus eligible which means they live two or more miles away from Lamar. Lamar is a neighborhood school and a majority of the students walk to school. Many families have no transportation due to the high poverty rate.

Student Academic Achievement

Student Academic Achievement Summary

In Domain 1, student achievement, Lamar scored 57 which is a D rating indicating improvement required. In Domain 2, school progress, students scored 75 which is a C rating and in the range of met standard. In Domain 2 Part A, Academic Growth, Students scored an 75 which is met standard. In Domain 2 part B – Relative Performance, students scored 60, which is a D rating. In Domain 3, Closing the Gaps, students scored a 71, which is a C within the met standard range. The overall rating of Lamar was a 74 which is a C and in the met standard range.

Student Academic Achievement Strengths

School Progress score was a C rating. Third, fourth and fifth grade math 2018 scores were higher than the 2017 STAAR scores, indicating growth in every grade level. Longhorn time separated into three difference times to strengthen intervention for students at every academic level. Student Support Teams are purposeful, ensuring teachers provide the appropriate level of instruction for students. Teachers are accountable for the academic instruction of every student.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: During Response to Intervention time, teachers focused on specific sub groups rather than the level of each learner. **Root Cause:** Intense targeted instruction was not provided for the student at his/her academic level.

School Processes & Programs

School Processes & Programs Summary

Lamar initiatives include:

- Lamar implemented Capturing Kids' Hearts (CKH) program and earned the National Showcase Campus award for North Texas. CKH focuses on building relationships between students and teachers.
- Lamar participated in Higher Reliability Schools and was earned Level 1 and Level 2 certifications. Lamar is currently planning to seek Level 3 certification in the future. Level 1 encompasses and safe and collaborative campus, while Level 2 focuses on effective teaching in every classroom.
- Lamar is part of the Seidlitz 7 Steps to a Language Rich Environment Cohort 1. The 7 steps were implemented campus-wide. Fidelity checks occurred in the form of walkthroughs periodically to ensure effectiveness as well as complete implementation. Lamar earned a Seidlitz badge due to 100% implementation.

Lamar Processes include:

- Common assessments, curriculum-based assessments, benchmark tests, and data-analysis systems, are in place to monitor student progress. This informs classroom instruction, intervention groups, tutorials, and STAAR results.
- Teachers utilize the TEKS Resource system, participate in unit planning, and PLC meetings, to ensure that curriculum is implemented with fidelity.
- The administrative team, including instructional coaches, provide support for teachers.
- Parent & community engagement activities are provided through grade-level activities, Literacy night, STEAM night, book fair, PTO events, PTO music programs, choir tours and programs, etc.
- Student clubs are provided and sponsored by staff. Clubs include STEAM, Choir, Guitar, Cooking, Boys with Purpose, Ladies with Leadership, Safety Patrol, and Student Council.

School Processes & Programs Strengths

Lamar Strengths include:

- Curriculum aligned with TEKS
- Effectiveness of data assessment
- Teachers participated in goal setting
- Technology in every classroom
- Maximize the amount of time spent on instruction
- Instructional strategies implemented with fidelity

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff need continual training in current district initiatives to ensure effectiveness with fidelity. **Root Cause:** Multiple initiatives are delivered without sufficient time to develop 100% knowledge and complete implementation.

Perceptions

Perceptions Summary

STAAR scores are increasing year after year and this increases morale and belief in our students and staff. Capturing Kids' Hearts has improved the connection between staff and students. This is the second year of full implementation of CKH. Lamar is a National Showcase Campus for Capturing Kids' Hearts.

Perceptions Strengths

The climate was rated by staff, parents, students and administrators through HRS surveys. In general, parents and students hold Lamar in high esteem with an average rating ranging from 4.5-5.0 on a 5 point scale. Teachers were more critical of the school with a range of 3.24-4.5 on a 5 point scale. Administrators were the most critical of themselves with an average rating of 2.0 to 4.5 on a 5 point scale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lamar has an average amount of students who struggle with appropriate social skills, affecting their behavior. **Root Cause:** The need for proactive procedures in order to target these inappropriate behaviors and retrain social and emotional processing.

Comprehensive Needs Assessment Data Documentation

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

Goals




Revised/Approved: October 04, 2018








Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: New teacher support for teachers with two years or less experience will be included through the peer mentor program from zero teachers in 2017 - 2018 to eight by the end of 2018 - 2019 school year.

Evaluation Data Source(s) 1: Both mentors and novice teachers will provide feedback on the effectiveness of the mentor program.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) New teachers will be assigned a mentor teacher within the first two weeks of school.</p>		Principal Assistant Principal	New teachers will have support and proper feedback will be given immediately by the mentor teacher and administrator.			
Funding Sources: Not Funded - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Two campus instructional coaches will be employed to work directly with classroom teachers to support teaching and learning in the classroom.</p>		Principal Assistant Principal Instructional Coaches	Timely and effective feedback and support to teachers. Ongoing professional learning is provided for teachers.			
Funding Sources: Title 1 Part A - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Professional Development will be provided for all staff to support academic achievement for all students. Training includes, but is not limited to Capturing Kids' Hearts, T-TESS, Seidlitz, Guided Math, Balanced Literacy, and TEKS Resource System.</p>	2.5	Principal Instructional Coaches	Increased teacher collaboration time and effective data analysis			
Funding Sources: Not Funded - 0.00						







<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Campus administrators and instructional coaches will facilitate multiple PLCs, plan teacher learning opportunities, such as instructional rounds, data analyzing sessions, and student support team meetings.</p>		Professional Instructional Coaches	Increased teacher knowledge and implementation levels of campus and district initiatives.			
<p>Funding Sources: Focus/Priority Funds - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>5) The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p>		Principal				
<p>Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>6) The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p>		Principal				
<p>Critical Success Factors CSF 7</p> <p>7) Professional Development will be provided for all staff. It will be designed to support staff improved student achievement. To include but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p>		Principal				
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Lamar earned a C rating of 74 in the area of academic growth in 2018. By May 2019, 80% of students will show progress on STAAR.

Evaluation Data Source(s) 1: Spring 2019 STAAR results; TAPR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 1) Students will be identified for an enrolled in accelerated instructional classes based on prior state assessments. The classes will provide intensive remediation in preparation for upcoming assessments. STAAR practice materials may be purchased with Title or SCE funds to support this strategy.	2.4, 2.5, 2.6	Administrators Teachers Instructional coaches Paraprofessionals	Intensive remediation will be provided to all 3rd - 5th grade students.			
	Funding Sources: Not Funded - 0.00					
2) All K - 5 reading teachers will utilize a balanced literacy approach to teach students reading.		Principal Assistant Principal Reading Teachers Instructional Reading coaches	Teachers will focus on the components of balanced reading to increase reading skills.			
	Funding Sources: Not Funded - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 3) A leveled library will be available to all teachers to support reading instruction for grades 3 - 5 at each student's individual reading level.		Instructional reading coach Reading teachers	Teachers and students will utilize the leveled library as a resource in implementing guided reading.			
	Funding Sources: Title 1 Part A - 0.00					
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Students will demonstrate growth in the area of math.



The percent of students who scored approaches will increase from 67% to 85%.






The percent of students who scored meets will increase from 28% to 75%.

The percent of students who scored masters will increase from 11% to 55%

Evaluation Data Source(s) 2: Curriculum Based Assessments
 Spring 2019 STAAR results
 Response to Intervention data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) A math instructional coach will be provided to all math teachers as a resource for modeling lessons and providing feedback to teachers.</p>		Principal Math teachers Instructional math coach	Teachers will receive immediate feedback.			
<p>Critical Success Factors CSF 1</p> <p>2) Each 3 - 5 math teacher will utilize guided math approach to provide math instruction.</p> <p>Teachers will use math supplies to implement guided math in 5 math classrooms to engage students in routines and lessons that support and build number sense. Data is updated throughout the year based on academic improvement or decline in math.</p> <p>Title funds shall be utilized to provide opportunities for for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p>		Principal Assistant Principal Instructional math coach Math teachers	Teachers will use guided math during small group instruction to improve math skills for all students.			

3) Students will be identified during student support teams monthly based on their academic need in math.		SST chair Math teacher Instructional math coach	Students will receive intense interventions to prepare them for future state assessments.			
Funding Sources: Not Funded - 0.00						
Critical Success Factors CSF 1 4) Title funds shall be utilized to meet the needs of migratory children that result in their migratory lifestyles and to permit these children to participate effectively in school.		Principal LPAC Administrator				
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: By May 2019, 85% Kindergarten will advance beyond the kinder phonological levels.

Evaluation Data Source(s) 3: Kindergarten standards based report card.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy 1) Each kindergarten student will set individual goals with their teacher to target by the end of May.		Kindergarten teachers	More students will be on grade level before entering first grade.			
	Funding Sources: Not Funded - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 2) SCE funds will be used to upgrade school wide instructional programs, including Guided Reading and Guided Math. Parent involvement activities will be held to include reading and math based activities for families and children to participate together. Title funds may be used to purchase math and reading materials and food for the events.	3.2	Principal Teachers	High-quality resources will be easily accessible for teachers to utilize throughout the year. Parents will leave with reading or math materials to use at home with students.			
	Funding Sources: Focus/Priority Funds - 0.00					
3) All Kinder students will participate in Scientific Learning program. Headphones will be purchased for the students to participate in Scientific Learning.		Teachers	All kinder students will participate in Scientific Learning and demonstrate growth in reading.			
	Funding Sources: Focus/Priority Funds - 0.00					
Critical Success Factors CSF 1 CSF 4 4) Parents and families will be encouraged to send students to Pre-K and Kinder roundup when it is available in the Spring.		Principal Secretary				
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: 80% of students in K - 2 students will increase the level of rigor in the areas of reading by scoring at least 75% passing rate on the District CBAs

Evaluation Data Source(s) 4: Reading District Benchmark Assessments

Summative Evaluation 4:

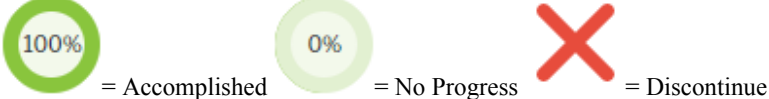
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Each 1st and 2nd grade teacher will set goals with every student for individualized learning in reading.</p>		First and second grade teachers	Students will be aware of their current level and targeted goal.			
Funding Sources: Not Funded - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) The instructional reading coach will provide high-quality, ready made balanced literacy activities available for teachers to check out.</p>		Instructional reading coach First and second grade teachers	Resources will be easily available to target the goal of full implementation in every K - 2 classroom.			
Funding Sources: Title 1 Part A - 0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) All K- 2 staff will receive training on Balanced Literacy and Guided Math by 2019.</p>	2.5	Principal Assistant Principal Teachers Instructional coaches	Continue HRS Level 2, effecting teaching in every classroom			
Funding Sources: Not Funded - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: Increase the collaboration of all teachers on campus in vertical and grade level setting from 0 to two times per year in 2018 - 2019.

Evaluation Data Source(s) 5: Professional learning communities, agendas and minutes

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Scheduled meetings after school for vertical teams to collaborate, analyzing data to target specific questions.</p>		Principal Assistant Principal Teachers Instructional coaches	The data analysis will be used to target specific goals in place to vertically meet students beginning in Pre-Kindergarten.	0%		
Funding Sources: Not Funded - 0.00						
						

Goal 3: Connect high school to career and college.

Performance Objective 1: Reduce the amount of students attending summer school for Jump Start from 32% to 20% by May 2019.

Evaluation Data Source(s) 1: Statement of concern, accelerated instructional plan, summer school Jump Start referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 6 1) 100% of staff will be encouraged to wear college gear on Thursdays to promote College readiness and life after high school to students.		Principals Assistant Principals Teachers Instructional coaches Paraprofessionals	Promote career choices and technical and collegiate options.			
	Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 6 2) 5) School Health Strategies will include the Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness gram is required every year to monitor flexibility and cardio health.		Principal Physical Education teacher	Fitness gram results will be reviewed to measure growth.			
	Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 1 CSF 2 3) Teachers will work on skill specific data to determine the need for tiered intervention services through Response to Intervention.		Principal Assistant Principal - SST chair Teachers Instructional coaches	Students will be discussed during Student Support Teams, held monthly.			
	Funding Sources: Not Funded - 0.00					
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Goal 4: Improve low performing schools.

Performance Objective 1: Improve grade level performance indicator in domain 3 with all students, African American, Hispanic, White, Economically Disadvantaged, and continuously enrolled students in reading and math.

All students reading from 29% to 40%

All students math from 28% to 41%

African American reading from 18% to 25%

African American math from 21% to 25%

Hispanic reading from 33% to 45%

Hispanic math from 32% to 45%

White reading from 32% to 51%

White math from 26% to 51%

EcoDis reading from 29% to 35%

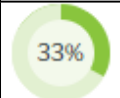
EcoDis math from 27% to 35%






ContEn reading from 30% to 40%

ContEn math from 30% to 41%

Evaluation Data Source(s) 1: Curriculum Based Assessments
Spring 2019 STAAR reading

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 1) The campus will monitor students who are identified as at-risk. Support for these students will be provided through counseling and accelerated instruction.	2.6	Administrators At-Risk Coordinator	Student Support Team meeting information	 33%		
Funding Sources: Not Funded - 0.00						

<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p>	2.4, 2.5, 2.6	Administrators At-Risk Coordinators	Monthly reports			
<p>Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) SCE funds will be used to upgrade and enhance school wide instructional programs. Additional support may be provided to support At-Risk learners.</p> <p>Tutors will be funded to aide in maximizing instruction during reading and math blocks.</p>	2.4, 2.5, 2.6	Principal Federal office personnel	Maximized instruction of teacher to student ration 1:8 during response to intervention.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Student Achievement Performance Indicator in Domain 3 with all students, Hispanic, White, EcoDis, and ELs students.

All from 24% to 54%

Hispanic from 28% to 55%

White from 23% to 50%






EcoDis from 24% to 50%

ELs from 29% to 50%

Evaluation Data Source(s) 2: Curriculum Based Assessments

Spring 2019 STAAR math

Summative Evaluation 2:


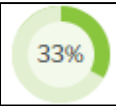



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) The campus will monitor students who are identified as at-risk. Support for these students will be provided through counseling and accelerated instruction.</p> <p>Students will be identified for an enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation of upcoming exams.</p>		Principal Assistant Principal Counselor-At Risk coordinator	Math assessment scores will be discussed during student support team meetings.			
<p>Funding Sources: Not Funded - 0.00</p>						
<p>2) Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to the home campus.</p>		Principal				
<p>  = Accomplished  = No Progress  = Discontinue </p>						

Goal 4: Improve low performing schools.

Performance Objective 3: Reduce the number of annual discipline referrals from 78 in May of 2018 to 45 by May of 2019.

Evaluation Data Source(s) 3: Monthly and yearly discipline reports

Summative Evaluation 3:



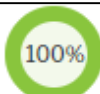
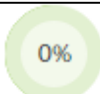



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) All staff will receive Capturing Kids Hearts training to strengthening students' connectedness through enhancing healthy relationships with teachers and establishing a collaboration process of acceptable behavior.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p>		All staff	Reduce the amount of negative behaviors such as isolation and and misconduct.			
	<p>Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 4</p> <p>2) The campus will identify students with chronic attendances issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p>		Principal Attendance clerk At risk coordinator	Students will be referred to truancy court and make-up school in order to support attendance requirements.			
	<p>Funding Sources: Not Funded - 0.00</p>					
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 4: Improve low performing schools.

Performance Objective 4: The parent and community events provided will be coordinated to target the actual needs of Lamar.

Evaluation Data Source(s) 4: Family engagement activities, newsletters, agendas, audience, and surveys.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p>	3.1	Administrators At-Risk Coordinator				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Several parent engagement activities targeting math and reading specifically will be provided for parents and children to participate together.</p>	3.2	Principal At-Risk Coordinator Instructional Coaches Teachers	Parents will have the math and reading resources to use with their children at home.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Every teacher will host a parent conference in the Fall to promote parent expectation and understanding of student progress, goal setting, performance, and classroom expectations. Conference times will be held from 10:00 a.m. - 6:00 p.m. to meet the working parents' needs.</p>	3.1, 3.2	Teachers At-Risk Coordinator				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) The components of Capturing Kids' hearts, including, but not limited to the social contract and good things will be reviewed with parents within the home to teach and reinforce essential behaviors within the home and school. Techniques in how to create an agreement where parents and students show mutual respect are modeled. Title funds may be used to support this.</p>	3.2	Principal At-Risk Coordinator				
 = Accomplished  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Two campus instructional coaches will be employed to work directly with classroom teachers to support teaching and learning in the classroom.
1	1	3	Professional Development will be provided for all staff to support academic achievement for all students. Training includes, but is not limited to Capturing Kids' Hearts, T-TESS, Seidlitz, Guided Math, Balanced Literacy, and TEKS Resource System.
2	1	1	Students will be identified for an enrolled in accelerated instructional classes based on prior state assessments. The classes will provide intensive remediation in preparation for upcoming assessments. STAAR practice materials may be purchased with Title or SCE funds to support this strategy.
2	1	3	A leveled library will be available to all teachers to support reading instruction for grades 3 - 5 at each student's individual reading level.
2	2	1	A math instructional coach will be provided to all math teachers as a resource for modeling lessons and providing feedback to teachers.
2	3	1	Each kindergarten student will set individual goals with their teacher to target by the end of May.
2	3	2	SCE funds will be used to upgrade school wide instructional programs, including Guided Reading and Guided Math. Parent involvement activities will be held to include reading and math based activities for families and children to participate together. Title funds may be used to purchase math and reading materials and food for the events.
4	2	1	The campus will monitor students who are identified as at-risk. Support for these students will be provided through counseling and accelerated instruction. Students will be identified for an enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation of upcoming exams.

State Compensatory

Budget for Lamar Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipend	6117 Career Ladder - Locally Defined	\$283.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$3,500.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,050.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$37,940.00
Benefits	6142 Group Health and Life Insurance	\$23,078.00
6100 Subtotal:		\$119,851.00

Personnel for Lamar Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anguiano, Maria	Bilingual PK Teacher	School Wide	.50
Becker, Robin	Teacher	School Wide	.50
Fernandez, Maria	Aide	School Wide	.90
Huaman, Rolando	Aide	School Wide	.90
Lopez, Claudia	Teacher	School Wide	.50
Martinez, Elena	Teacher	School Wide	.50
Nichols, Karen	Instructional Coach	School Wide	.50
Ornelas, Gloria	Teacher	School Wide	.50
Richie, Erlinda	PK Aide	School Wide	.50
Saldarriaga, Olga	Bilingual PK Aide	School Wide	.50
Shepley, Stephanie	Aide	School Wide	.50
Sigala, Brenda	Teacher	School Wide	.50
Tedford, Mindy	Instructional Coach	School Wide	.50

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nichols, Karen	Instructional Coach	School Wide	.50
Tedford, Mindy	Instructional Coach	School Wide	.50

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Amanda Garcia	Principal
Administrator	Melissa Silva	Assistant Principal
Classroom Teacher	Maria Anguiano	PK
Classroom Teacher	Jennifer Edmondson	Kinder
Classroom Teacher	Ranee McClane	1st
Classroom Teacher	Angela Brown	2nd
Classroom Teacher	Robert Maxwell	3rd
Classroom Teacher	Jessica Hernandez	4th
Classroom Teacher	Raquel Ramirez	5th
Parent	Alison Duncan	Parent
District-level Professional	Taleigha Murray	Ed Center personnel
Parent	Mireya Camacho	Parent

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coaches		\$0.00
2	1	3	leveled readers	21111639900119830000	\$0.00
2	2	2	guided math supplies	21311639900119830000	\$0.00
2	4	2	supplies and materials		\$0.00
Sub-Total					\$0.00
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Staff Development for all initiatives		\$0.00
1	1	4	SD travel		\$0.00
1	1	4	Subs		\$0.00
1	1	4	Petit		\$0.00
2	3	2	supplies and materials		\$0.00
2	3	3	Headphones		\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00

2	4	1			\$0.00
2	4	3			\$0.00
2	5	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Campus: Lamar

Principal: Amanda Garcia

\$96,652 2018-2019 Title 1 Budget Allocation
\$31,191 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	119	9	30	000	\$6,600	Title I Substitutes
211	11	6117	00	119	9	30	000	\$175	Salary Stipends
211	11	6118	67	119	9	30	000	\$15,000	Tutors
211	13	6118	00	119	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	119	9	30	000	\$55,050	Teacher Salaries
211	11	6129	00	119	9	30	000	\$0	Aide Salaries
211	11	6142	00	119	9	30	000	\$10,236	Benefits
Contracted Services:									
211	13	6239	00	119	9	30	000		Region 9 esc services
211	11	6248	00	119	9	30	000		On-line services/Maint agreements
211	34	6294	67	119	9	30	000		Student busing for tutorials
211	11	6297	00	119	9	30	000	\$591	Printing
211	13	6299	00	119	9	30	000		Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	119	9	30	000	\$1,500	Instructional Reading materials/books
211	11	6339	00	119	9	30	000	\$2,500	STAAR Test Booklets/Study Materials
211	11	6395	00	119	9	30	000		Technology
211	11	6397	00	119	9	30	000		Software/Licenses
211	11	6399	00	119	9	30	000	\$5,000	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	119	9	30	000		Teacher Staff Development Travel

TOTALS **\$96,652**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$1,238	
211	61	6299	00	119	9	30	215		PFE Contracted Services
211	61	6399	00	119	9	30	215	\$1,088	PFE Supplies
211	61	6499	00	119	9	30	215	\$150	PFE Snacks

TOTALS **\$1,238**
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: _____

Date: _____