

# Wichita Falls Independent School District

## Lamar Elementary

### 2022-2023 Campus Improvement Plan

Accountability Rating: C



# 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	4
Demographics	4
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.	4
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.	4
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.	4
Site based team includes teachers, admins, dstrict staff, parents and community members.	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
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.	17
Goal 4: Improve low performing schools.	19
State Compensatory	24
Budget for Lamar Elementary	25
Personnel for Lamar Elementary	25
Title I Personnel	25
Addendums	26

# Comprehensive Needs Assessment

Revised/Approved: May 27, 2022

## 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 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):** Lamar has more than 90% of students who are EcoDis and have a high mobility rate. **Root Cause:** Students come into the classroom lacking background knowledge and experiences as well as miss crucial quality instruction.

# 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 score well below state standards in Domain 1 on state assessments. **Root Cause:** Lamar students lack access to background experience that play a crucial role in the development of reading comprehension, math, and connections across subject areas.

# 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):** Lamar has staff on a wide continuum of ability in regards to its programs and their implementation. **Root Cause:** Lamar has around 10% staff turnover each 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):** Discipline consequences are not effective. Student behavior doesn't seem to improve after multiple consequences. **Root Cause:** Lack of structure and understanding of disciplinary process and referrals and training on other ways to help students with behavioral issues.

# Priority Problem Statements

**Problem Statement 2:** Lamar has more than 90% of students who are EcoDis and have a high mobility rate.

**Root Cause 2:** Students come into the classroom lacking background knowledge and experiences as well as miss crucial quality instruction.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** Lamar students score well below state standards in Domain 1 on state assessments.

**Root Cause 1:** Lamar students lack access to background experience that play a crucial role in the development of reading comprehension, math, and connections across subject areas.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Lamar has staff on a wide continuum of ability in regards to its programs and their implementation.

**Root Cause 3:** Lamar has around 10% staff turnover each year.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Discipline consequences are not effective. Student behavior doesn't seem to improve after multiple consequences.

**Root Cause 4:** Lack of structure and understanding of disciplinary process and referrals and training on other ways to help students with behavioral issues.

**Problem Statement 4 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-PESS data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: May 27, 2022





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

**Performance Objective 1:** Maintain 90% of staff from 2021- 2022 to the 2022-2023 school year.

**Evaluation Data Sources:** Position Control assignments and Human Resource Documentation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> New teacher mentorship: New teachers will be assigned a mentor teacher within the first two months of school. New teachers to Lamar will receive the Higher Reliability Schools NASOT training provided by Region 9.</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 Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Substitutes - Title 1 Part A - 21111611200119330000 - \$2,500</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Coach: An instructional coach 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 Coach</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Instructional Coaches-50% - Title 1 Part A - \$76,400</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: Specific program initiatives will be reviewed/taught during weekly PLCs.</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>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus administrators and instructional coaches will facilitate multiple options to provide teachers learning opportunities, such as instructional rounds, data analyzing sessions. Data days will be held twice during the school year and 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> Principal Instructional Coaches K - 5 Homeroom teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Substitutes - Title 1 Part A - 21311611200119130000 - \$6,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<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>Strategy's Expected Result/Impact:</b> Lamar will meet all guidelines regarding the Highly Qualified status requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<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>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Tutoring - Title 1 Part A - 21311611867119130000 - \$9,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Parent and Family Engagement Policy will be reviewed and approved at 1st SBDM meeting. The policy will be distributed during parent-teacher conferences.</p> <p>Parent Involvement nights for the year will include, but not limited to. Grandparent's Day event Parent Engagement/Title Meeting Fall Carnival Spring Fling Community Art Gallery Fine Arts program</p> <p><b>Strategy's Expected Result/Impact:</b> Principal Assistant Principal Counselor</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Lamar has staff on a wide continuum of ability in regards to its programs and their implementation. <b>Root Cause:</b> Lamar has around 10% staff turnover each year.</p>

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

**Performance Objective 1:** The % of PreK students that score on grade level or above in letter knowledge will increase by 30% from BOY to EOY and Math will increase by 5% from BOY to EOY by June 2023 based on EOY Circle.

**Evaluation Data Sources:** Circle Data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PK teachers will PLC with their curriculum specialists and track these essential skills for growth. Students will be assessed regularly and plans and interventions will be given accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in letter recognition and sounds</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Curriculum Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 2:**

The % of KG students that score on grade level or above in Language and Literacy will increase by 20% from BOY to EOY in TX-KEA and Math will increase by 20 points from BOY to EOY by June 2023 based on EOY MAP Assessment.

**Evaluation Data Sources:** MAP Assessments  
TX-KEA Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> KG teachers will meet weekly with the Instructional Coach to plan and go over data regarding phonological and math skills aligned to the TEKS Resource System.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive immediate feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</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>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Formative</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 3:** The % of 3rd - 5th grade students that score on grade level or above in Reading will increase 10 points from BOY to EOY and Math will increase by 12 points from BOY to EOY by June 2023 based on EOY MAP Assessment.

**Evaluation Data Sources:** MAP Assessment Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Weekly assessment scores that are STAAR and Teks Resource System aligned will be tracked for growth. Students will be grouped according to the skills needed and targeted during small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, 3rd - 5th Grade teachers, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<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 math.</p> <p>Title funds shall be utilized to provide opportunities for students served to acquire the knowledge and skills contained in the TRS and to meet the state performance standards by purchasing Mentoring Math resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Math growth results in grades 3rd - 5th</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Instructional math coach 3rd - 5th grade math teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Mentoring Minds Resources - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Each 3-5 reading teacher will utilize guided reading to provide reading instruction. Teachers will use leveled readers to engage students during response to intervention. Title funds will be used to purchase literature for students during reading to meet the state performance standards.</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> PK - 5th grades will have dual monitors in each classroom to provide instruction in math &amp; reading throughout the day. Adaptors will be purchased to connect the monitors in each classroom.</p> <p><b>Funding Sources:</b> Adaptors for dual monitors - Title 1 Part A</p>	<b>Formative</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:** Students in grades 3rd - 5th will participate in Career Day held in the Spring to introduce students to the technical and collegiate opportunities.

**Evaluation Data Sources:** Student surveys prior to the event

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</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</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</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>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</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</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Detention will be administered pre and post-test before transitioning back to campus.

**Strategy's Expected Result/Impact:** Transition is smooth from DAEP to campus.

**Staff Responsible for Monitoring:** Administrators  
At-Risk Coordinator



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 students in the following areas:

3rd Grade Reading 55% to 60%





4th Grade Reading 45% to 53%

**High Priority**

**Evaluation Data Sources:** MAP Reports

Spring 2023 STAAR reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Title 1 Part A, Improving Basic Programs: Title funds shall be utilized to provide opportunities for students served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Staff funded with Title funds will work with students during Intervention Blocks on TEK specific material to ensure all students meet the state standard.</p> <p>Title/SCE funds will be used to purchase travel and field trip admissions for all grade levels to attend educational trips that will build their background knowledge and life experiences to better improve performance in the classroom..</p> <p>Title funds will also go towards purchasing materials to promote math and literacy development in each classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth on Domain 3 scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Busing and entrance fees - Title 1 Part A - 21111641200119330000 - \$5,049</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<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 Counselor</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All students will be monitored for reading and math through MTSS on a periodic basis during the 2022 - 2023 school year. The team will identify students who are need of specific services, such as Dyslexia, Special Education, and/or Gifted and Talented.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher levels of academic achievement for students on any of the tiered levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Content teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 2:** All students will be monitored for reading and math through MTSS on a periodic basis during the 2022 - 2023 school year.

**High Priority**

**Evaluation Data Sources:** Weekly progress monitoring  
Spring 2023 STAAR math

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</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		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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





**Performance Objective 3:** Improve Growth Status for Domain 2A for all students in the following areas:

3rd Grade Reading 39% to 55%

4th Grade Reading 61% to 71%

**Evaluation Data Sources:** MAP Reports  
STAAR scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All staff will implement Capturing Kids Hearts components 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</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>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PFE Supplies - Title 1 Part A - 21161639900119330215 - \$853</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Each student will create a system whereby students set goals based on prior performance and track their progress on those goals in reading or math.</p> <p><b>Strategy's Expected Result/Impact:</b> Goal-getter cards</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



# State Compensatory

## Budget for Lamar Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.4

Brief Description of SCE Services and/or Programs

--

## Personnel for Lamar Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brezina, Blanca	Teacher	0.5
Fernandez, Maria	Aide	0.9
Lara, Michelle	Teacher	0.5
Martinez, Elena	Teacher	0.5
Shepley, Stephanie	Aide	0.5
Tedford, Mindy	Instructional Coach: Math	0.5

# Title I Personnel

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

# Addendums

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
199	General Operating						
E	Expense						
6100	Payroll Costs						
199 E 11 6117 00 119 0 30 000	Stipends	410.00	410.00	34.18	102.56	0.00	307.44
199 E 11 6117 00 119 0 30 390	Stipends	1,250.00	1,250.00	0.00	208.38	0.00	1,041.62
199 E 11 6118 67 119 0 30 000	Extra Duty-prof-tutorials	5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
199 E 11 6119 00 119 0 30 000	Sal/wages-teachers	66,660.83	66,660.83	5,555.08	16,665.29	0.00	49,995.54
199 E 11 6119 00 119 0 30 390	Sal/wages-teachers	111,282.76	111,282.76	0.00	21,414.72	0.00	89,868.04
199 E 11 6129 00 119 0 30 000	Sal/wages-support	41,449.05	41,449.05	3,454.10	10,362.44	0.00	31,086.61
199 E 11 6129 03 119 0 30 000	Sal/Wages Support Personl	0.00	0.00	0.00	0.12	0.00	-0.12
199 E -- 61-- -- -- -- --		226,052.64	226,052.64	9,043.36	48,753.51	0.00	177,299.13
6200	Contracted Svc						
199 E 11 6297 00 119 0 30 000	Print Shop Services	480.00	480.00	0.00	0.00	0.00	480.00
199 E -- 62-- -- -- -- --		480.00	480.00	0.00	0.00	0.00	480.00
6300	Supplies						
199 E 11 6399 00 119 0 30 000	Supplies	6,000.00	6,000.00	0.00	0.00	0.00	6,000.00
199 E -- 63-- -- -- -- --		6,000.00	6,000.00	0.00	0.00	0.00	6,000.00
199 E -- -- -- -- --		232,532.64	232,532.64	9,043.36	48,753.51	0.00	183,779.13
199 - -- -- -- --		-232,532.64	-232,532.64	-9,043.36	-48,753.51	0.00	-183,779.13
<b>Grand Expense Totals</b>		<b>232,532.64</b>	<b>232,532.64</b>	<b>9,043.36</b>	<b>48,753.51</b>	<b>0.00</b>	<b>183,779.13</b>

Number of Accounts: 9

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

Account Level		2021-22	2021-22	November 2021-22	2021-22	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 2 30 000		6,000.00	6,000.00	80.00	330.00	0.00	5,670.00
211 E 11 6117 00 119 2 30 000		0.00	0.00	29.16	87.48	0.00	-87.48
211 E 11 6118 67 119 2 30 000		10,000.00	10,000.00	2,770.79	2,770.79	0.00	7,229.21
211 E 11 6119 00 119 2 30 000		78,210.00	78,210.00	5,555.07	16,665.21	0.00	61,544.79
211 E -- 61-- -- -- -- --		94,210.00	94,210.00	8,435.02	19,853.48	0.00	74,356.52
6200	Contracted Svc						
211 E 11 6248 00 119 2 30 000		500.00	500.00	500.00	500.00	0.00	0.00
211 E 34 6294 00 119 2 30 000	Misc Contract Svc	4,500.00	4,500.00	0.00	0.00	0.00	4,500.00
211 E 11 6299 00 119 2 30 000	Other Contracted Services	1,250.00	1,250.00	147.28	808.16	441.84	0.00
211 E -- 62-- -- -- -- --		6,250.00	6,250.00	647.28	1,308.16	441.84	4,500.00
6300	Supplies						
211 E 11 6329 00 119 2 30 000		4,200.00	4,200.00	0.00	0.00	0.00	4,200.00
211 E 11 6399 00 119 2 30 000	Supplies & Materials/00/X	9,436.00	9,436.00	633.96	1,159.78	0.00	8,276.22
211 E 61 6399 00 119 2 30 215	Supplies & Materials/00/Parent	750.00	750.00	24.48	24.48	725.52	0.00
211 E -- 63-- -- -- -- --		14,386.00	14,386.00	658.44	1,184.26	725.52	12,476.22
6400	Other Op Costs						
211 E 11 6412 00 119 2 30 000	Travel - Students	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 61 6499 00 119 2 30 215	Other Misc Oper Exp/00/Parent	589.00	589.00	0.00	0.00	0.00	589.00
211 E -- 64-- -- -- -- --		3,589.00	3,589.00	0.00	0.00	0.00	3,589.00
211 E -- -- -- -- --		118,435.00	118,435.00	9,740.74	22,345.90	1,167.36	94,921.74
211 - -- -- -- --		-118,435.00	-118,435.00	-9,740.74	-22,345.90	-1,167.36	-94,921.74
<b>Grand Expense Totals</b>		<b>118,435.00</b>	<b>118,435.00</b>	<b>9,740.74</b>	<b>22,345.90</b>	<b>1,167.36</b>	<b>94,921.74</b>

Number of Accounts: 12

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