

# Wichita Falls Independent School District

## Lamar Elementary

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

# 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.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Lamar is a small PK-5 elementary school located on the east side of Wichita Falls, we have approxiamtely 330 students. We are 94% Econimcally Disadvantaged, with 40% Afircan American, 25% Hispanic, 25% White and 10% 2 or more. These numbers have stayed fairly consistent over the past 5 years.	5
On average we see about a 10% turnover rate with 30-40 new students coming in and 30-40 students leaving throughout the year. Attendance rates remain very high and stay around 94% for the year. This trend has continued the last 5 years. Discipline referrals have gone significantly down in the last 4 years. Down from over 750 to just under 100 in the 2019-2020 school year. All staff members are highly qualified with experience ranging from 1 year to 30 years of experience.	5
Employee retention has remained constant for the past three years. Professional development is centered around district programs and initiatives. Professional development is completed in the summer for 3 opt out days as well as during the school year with DSD and CSD. Job embedded PD is worked into weekly PLC meetings.	5
Site based team includes teachers, admins, dstrict staff, parents and community members.	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	10
Goals	11
Goal 1: Recruit, retain, and support teachers and principals.	11
Goal 2: Build a foundation of literacy and numeracy.	13
Goal 3: Connect high school to career and college.	19
Goal 4: Improve low performing schools.	21
State Compensatory	26
Personnel for Lamar Elementary	26
Title I Schoolwide Elements	27
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	28
3.1: Develop and distribute Parent and Family Engagement Policy	28
3.2: Offer flexible number of parent involvement meetings	28
Title I Personnel	30



# Comprehensive Needs Assessment

Revised/Approved: September 9, 2020

## Demographics

### Demographics Summary

Lamar is a small PK-5 elementary school located on the east side of Wichita Falls, we have approximately 330 students. We are 94% Economically Disadvantaged, with 40% African American, 25% Hispanic, 25% White and 10% 2 or more. These numbers have stayed fairly consistent over the past 5 years.

On average we see about a 10% turnover rate with 30-40 new students coming in and 30-40 students leaving throughout the year. Attendance rates remain very high and stay around 94% for the year. This trend has continued the last 5 years. Discipline referrals have gone significantly down in the last 4 years. Down from over 750 to just under 100 in the 2019-2020 school year. All staff members are highly qualified with experience ranging from 1 year to 30 years of experience.

Employee retention has remained constant for the past three years. Professional development is centered around district programs and initiatives. Professional development is completed in the summer for 3 opt out days as well as during the school year with DSD and CSD. Job embedded PD is worked into weekly PLC meetings.

Site based team includes teachers, admins, district staff, parents and community members.

### Demographics Strengths

Hispanics continue to outperform other subgroups in academic achievement and academic growth in both math and reading. This is attributed to our strong Bilingual staff and school climate. The majority of the Hispanic community support their child throughout his/her academic success.

The Economically Disadvantaged population has met the academic achievement in academic growth in reading and math, as well as student success. This is attributed to the dedicated efforts and continuous desire to grow professionally.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The attendance rate for Lamar is 94% which is below the district average of 96%. **Root Cause:** The majority of students reside within the neighborhood but have no means of transportation due to high poverty rate of 94%. During inclement weather days, students do not attend school due to the lack of transportation.

# Student Learning

## Student Learning Summary

2019 scores: Lamar received an B overall rating for the 2018-2019 school year. The Domain 1 score was a scale score of 65. Domain 2 was a scale score of 82. Domain 3 saw a raw score of 76.

Due to Covid-19, state assessments were dropped; therefore, student achievement scores are not available.

However, there has been a dramatic upward trend in student performance over the last 5 years on state assessments, especially when you compare Domain 1 scores that have increased from 18 in 2015 to 21 in 2016 to 24 in 2017 to 31 in 2018 and 30 in 2019. All students are phonics and phonological screened and then provided specific intervention for needed areas. Students math fluency is also tracked. To identify the most crucial needs, frequency distribution charts are analyzed as well as student performance on Readiness standards. These skills are then retaught in intervention blocks and given higher priority and more teaching time in the classroom. MTSS is held monthly and notes are taken on each student.

## Student Learning Strengths

There has been a dramatic upward trend in student performance over the last 5 years on state assessments, especially when Domain 1 scores have increased from 18 in 2015 to 21 in 2016 to 24 in 2017 to 31 in 2018 and 30 in 2019.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Lamar students struggle in meeting Domain I, Student Achievement. **Root Cause:** The majority of Lamar students are below grade level in Reading and Math and come to school with high ACE scores and social emotional issues that all work together to negatively impact their academic achievement.

# School Processes & Programs

## School Processes & Programs Summary

Professional Development at the campus level is either embedded into PLCs or done during campus PD days. All PD is centered around district programs and initiatives. Lamar demonstrates outstanding participation in all district initiatives and programs as a HRS Level 2 campus, CKH showcase and Seidlitz showcase. Lamar was the first campus within the district to earn the National CKH Showcase award. A formative assessment process is done at each campus through the review of the CIP in November, February and May. STAAR rigor is a focus at each grade level and intensive instruction is provided during Response to Intervention. The campus goal focuses on growth and progress. Growth is tracked monthly through assessments.

## School Processes & Programs Strengths

A formative assessment process is done at each campus through the review of the CIP in November, February and May. STAAR rigor is introduced week 1 and that urgency is in place each week from day 1 through the use of weekly assessments that are STAAR aligned in grades 1-5 in every subject area.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Training will be provided on district initiatives including Seidlitz, Balanced Literacy, Guided Math, and Capturing Kids' Hearts. **Root Cause:** Two new staff members were hired and one has returned to teach this year.

# Perceptions

## Perceptions Summary

Lamar Attendance rate stays over 96%. 2% of the students make up 98% of the discipline. The at-risk coordinator conducts bullying awareness announcements with all students.

Lamar received HRS Level 1 certification in 2016-2017 for Safe and Collaborative Culture.

Only two students were sent to DAEP for mandatory placement. Lamar has a clearly defined discipline management in which students have demerit points assigned based on the offense. Lamar conducts the implementation of Capturing Kids Hearts. Lamar was named a Capturing Kids Hearts National Showcase campus in 2017-2018.

Teacher retention is high. Although there is an incentive for teachers to remain at Lamar, teachers choose to be at Lamar to improve student success.

## Perceptions Strengths

Lamar Attendance rate stays over 96%.

Lamar was named a Capturing Kids Hearts National Showcase campus in 2017-2018, 2018-2019, 2019-2020. Lamar was the first campus within the district to earn the CKH Showcase campus.

Lamar received HRS Level 1 certification in 2016-2017 for Safe, Supportive, and Collaborative Culture and Level 2 for Effective Teaching in Every Classroom.

New teachers are supported through a variety of trainings in PLCs and faculty meetings.

## Problem Statements Identifying Perceptions Needs



**Problem Statement 1 (Prioritized):** Lack of parental and community involvement. **Root Cause:** Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events),.

**Problem Statement 2:** Re-establishing climate after students return from school at home. **Root Cause:** COVID-19

**Problem Statement 3:** Campus level development lacks customization for individual staff members. **Root Cause:** Professional development tends to focus on what is best practice for all students. Due to COVID-19, all professional development plans were not able to be implemented.

# Priority Problem Statements

**Problem Statement 1:** The attendance rate for Lamar is 94% which is below the district average of 96%.

**Root Cause 1:** The majority of students reside within the neighborhood but have no means of transportation due to high poverty rate of 94%. During inclement weather days, students do not attend school due to the lack of transportation.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Lack of parental and community involvement.

**Root Cause 2:** Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events),.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Lamar students struggle in meeting Domain I, Student Achievement.

**Root Cause 3:** The majority of Lamar students are below grade level in Reading and Math and come to school with high ACE scores and social emotional issues that all work together to negatively impact their academic achievement.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Training will be provided on district initiatives including Seidlitz, Balanced Literacy, Guided Math, and Capturing Kids' Hearts.

**Root Cause 4:** Two new staff members were hired and one has returned to teach this year.

**Problem Statement 4 Areas:** School Processes & Programs

# Goals





Revised/Approved: August 12, 2020

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

**Performance Objective 1:** New teacher support for teachers with one year or less experience will participate in the peer mentor program by the end of 2020 - 2021 school year.

**Evaluation Data Sources:** Both the mentor and novice teacher will collaborate to provide feedback on the effectiveness of the mentor program.

<p><b>Strategy 1:</b> New teachers will be assigned a mentor teacher within the first two weeks of school.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will have support and proper feedback will be given immediately by the mentor teacher and administrator.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> Two campus instructional coaches will be employed to work directly with classroom teachers to support teaching and learning in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely and effective feedback and support to teachers. Ongoing professional learning is provided for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Coaches-50% - Title 1 Part A - \$76,400</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher collaboration time and effective data analysis</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - Comprehensive Support Strategy</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





<p><b>Strategy 4:</b> Campus administrators and instructional coaches will facilitate multiple PLCs, plan teacher learning opportunities, such as instructional rounds, data analyzing sessions, and MTSS meetings. Data days held twice during school year. Substitutes provided for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge and implementation levels of campus and district initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Professional Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Substitutes - Title 1 Part A - 21311611200119130000 - \$3,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 5:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 6:</b> 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. Tutors will be hired to work with students in increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in support staff to assist with instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Tutoring - Title 1 Part A - 21311611867119130000 - \$9,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 7:</b> 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 and the support of English Learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** Lamar earned a D rating of 65 in the area of student achievement in 2019. By May 2021, 75% of students will show progress on STAAR.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Spring 2021 STAAR results; TAPR

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Intensive remediation will be provided to all 3rd - 5th grade students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional coaches Paraprofessionals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> All K - 5 reading teachers will utilize a balanced literacy approach to teach students reading. Student kits will be purchased to support students in English Language Arts to support spelling and decoding.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will focus on the components of balanced reading to increase reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Teachers Instructional Reading coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> A leveled library will be available to all teachers to support reading instruction for grades 3 - 5 at each student's individual reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will utilize the leveled library as a resource in implementing guided reading.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional reading coach Reading teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Leveled Readers Grades 4-5 - Title 1 Part A - 21311632900119930000 - \$2,000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** Students will demonstrate growth in the area of reading in 3rd grade.

The percent of students who scored approaches will increase from 64% to 70%.

The percent of students who scored meets will increase from 30% to 40%.

The percent of students who scored masters will increase from 15% to 25%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Unit Assessments





MAP Assessments

Spring 2021 STAAR results

Response to Intervention data

<p><b>Strategy 1:</b> A math instructional coach will be provided to all math teachers as a resource for modeling lessons and providing feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive immediate feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Math teachers Instructional math coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

<p><b>Strategy 2:</b> 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> <p>Education Galaxy will be purchased for students in grades 3-5 to maximize performance in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use guided math during small group instruction to improve math skills for all students.</p> <p>Digital classrooms iPad/Chromebook ratio to student approaches 1:1 in each grade level</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional math coach Math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Education Galaxy online program - Title 1 Part A - 21111624800119030000 - \$2,700</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 3:</b> Students will be identified during MTSS monthly meetings based on their academic need in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive intense interventions to prepare them for future state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Chair Math teacher Instructional math coach</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 4:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal LPAC Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative Reviews		
	Nov	Feb	May





<p><b>Strategy 5:</b> Each 3-5 math teacher will utilize guided math approach to provide math instruction. Teachers will use math supplies to implement guided math to engage students in routines and lessons that build number sense. Title funds shall be used to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and meet to the state performance standards.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students who scored masters will increase from 11% to 55%.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Math Coach Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>			



**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** By May 2021, 80% Kindergarten will advance beyond the kinder phonological levels.





**Evaluation Data Sources:** Kindergarten standards based report card.

<p><b>Strategy 1:</b> Each kindergarten student will set individual goals with their teacher to target by the end of May.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will be on grade level before entering first grade.</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten teachers</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> SCE funds will be used to upgrade school wide instructional programs, including Guided Reading and Guided Math.</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> High-quality resources will be easily accessible for teachers to utilize throughout the year.</p> <p>Parents will leave with reading or math materials to use at home with students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> All Kinder students will participate in Scientific Learning program.</p> <p><b>Strategy's Expected Result/Impact:</b> All kinder students will participate in Scientific Learning and demonstrate growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 4:</b> Parents and families will be encouraged to send students to Pre-K and Kinder roundup when it is available in the Spring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** 75% of students in 2nd grade will increase the level of rigor in the areas of reading by scoring at least 75% passing rate on the unit assessments.

**Evaluation Data Sources:** Unit Assessment





<p><b>Strategy 1:</b> Each Kinder - 5th grade teacher will set goals with every student for individualized learning in reading.</p> <p>Materials will be purchased with federal funds to ensure individualized instruction is provided for students in small group.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be aware of their current level and targeted goal.</p> <p><b>Staff Responsible for Monitoring:</b> Kinder - 5th grade teachers Reading coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> The instructional reading coach will provide high-quality, ready made balanced literacy activities available for teachers to check out.</p> <p><b>Strategy's Expected Result/Impact:</b> Resources will be easily available to target the goal of full implementation in every K - 2 classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional reading coach First and second grade teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> All K- 2 staff will receive training on Balanced Literacy and Guided Math by 2019.</p> <p>Kinder teachers will receive training on Scientific Learning (SL). SL will be utilized as an online reading and language intervention. A class set of headphones will be purchased for each kinder classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue HRS Level 2, effecting teaching in every classroom</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Connect high school to career and college.

**Performance Objective 1:** In grades 1-5, 98% will be promoted to the following grade by May 2021. One student was retained in 2020.

**Evaluation Data Sources:** Statement of concern, accelerated instructional plan, summer school Jump Start referrals

<p><b>Strategy 1:</b> 100% of staff will be encouraged to wear college gear on Thursdays to promote College readiness and life after high school to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote career choices and technical and collegiate options.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Teachers Instructional coaches Paraprofessionals</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Fitness gram results will be reviewed to measure growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Physical Education teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> Teachers will work on skill specific data to determine the need for tiered intervention services through Response to Intervention.</p> <p>Leveled readers will be used during Response to Intervention. Printing budget will be used to print readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be discussed during Student Support Teams, held monthly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal - SST chair Teachers Instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Leveled readers - Title 1 Part A - 21111629700119030000 - \$767</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

<p><b>Strategy 4:</b> Students and staff will receive training on Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, Hot Topics and anti-violence techniques as applicable to grade level/students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 5:</b> Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to insure that student needs are being met. Student progress, while assigned to DAEP and County Detention will be monitored. Students at County Detention will be administered pre and post-test before transitioning back to campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Transition is smooth from DAEP to campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators At-Risk Coordinator</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Improve grade level performance indicator in Domain 3, academic achievement, with all student subgroups: African American, Hispanic, White, and Economically Disadvantaged in math.

All students math from 36% to 46%.

African American math from 20% to 31%

Hispanic math from 44% to 50%





White math from 33% to 59%

EcoDis math from 37% to 40%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Unit Assessment  
Spring 2021 STAAR reading

<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Student Support Team</p> <p>Professional Learning Communities</p> <p><b>Staff Responsible for Monitoring:</b> Administrators At-Risk Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 2:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Monthly reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators At-Risk Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p>	Formative Reviews		
	Nov	Feb	May





<p><b>Strategy 3:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Maximize instruction of teacher to student ration 1:8 during response to intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Federal office personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Tutoring Services - Title 1 Part A - 21311611867119030000 - \$8,373, Tutoring Services - Title 1 Part A - 21111611867119030000 - \$25,000</p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** 100% of students will be monitored for reading and math through MTSS on a weekly basis during the 2020-2021 school year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Unit Assessment  
Weekly progress monitoring  
Spring 2021 STAAR math

<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Math assessment scores will be discussed during student support team meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor-At Risk coordinator</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Classroom Instructional Aides - SCE - \$32,400, Instructional Coaches - 50% - SCE - \$76,400</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 2:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative Reviews		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>			

**Goal 4:** Improve low performing schools.





**Performance Objective 3:** Host a minimum of two family events during the 2020-2021 school year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Presentation, agenda, and sign-in sheet

<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Reduce the amount of negative behaviors such as isolation and and misconduct.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 2:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Students will be referred to truancy court and make-up school in order to support attendance requirements.</p> <p>Teachers will provide Saturday school to provide students the opportunity to makeup minutes missed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Attendance clerk At risk coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1 Part A - 21113611867119030000 - \$3,000</p>	Formative Reviews		
	Nov	Feb	May



<p><b>Strategy 3:</b> Parent Involvement nights will be provided to explain curriculum, instruction, and initiatives. Parents will also receive practice material to do at home with their students.</p> <p>The Parent and Family Engagement Policy will be provided in English and Spanish during the Parent/Teacher conferences in October.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the amount of parent involvement meetings offered. Inform the parents of programs and assistance offered in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal At-Risk Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

# State Compensatory

## Personnel for Lamar Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brezina, Blanca	Teacher	School Wide	.50
Fernandez, Maria	Aide	School Wide	.90
Huaman, Rolando	Aide	School Wide	.90
Lara, Michelle	Teacher	School Wide	.50
Lopez, Claudia	Teacher	School Wide	.50
Martinez, Elena	Teacher	School Wide	.50
Nichols, Karen	Instructional Coach: Reading	School Wide	.50
Shepley, Stephanie	Aide	School Wide	.50
Tedford, Mindy	Instructional Coach: Math	School Wide	.50
Zenaida, Guido	Aide	COVID CARE	.100

# **Title I Schoolwide Elements**

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

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

Lamar Elementary participates in the Comprehensive Needs Assessment (CNA) process each year. This process typically begins in the spring semester of the current school year and extends into the month of May. The CNA process is conducted through the Site Based Decision Making Team and is an overall review of the campus' processes and resources. The 2020-2021 CNA included a review of questions related to the four multiple measures of data to evaluate the campus' needs.

The four areas reviewed were: Demographics, Student Achievement, Processes and Programs, and Perceptions. Subcommittees were created within the SBDM team and areas assigned to each subcommittee for review and analysis. In answering the questions in each area, the subcommittee members reviewed data from various sources. The subcommittees met during the period May and early August. Each subcommittee then presented their information gathered to the entire SBDM during our August meeting and the committee agreed upon and approved the needs of the campus for the 2020-2021 school year.

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

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

The Lamar Elementary Improvement Plan is developed by the Site Based Decision Making Team (SBDM). The SBDM team is composed of members from the community, campus personnel, parents, teachers, campus administrators and a district liaison.

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

The Campus Improvement Plan is revised formally three times in the school year. The first revision occurs in November, the second revision in February. The last formal evaluation of the plan will be held in May.

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

The Campus Improvement plan is made available to the public through our campus website by being posted in English and in Spanish.

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

See strategies below:

1. All students participate in response to intervention focusing on phonics and foundational math instruction.
2. All students are tracked monthly on their performance to MAP/TEKS aligned assessments.
3. All students participate in BOY, MOY and EOY MAP assessments.
4. Tutoring is provided four days a week for students on Tier 2 and Tier 3 level.

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

See strategies below:

Tutoring is provided four days a week for students on Tier 2 and Tier 3 level. All students at the Tier 2 and 3 levels will participate in Response to Intervention process.

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

See strategies below:

At-Risk-Coorindinator and/or teacher have made home visits to parents of students at risk of failing grade level. The majority of remote students are regressing academically. Conference calls are made with parents to address the academic concerns.

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

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

The Lamar Parent Engagement and Family policy for 2020-2021 was reviewed and approved by the SBDM in August 2020. Parent copies were distributed following parent conferences with the student.

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

Parent involvement activities we will provide this school year include:

Virtual parent teacher conferences

Virtual Bilingual parent meeting

Virtual Title I meeting

Virtual technology night during the first semester

# Title I Personnel

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

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coaches-50%		\$76,400.00
1	1	4	Substitutes	21311611200119130000	\$3,000.00
1	1	6	Tutoring	21311611867119130000	\$9,000.00
2	1	3	Leveled Readers Grades 4-5	21311632900119930000	\$2,000.00
2	2	2	Education Galaxy online program	21111624800119030000	\$2,700.00
3	1	3	Leveled readers	21111629700119030000	\$767.00
4	1	3	Tutoring Services	21311611867119030000	\$8,373.00
4	1	3	Tutoring Services	21111611867119030000	\$25,000.00
4	3	2		21113611867119030000	\$3,000.00
<b>Sub-Total</b>					\$130,240.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Classroom Instructional Aides		\$32,400.00
4	2	1	Instructional Coaches - 50%		\$76,400.00
<b>Sub-Total</b>					\$108,800.00
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	2	1			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00

Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$239,040.00



# Addendums

		Account Level	2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	
211	ESEA Title I Part A							
E	Expense							
6100	Payroll Costs							
211 E 11 6112 00 119 1 30 000		8,000.00	8,000.00	0.00	0.00	0.00	8,000.00	
211 E 13 6118 00 119 1 30 000	Extra Duty Pay Profession/00/X	1,300.00	1,300.00	0.00	0.00	0.00	1,300.00	
211 E 11 6118 67 119 1 30 000		28,000.00	28,000.00	0.00	0.00	0.00	28,000.00	
211 E 11 6119 00 119 1 30 000		76,497.00	76,497.00	0.00	0.00	0.00	76,497.00	
211 E -- 61-- -- -- -- --		113,797.00	113,797.00	0.00	0.00	0.00	113,797.00	
6200	Contracted Svc							
211 E 11 6248 00 119 1 30 000		3,200.00	3,200.00	0.00	0.00	2,083.00	1,117.00	
211 E 11 6297 00 119 1 30 000		600.00	600.00	0.00	0.00	0.00	600.00	
211 E -- 62-- -- -- -- --		3,800.00	3,800.00	0.00	0.00	2,083.00	1,717.00	
6300	Supplies							
211 E 11 6329 00 119 1 30 000		1,805.00	1,805.00	0.00	0.00	0.00	1,805.00	
211 E 11 6339 00 119 1 30 000		995.00	995.00	0.00	0.00	0.00	995.00	
211 E 11 6395 00 119 1 30 000		2,405.00	2,405.00	0.00	0.00	0.00	2,405.00	
211 E 11 6397 00 119 1 30 000	Software < \$5000	240.00	240.00	0.00	0.00	0.00	240.00	
211 E 11 6399 00 119 1 30 000	Supplies & Materials/00/X	1,500.00	1,500.00	0.00	0.00	0.00	1,500.00	
211 E 61 6399 00 119 1 30 215	Supplies & Materials/00/Parent	800.00	800.00	0.00	0.00	0.00	800.00	
211 E -- 63-- -- -- -- --		7,745.00	7,745.00	0.00	0.00	0.00	7,745.00	
6400	Other Op Costs							
211 E 61 6499 00 119 1 30 215	Other Misc Oper Exp/00/Parent	566.00	566.00	0.00	0.00	0.00	566.00	
211 E -- 64-- -- -- -- --		566.00	566.00	0.00	0.00	0.00	566.00	
211 E -- -- -- -- --		125,908.00	125,908.00	0.00	0.00	2,083.00	123,825.00	
211 - -- -- -- -- --		-125,908.00	-125,908.00	0.00	0.00	-2,083.00	-123,825.00	
<b>Grand Expense Totals</b>		<b>125,908.00</b>	<b>125,908.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,083.00</b>	<b>123,825.00</b>	

Number of Accounts: 13

							Account Level	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F	PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	119	0	30	000					
Substitutes													
199	E	11	6112	67	119	0	30	000					
Substitutes-tutorials													
199	E	11	6118	67	119	0	30	000	4,000.00				4,000.00
Extra Duty-prof-tutorials													
199	E	11	6297	00	119	0	30	000	200.00		97.60		102.40
Print Shop Services													
199	E	11	6329	00	119	0	30	000					
Reading Materials													
199	E	11	6395	00	119	0	30	000					
Computer Equipment													
199	E	11	6396	00	119	0	30	000					
Misc Eqmt 1k To <5000													
199	E	11	6399	00	119	0	30	000	8,520.00				8,520.00
Supplies													
199	E	11	6399	67	119	0	30	000					
Supplies-tutorials													
199	E	13	6411	00	119	0	30	000					
Travel-staff													
---									12,720.00		97.60		12,622.40
=====											=====		=====
---									-12,720.00		-97.60		-12,622.40
Grand Expense Totals									12,720.00		97.60		12,622.40

Number of Accounts: 10

\*\*\*\*\* End of report \*\*\*\*\*