New Braunfels Independent School District

Lamar Elementary

2023-2024 Campus Improvement Plan

Board Approval Date: November 13, 2023

Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day.

Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	**Behaviors**	**Outcome**
Passion for Growth	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters High expectations Act with purpose	Ready for Tomorrow

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Lamar Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/ TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 24, 2022, at Lamar Elementary to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in August 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year. When required stakeholders cannot attend scheduled meetings, the campus will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits.

Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the NBISD website. A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

Demographics

Demographics Summary

Lamar Elementary is a a K-5 elementary school in the New Braunfels ISD which originally opened in 1923. This school year Lamar Elementary will be celebrating its 100th year in service to New Braunfels. Located in Comal County, New Braunfels is situated in a high-growth area between San Antonio and Austin. As the area has grown, NBISD and Lamar have experienced years of high enrollment. As a result of this increasing enrollment, NBISD is set to open a new High School beginning in 2024-25 and two new elementary schools, one for the 2024-2025 school year and another for the 2025-26 school year. As the district has expanded, Lamar is anticipated to grow in enrollment and staff as NBISD continues to increase enrollment with the development of new housing. Lamar will continue to be one of four designated Life Skills campuses for grades K-5 in NBISD for the 2023-2024 school year.

Campus enrollment for the 2023-2024 school year is expected to be approximately 375 students with about 40% of those students being Economically Disadvantaged. It is also expected that Lamar Elementary will have over 40 Special Education students. Lamar will continue to be a Title 1 campus for the 2023-2024 school year.

Demographics Strengths

Lamar Elementary Strengths:

Support from parents, families, and community members - Lamar continues to experience a high level of family and community commitment and engagement, as evidenced by the attendance at school events, collaboration between parents and staff surrounding student progress, and multiple, consistently active volunteers.

Diverse populations on campus - The students and families at Lamar are supportive of all students, regardless of differences which may exist. Students partner together to achieve success, supported by staff.

History and Culture of the City - New Braunfels has a rich history and heritage. Local organizations, including the Sophienburg and Wurstfest, provide experiences for Lamar students to learn more about how New Braunfels was settled and the various cultural celebrations.

Active and Supportive PTA - The Lamar PTA works side by side with administration and teachers to provide opportunities for students. They also support the school through volunteerism, and they facilitate fund raising for further campus improvements.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lamar campus attendance rate rose to 94%, with an overall goal of 97%. **Root Cause:** Students continue to adjust to attendance protocols post COVID-19, with many students electing to remain home for safety purposes.

Problem Statement 2 (Prioritized): Ensuring Campus culture and shared campus vision in maintained. **Root Cause:** Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Problem Statement 3 (Prioritized): Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails. **Root Cause:** Continued parent attendance and participation during our annual Title I Public Hearings.

Problem Statement 4 (Prioritized): Increase overall participation in our Watch D.O.G.S. program. **Root Cause:** Lack of program development and follow through with ensuring

parents are participating.

Student Learning

Student Learning Summary

Based off of the State of Texas accountability ratings, for the 2021-22 school year, Lamar Elementary is a campus who received an overall accountability rating of an 90(Campus Grade = A). Below are the specific target breakdowns:

-- Domain 1 -- Student Achievement Lamar Elementary Score: 89

-- Domain 2 -- School Progress Lamar Elementary Score: 85

-- Part A -- Academic Growth: 85

-- Part B -- Relative Performance: 83

-- Domain 3 -- Closing the Performance Gaps Lamar Elementary Score: 92

-- OVERALL ACCOUNTABILITY SCORE Lamar Elementary Score: 90 (Campus Grade = A)

Lamar Elementary was also recognized as a campus with specific Distinction Designations in the areas of Post Secondary Readiness.

Lamar Student Performance Data

Math	Approaches	Meets	Masters
Third Grade	78%	48%	21%
Fourth Grade	76%	57%	17%
Fifth Grade	89%	56%	9%

Reading	Approaches	Meets	Masters
Third Grade	83%	59%	40%
Fourth Grade	83%	71%	33%
Fifth Grade	87%	67%	39%

When comparing these results with the previous year's performance, we see an increase in both reading and scores for 4th and 5th grade performance and a decrease in all 3rd grade performances. Noticeable drops in performance were in 3rd Grade Math (-12% in Meets Performance) and 3rd Grade Reading (-20% in Meets Performance). The one area that showed great growth from the previous year's data was 4th Grade Math (+25% in Meets Performance).

In addition to looking at our overall scores, we make sure to look at the specific student groups and how they compare as well. Below is the comparison of our main three sub-populations, White, Hispanic, and ECO (Economically Disadvantaged) and what percent met the Meets Standards

ELA/Reading

- White (73%)

- Hispanic (56%)

- ECO (47%)

Mathematics

- White (60%)

- Hispanic (45%)

- ECO (31%)

Science

- White (41%)

- Hispanic (38%)

- ECO 33%)

When addressing the variance in scores between groups, it is important to keep in mind that each group population and size vary as well. This adds additional weight to each individual student score. To address the specifics of each subgroup, the campus has analyzed the scores for each individual student and will provide appropriate intervention that targets those areas of need.

NBISD and Lamar Elementary have begun utilizing MAPs testing platform to help measure student progress. Students in all grade levels took a MAPs assessment in both Reading and Math at the beginning, middle and end of the 2022-23 school year allowing student progress to be measured. Normed Student Achievement was also obtained from the assessments.

Lamar Student MAPs Achievement Data -- Math

	% ≥ 40th	80th Percentile	61st to 80th Percentile	41st to 60th Percentile	21st to 40th Percentile	-20th Percentile
Kindergarten	89%	32%	39%	17%	5%	7%
1st Grade	76%	35%	25%	16%	17%	7%
2nd Grade	68%	25%	32%	11%	23%	9%
3rd Grade	73%	34%	23%	16%	16%	11%
4th Grade	84%	36%	29%	19%	6%	10%
5th Grade	74%	16%	31%	27%	19%	7%

Lamar Student MAPs Achievement Data -- Reading

	% ≥ 40th	80th Percentile	61st to 80th Percentile	41st to 60th Percentile	21st to 40th Percentile	-20th Percentile
Kindergarten	70%	26%	29%	15%	14%	16%
1st Grade	77%	33%	21%	23%	18%	5%
2nd Grade	76%	32%	20%	24%	11%	13%
3rd Grade	71%	40%%	14%	17%	16%	13%
4th Grade	87%	44%	27%	16%	5%	8%
5th Grade	79%	30%	27%	22%	11%	10%

Lamar Student MAPs Growth Measure -- Math

	Percent of Students Meeting Growth Measure
Kindergarten	78%
1st Grade	57%
2nd Grade	72%
3rd Grade	61%
4th Grade	57%
5th Grade	54%
Lamar Elementary	62%

Lamar Student MAPs Growth Measure -- Reading

	Percent of Students Meeting Growth Measure
Kindergarten	51%
1st Grade	45%
2nd Grade	61%
3rd Grade	66%
4th Grade	59%
5th Grade	66%
Lamar Elementary	58%

Student Learning Strengths

Lamar Elementary Strengths:

-- All 4th & 5th Grade performance in both Math and Reading showed great growth at the Meets Standard Levels.

-- 5 of 6 Grade Levels had over 70% of students performing in the top 60th percentile of mathematics achievement with 2nd grade just missing this mark with 68% at this level. Kindergarten had 89% and 4th Grade had 84% of students at performing in the top 60th percentile.

-- Overall, Campus had 77% of students performing in the top 60th percentile of mathematics achievement.

-- ALL Grade Levels had over 70% of students performing in the top 60th percentile of reading achievement, with 4th Grade having 87% of their students at this level.

-- Overall, Campus had 77% of students performing in the top 60th percentile of reading achievement.

-- Kindergarten, 2nd Grade and 3rd Grade met the 60% goal of students achieving their Projected Math Growth (78%, 72%, 61% respectively)

-- Overall, Campus met the 60% goal of students achieving their Projected Math Growth (62%)

-- 2nd Grade, 3rd Grade and 5th Grade met the 60% goal of students achieving their Projected Reading Growth (61%, 66%, 66% respectively)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd Grade STAAR Math Data shows a sharp decrease in student performance of (12% Approaches/ 12% Meets/12%Masters) in Math. **Root Cause:** Lasting results of COVID and New State Standards also played a large role in this decreased performance.

Problem Statement 2 (Prioritized): 3rd Grade STAAR Reading Data shows a sharp decrease in student performance of (8% Approaches/ 20% Meets/ 24%Masters) in Reading. **Root Cause:** Lasting results of COVID and New State Standards also played a large role in this decreased performance.

Problem Statement 3 (Prioritized): Performance between our White and Hispanic and White and ECO sub-populations shows a 15% to 20% variance in most areas. **Root Cause:**

Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Problem Statement 4 (Prioritized): As a campus, we did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs Assessment. (58%)   **Root Cause:** MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 5 (Prioritized): 1st Grade, 4th Grade and 5th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Math MAPs assessment. (57%, 57%, 54% respectively)   **Root Cause:** MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 6 (Prioritized): Kindergarten, 1st Grade, and 4th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs assessment. (51%, 45%, 59% respectively)   **Root Cause:** MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 7 (Prioritized): End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through PLC meetings.   **Root Cause:** Implementation of the PLC model is a multi-year process, beginning during the 2022-23 school year. This will continue to develop over the next several years.

Problem Statement 8 (Prioritized): Continue to develop teacher use of best practices through the use of Fundamental 5 techniques.   **Root Cause:** Fundamental 5 techniques are continuing to improve as teachers work to implement these skills. Understanding the expectations continues to be a focal point.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Lamar Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student lead instruction, problem solving skills and cooperative learning.

In order to ensure our students are meeting these goals, a strong focus is placed on curriculum planning and instruction development. As a campus, we will continue to invest in our development of the PLC process, meeting once a week, which allows our teachers to collaborate with one another, receive support from our District and campus Instructional Coaches, and spend time breaking down individual student data. In addition, this time allows for our teachers to better develop overall lessons. Our teachers will also be provided a 100 minute planning period monthly to help support teacher needs and preparation.

Regular Response to Intervention Team (RTI) meetings will also be held to allow for the campus leadership team to focus on our At-Risk student population and better develop plans and supports for those students and teachers. This team is comprised of the Principal, Assistant Principal, Counselor, Campus Instructional Coaches/Interventionists and grade level teachers. Data derived from teacher developed assessments, guided reading instruction, student MAPs performance, and prior student performances (as well as additional materials) are all taken into account during these meetings.

A Campus Instructional Coach will now be a full time position on campus and will focus on guiding our PLC process, supporting new teachers to the campus/education, and providing specific coaching cycles with every teacher to further build instructional best practices. In addition, our Campus Instructional Coaches will continue to support the State of Texas Science of Reading Initiative. Our Coach will support the effective training of this initiative to all staff, especially our teachers in the Kindergarten through 3rd Grades who did not receive training the past year, as well as regularly coaching our teachers to ensure they are all "highly effective" in their reading and literacy instruction.

In order to address student behavior, a Effective Behavior Intervention Support (EBIS)Team has been developed. This team, lead by our Assistant Principal and Counselor, will receive in depth training on developing a positive program to address the needs of Lamar Elementary. They will be charged with training our campus staff and supporting the specific needs of our students and teachers throughout the school year.

Supporting and ensuring new staff members has always been a focus of Lamar Elementary. As new family members are added or moved to new grade level assignments, coaching plans and support are provided to help ensure instruction and overall organization of the classroom is present for our students. Additional new teacher meetings are held regularly and instructional coaches are regularly present in our teacher's classrooms for support, modeling and observation.

Staff at Lamar Elementary is regularly encouraged to seek out and attend staff development opportunities. Administration has dedicated campus funds to continue to support teachers in these endeavors and uses these opportunities to ensure teachers meet their required 5 days of annual staff development.

Focusing on overall student progress is how Lamar Elementary gauges its overall success. All of our programs and supports are designed to add value to the student over the span of each school year, regardless of their academic abilities. LE utilizes a set daily schedule that includes "Unicorn Time" where students are able to receive intervention, academic support or positive differentiation without losing out on instructional time. This allows for teachers to address the specific needs of all of our students.

School Processes & Programs Strengths

Lamar Elementary Strengths:

-- The Response to Intervention Team process has been refined and is an effective way to track student progress and make plans for intervention.

-- 1:1 iPads are being implemented as learning tools, and instructional staff are collaborating with district technology specialists to enhance integration.

-- All teachers are implementing weekly social-emotional lessons and restorative circles to enhance classroom and campus community. An Advisory Period Schedule has been developed to assist with fidelity of meetings.

-- Teachers at Lamar are empowered to take on leadership roles, including team leader, committee chairs, and activity sponsors.

-- Incorporated a common intervention time "Unicorn Time" to allow for At-Risk student support and differentiated instruction.

-- Will provide teachers with a 100 minute planning period monthly to strengthen instruction through curriculum alignment and lesson plan development.

-- Funds are allocated for Out of District Staff Development opportunities to increase teacher knowledge and skills.

-- Campus wellness programs and fitness grams implemented and effective.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Continued funding of our Campus Interventionists and Instructional Aides through use of Title I funds is recommended.   **Root Cause:** Data shows strong student progress to those who were served.

Problem Statement 2 (Prioritized): Continue funding of an Instructional Coach to the campus is needed to support our PLC process as well as the Science of Reading Initiative being implemented Statewide.   **Root Cause:** State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.

Problem Statement 3 (Prioritized): Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders.   **Root Cause:** Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.

Problem Statement 4 (Prioritized): Increase overall student participation in school wide clubs and activities.   **Root Cause:** The campus will work on adding UIL Academic clubs this coming year, as well as the development of an Art club. Developing programs that focus on and/or include K-2nd grade students is also needed for campus overall participation to improve.

Perceptions

Perceptions Summary

Lamar Elementary prides itself as Team Lamarvelous! This concept begins with the manner in which the staff treats one another, and extending to how Lamar Elementary values its students, families and surrounding community. This core value is evident in all aspects of the campus and is reflected in how parents and community reflect on the campus as a whole. In addition to this basic belief, we strive to teach our students our Lamarvelous values-Be safe, respectful, and responsible!

To further support our values, our campus has developed a Effective Behavior Intervention Support Team that will regularly evaluate our campus culture and create ways to highlight those values throughout the school year. This will include teaching and modeling these expectations to our students, but also by providing support and training to our teachers so they can better implement our campus ideals in their classrooms. One aspect that will be utilized by our team is the Restorative Discipline process. This program trains our students to more proactively deal with issues and includes classroom circle discussions to help facilitate the process. Currently, all of our teachers have been trained in this program and will be implementing this process throughout the school year.

The EBIS Team will directly support student behavior and provide training to help ensure teachers are provided the skills and tools to effectively shape student behaviors. While bullying was not viewed as a major issue on end of year surveys, Lamar Elementary always views this as an area that needs support. Continued focus on our bully awareness through teaching and counseling will be a focus for our campus.

Parent communication is pivotal at Lamar Elementary. We utilize the Parent Square system and weekly newsletters to regularly inform our parents and families on activities taking place. In addition, our teachers regularly reach out and keep families informed as to how students are performing throughout the school year. To further build the relationship between the campus and families, regular events are held to bring our families together, including Bring Your Grandparent to Lunch Day, Fall Festival, and other events.

The overarching goal for Team Lamarvelous is to love kids and help them grow. By cheering each other on, taking risks and "failing forward", and partnering with all stakeholders, our students will continue to make progress and reach their goals.

Perceptions Strengths

Lamar Elementary Strengths:

-- Students, teachers and parents all felt as though students truly like coming to school and learning.

-- Students, teachers and parents all indicate they feel the campus was clean, well kept and promoted learning.

-- Family programs received positive feedback.

-- A strong partnership exists between Lamar Elementary staff and parents, as evidenced through strong PTA activities and that the campus does a good job of encouraging Parent and Family Engagement.

-- The overarching goal of our school is to love kids and help them grow, which is embraced by all stakeholders.

-- Excellent response to student activities including school dances, performances and programs.

-- Great feedback on the implementation of counselor classroom meetings and other programs including Lunch Bunch and Canine Classmates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Organization of our campus EBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative Discipline, and provide behavior coaching and modeling for campus teachers showed a need for further attention. **Root Cause:** An increased effort to support teachers through coaching and modeling has begun to take place. Continued focus on this is recommended to further support teachers and staff through this process.

Problem Statement 2 (Prioritized): Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. **Root Cause:** National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.

Problem Statement 3 (Prioritized): Parent Survey indicated a need to improve frequency of communication home to parents concerning student progress. **Root Cause:** Lack of clearly set expectations and training of communication techniques for teachers.

Priority Problem Statements

Problem Statement 1: Lamar campus attendance rate rose to 94%, with an overall goal of 97%.

Root Cause 1: Students continue to adjust to attendance protocols post COVID-19, with many students electing to remain home for safety purposes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.

Root Cause 2: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails.

Root Cause 3: Continued parent attendance and participation during our annual Title I Public Hearings.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 3rd Grade STAAR Math Data shows a sharp decrease in student performance of (12% Approaches/ 12% Meets/12%Masters) in Math.

Root Cause 4: Lasting results of COVID and New State Standards also played a large role in this decreased performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 3rd Grade STAAR Reading Data shows a sharp decrease in student performance of (8% Approaches/ 20% Meets/ 24%Masters) in Reading.

Root Cause 5: Lasting results of COVID and New State Standards also played a large role in this decreased performance.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Performance between our White and Hispanic and White and ECO sub-populations shows a 15% to 20% variance in most areas.

Root Cause 6: Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders.

Root Cause 7: Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Organization of our campus EBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative

Discipline, and provide behavior coaching and modeling for campus teachers showed a need for further attention.

Root Cause 8: An increased effort to support teachers through coaching and modeling has begun to take place. Continued focus on this is recommended to further support teachers and staff through this process.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis.

Root Cause 9: National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Continued funding of our Campus Interventionists and Instructional Aides through use of Title I funds is recommended.

Root Cause 10: Data shows strong student progress to those who were served.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Increase overall participation in our Watch D.O.G.S. program.

Root Cause 11: Lack of program development and follow through with ensuring parents are participating.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Continue funding of an Instructional Coach to the campus is needed to support our PLC process as well as the Science of Reading Initiative being implemented Statewide.

Root Cause 12: State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through PLC meetings.

Root Cause 13: Implementation of the PLC model is a multi-year process, beginning during the 2022-23 school year. This will continue to develop over the next several years.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Parent Survey indicated a need to improve frequency of communication home to parents concerning student progress.

Root Cause 14: Lack of clearly set expectations and training of communication techniques for teachers.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Increase overall student participation in school wide clubs and activities.

Root Cause 15: The campus will work on adding UIL Academic clubs this coming year, as well as the development of an Art club. Developing programs that focus on and/or include K-2nd grade students is also needed for campus overall participation to improve.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Continue to develop teacher use of best practices through the use of Fundamental 5 techniques.

Root Cause 16: Fundamental 5 techniques are continuing to improve as teachers work to implement these skills. Understanding the expectations continues to be a focal point.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Kindergarten, 1st Grade, and 4th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs assessment. (51%, 45%, 59% respectively)

Root Cause 17: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: 1st Grade, 4th Grade and 5th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Math MAPs assessment. (57%, 57%, 54% respectively)

Root Cause 18: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: As a campus, we did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs Assessment. (58%)

Root Cause 19: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 19 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 1: Annually increase the percentage of students showing a minimum of 1+ years growth on End of Year MAPs performance by 5% (Reading from 62% to 67% and Math from 58% to 63%.)

High Priority

Evaluation Data Sources: MAPS

Strategy 1 Details	Formative Reviews		
Strategy 1: Coordinate closely with LPACS, RTI Team and Interventionists to ensure students who are At-Risk and LEP are receiving appropriate accommodation and accessibilities to ensure increased classroom performance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: This should increase overall performance of students who are LEP and At-Risk, thus decreasing the performance gaps between sub-populations. **Staff Responsible for Monitoring:** LPAC Representative RTI Team Interventionists Administration Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop campus wide Professional Learning Community (PLC), including weekly Targeted Learning Cycle (TLC) meetings that allow teachers to collaborate by utilizing student data to drive instruction and best practices that improve educational opportunity for all students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased teacher understanding of TEKS so that proper shared vocabulary and practices are implemented consistently to support the learning of ALL students. **Staff Responsible for Monitoring:** Administration Campus Coaches Campus/District Curriculum Specialists Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 7 **Funding Sources:** - 199 - General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure Unicorn Time is well designed and utilized using data to individualize and differentiate instruction to meet the needs of all students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Stronger TIER I instructional strategies that will promote all students (both Low and High Performing) to reach their individual Projected Growth number annually. **Staff Responsible for Monitoring:** Administration Instructional Coach Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 4, 5, 6			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to employ a Math and Reading Interventionist, Instructional Coach and Instructional Assistants to support teachers on best practices as well as pull students who are At-Risk and support them with individualized support. Employ Special Education teacher to further support students with learning disabilities.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student growth on Math and Reading Scores **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - $138,849, - 211 - Title I, Part A - $72,409, - 224 - IDEA B, SpEd - $85,280, - 282 - ESSER III Grant - $57,263.41			

Strategy 5 Details	Formative Reviews		
Strategy 5: Develop an after school tutoring program to focus on targeted students needing additional academic support to help them achieve a minimum of +1 years of growth as outlined by their MAPs assessment.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased overall performance of students and the closing of their academic gap in relation to their peers. **Staff Responsible for Monitoring:** Administration, Teachers, Interventionists **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** - 282 - ESSER III Grant - $3,476			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade STAAR Math Data shows a sharp decrease in student performance of (12% Approaches/ 12% Meets/12%Masters) in Math. **Root Cause**: Lasting results of COVID and New State Standards also played a large role in this decreased performance.
Problem Statement 2: 3rd Grade STAAR Reading Data shows a sharp decrease in student performance of (8% Approaches/ 20% Meets/ 24%Masters) in Reading. **Root Cause**: Lasting results of COVID and New State Standards also played a large role in this decreased performance.

Student Learning

Problem Statement 3: Performance between our White and Hispanic and White and ECO sub-populations shows a 15% to 20% variance in most areas.   **Root Cause**: Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Problem Statement 4: As a campus, we did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs Assessment. (58%)   **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 5: 1st Grade, 4th Grade and 5th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Math MAPs assessment. (57%, 57%, 54% respectively)   **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 6: Kindergarten, 1st Grade, and 4th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs assessment. (51%, 45%, 59% respectively)   **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Problem Statement 7: End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through PLC meetings.   **Root Cause**: Implementation of the PLC model is a multi-year process, beginning during the 2022-23 school year. This will continue to develop over the next several years.

School Processes & Programs

Problem Statement 1: Continued funding of our Campus Interventionists and Instructional Aides through use of Title I funds is recommended.   **Root Cause**: Data shows strong student progress to those who were served.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 2: Increase the number of Lamar Elementary 3rd grade students performing on grade level on STAAR Reading from a baseline scale score of 59% Meets standard in 2023 to 90% Meets standard by May of 2025. The target for May of 2024 for all 3rd grade students is to reach 75% at the Meets standard.

HB3 Goal

Evaluation Data Sources: The percent of 2nd grade students reading at the 41% or higher on MAPs Achievement Assessment will increase from 76% to 85% on MAPS by May 2024.
The percent of 1st grade students reading at the 41% or higher on MAPs Achievement Assessment will increase from 77% to 85% on MAPS by May 2024.
The percent of Kindergarten students reading at the 41% or higher on MAPs Achievement Assessment will increase from 70% to 80% on MAPS by May 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement a detailed coaching plan to assist with teacher implementation of the Science of Reading:	**Formative**		
Include: -- Fundations support/training K-3rd -- Training/support for all teachers who have not completed Science of Reading training.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased growth on reading levels and NBISD MAPs assessments **Staff Responsible for Monitoring:** ELA Specialists Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: As a campus, we did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs Assessment. (58%)   **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.
Problem Statement 6: Kindergarten, 1st Grade, and 4th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs assessment. (51%, 45%, 59% respectively)   **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

School Processes & Programs

Problem Statement 2: Continue funding of an Instructional Coach to the campus is needed to support our PLC process as well as the Science of Reading Initiative being implemented Statewide.   **Root Cause**: State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 3: Increase the number of Lamar Elementary 3rd grade students performing on grade level on STAAR Mathematics from a baseline scale score of 48% Meets standard in 2023 to 75% Meets standard by May of 2025. The target for May of 2024 STAAR for all 3rd grade students is to reach 60% at the Meets standard.

HB3 Goal

Evaluation Data Sources: The percent of 2nd grade students performing at the 41% or higher on MAPs Achievement Assessment in Math will increase from 68% to 75% on MAPS by May 2024.
The percent of 1st grade students performing at the 41% or higher on MAPs Achievement Assessment in Math will increase from 76% to 81% on MAPS by May 2024.
The percent of Kindergarten students performing at the 41% or higher on MAPs Achievement Assessment in Math will increase from 89% to 94% on MAPS by May 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in grades K-5 will continue implementing Guided Math as a structure to reach the needs of all students through flexible small group instruction. Groups will meet with teachers at least 3 times per week and will include meaningful, purposeful "math and number" talk. Within the Guided Math lesson, instruction moves from concrete models to pictorial and then abstract models.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Identification of misconceptions and learning gaps as teachers work with small groups. This will lead to immediate increased understanding of mathematical concepts and thinking processes.			
Staff Responsible for Monitoring: Principal, District Elementary Math Specialist, Instructional Coaches, Teacher			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
Problem Statements: Student Learning 1, 2, 5			
Funding Sources: - 199 - General Fund			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade STAAR Math Data shows a sharp decrease in student performance of (12% Approaches/ 12% Meets/12%Masters) in Math. **Root Cause**: Lasting results of COVID and New State Standards also played a large role in this decreased performance.
Problem Statement 2: 3rd Grade STAAR Reading Data shows a sharp decrease in student performance of (8% Approaches/ 20% Meets/ 24%Masters) in Reading. **Root Cause**: Lasting results of COVID and New State Standards also played a large role in this decreased performance.

Student Learning

Problem Statement 5: 1st Grade, 4th Grade and 5th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Math MAPs assessment. (57%, 57%, 54% respectively)   **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 4: Increase the percentage of ALL students achieving the Meets Grade Level standard on ALL subjects of state assessments from 56% in 2023 to 61% or higher in 2024.

Evaluation Data Sources: The percentage of students at the Meets Grade Level on 3rd, 4th and 5th grade STAAR math assessments will increase by 5% per grade level to be 53%, 62% and 61% respectively.

The percentage of students at the Meets Grade Level on 3rd, 4th and 5th grade STAAR reading assessments will increase by 5% per grade level to be 64%, 76%, and 72% respectively.

Strategy 1 Details	Formative Reviews		
Strategy 1: Invest in curriculum to support student progress in all areas and help prepare students mentally for STAAR Assessments by becoming better problem solvers	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be better prepared to think critically when solving problems and better apply the information they have learned. **Staff Responsible for Monitoring:** Administration Classroom Teacher Interventionist **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A - $5,000			

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the MAPs assessments, STAAR Data, and RTI Notes to identify student's needing early intervention and ensure those students are immediately served through Tier II classroom supports including specific support during Unicorn Time and before school tutoring.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students should show a quicker recapture of lost knowledge due to regression from the time out of the classroom. **Staff Responsible for Monitoring:** Administration Instructional Coaches Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** - 199 - General Fund			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade STAAR Math Data shows a sharp decrease in student performance of (12% Approaches/ 12% Meets/12%Masters) in Math. **Root Cause**: Lasting results of COVID and New State Standards also played a large role in this decreased performance.
Problem Statement 2: 3rd Grade STAAR Reading Data shows a sharp decrease in student performance of (8% Approaches/ 20% Meets/ 24%Masters) in Reading. **Root Cause**: Lasting results of COVID and New State Standards also played a large role in this decreased performance.
Problem Statement 3: Performance between our White and Hispanic and White and ECO sub-populations shows a 15% to 20% variance in most areas. **Root Cause**: Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.
Problem Statement 4: As a campus, we did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs Assessment. (58%) **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.
Problem Statement 5: 1st Grade, 4th Grade and 5th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Math MAPs assessment. (57%, 57%, 54% respectively) **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.
Problem Statement 6: Kindergarten, 1st Grade, and 4th Grade did not meet the 60% goal of students reaching their Projected Growth Measure on Reading MAPs assessment. (51%, 45%, 59% respectively) **Root Cause**: MAPs Assessment process was new to faculty and staff. Staff failed to develop interventions that met the need of ALL students, particularly those who were high performing.

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 1: Increase percent of 5th grade students projected as on track to pass the ACT College Readiness assessment via MAPs from 42% to 47% by Spring of 2024.

Increase percent of 5th grade students projected as on track to pass the SAT assessment via MAPs from 44% to 49% by Spring of 2024.

Evaluation Data Sources: MAPs Projected Performance Ratings

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide field trip opportunities to all students outside of campus so they may further develop real life experiences and observations as well as develop a point of reference on how various subjects are utilized in the real world.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student real life experiences and applications of concepts that will increase comprehension of various educational curriculum. **Staff Responsible for Monitoring:** Administration Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide continuous exposure to various career paths and opportunities to students each year in order to increase overall career/workforce readiness.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased overall career/workforce awareness and readiness, providing students with long term goals and aspirations. **Staff Responsible for Monitoring:** Administration Counselor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.   **Root Cause**: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 2: Increase student attendance rates. Baseline in 2022-23 rate of 94%. The target is 96% for 2023-24 which is approximately 2.0% increase.

Evaluation Data Sources: 6 Week Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet regularly with attendance committee and our Leadership Team to discuss attendance and At-Risk students and communicate concerns with parents regarding attendance.	**Formative**		
Strategy's Expected Result/Impact: Increased Attendance Rates and overall student progress. **Staff Responsible for Monitoring:** Assistant Principal PIEMS Clerk Classroom Teachers **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - General Fund	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement campus wide attendance incentives to encourage students to attend school on a regular basis.	**Formative**		
Strategy's Expected Result/Impact: An increase in our overall campus attendance rate. **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.5 **Problem Statements:** Demographics 1	**Nov**	**Feb**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lamar campus attendance rate rose to 94%, with an overall goal of 97%. **Root Cause**: Students continue to adjust to attendance protocols post COVID-19, with many students electing to remain home for safety purposes.

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 1: Increase the percentage of students representing NBISD from:

- Clubs and Organizations Participation from 30% to 35% (K-5) by June 2024

- Community Service events from 3 to 4 by June 2024

> **Evaluation Data Sources:** UIL participation
> Club/Organization rosters
> Green Cord hours
> Community Service projects at the elementary and middle school levels

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide extracurricular activities through various Clubs (Choir, Theater, Art, Dance, Reading, Safety Patrol, Student Council) to help build a desire for students to be at school. Include the development of a UIL Academic Competitive Team for Lamar Elementary and Honor Choir Opportunities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased ownership and pride of students on campus, thus them wanting to remain at school. **Staff Responsible for Monitoring:** Administration Teachers/Staff GT Teacher **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 **Funding Sources:** - 199 - General Fund			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Increase overall student participation in school wide clubs and activities.   **Root Cause**: The campus will work on adding UIL Academic clubs this coming year, as well as the development of an Art club. Developing programs that focus on and/or include K-2nd grade students is also needed for campus overall participation to improve.

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 2: Increase the number of parents responding to "I feel my student(s) are safe" on annual parent survey from: 4.46to 4.55 by Spring 2024 through maintaining campus safety measures and overall safety awareness by students and staff.

Evaluation Data Sources: End of Year Safety Reports
Master Calendar

Strategy 1 Details		Formative Reviews	
Strategy 1: All drills will be reviewed at the beginning of each semester and practiced throughout the school year, including monthly fire drills and practice lock down and severe weather drills.		**Formative**	
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: All students and staff will be prepared and know how to react in case safety protocols are needed.				
Staff Responsible for Monitoring: Administration				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Problem Statements: Perceptions 2				
Funding Sources: - 199 - General Fund				

Strategy 2 Details		Formative Reviews	
Strategy 2: Lamar Elementary will conduct Threat Assessment Meetings monthly to support all students/staff who need additional support.		**Formative**	
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased overall campus safety for all stakeholders.				
Staff Responsible for Monitoring: Administration Threat Assessment Team Teachers				
Problem Statements: Perceptions 2				
Funding Sources: - 199 - General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. **Root Cause**: National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 1: Continue to improve workforce quality and effectiveness with appropriate training and professional development in required and staff-selected areas for improvement. Baseline data is current training records/credentials and participation in professional development opportunities.

Evaluation Data Sources: eduphoria Staff Development Documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a Parent/Teacher Conference Plan and Assessment Support that offers classroom coverage to better facilitate these meetings.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Efficient use of teacher's time will allow for added time spent on curriculum development and other educational needs. **Staff Responsible for Monitoring:** Administration Teachers **Problem Statements:** Demographics 2 - Perceptions 3 **Funding Sources:** - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase classroom best practices and instructional planning through planned teacher professional development and campus scheduling to include:	**Formative**		
-- Teacher Training in Fundamental 5, Cultural Awareness Training, Low Socio Economic Training. -- New weekly PLC meetings with Curriculum Specialists -- Provide Funding for Staff Development throughout the school year.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will better perform best practice activities in their classrooms as a way to further support higher levels of student learning. **Staff Responsible for Monitoring:** Administration Campus Curriculum Specialists/Coaches Classroom Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 7, 8 **Funding Sources:** - 199 - General Fund			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.   **Root Cause**: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Student Learning
Problem Statement 7: End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through PLC meetings.   **Root Cause**: Implementation of the PLC model is a multi-year process, beginning during the 2022-23 school year. This will continue to develop over the next several years.
Problem Statement 8: Continue to develop teacher use of best practices through the use of Fundamental 5 techniques.   **Root Cause**: Fundamental 5 techniques are continuing to improve as teachers work to implement these skills. Understanding the expectations continues to be a focal point.

Perceptions
Problem Statement 3: Parent Survey indicated a need to improve frequency of communication home to parents concerning student progress.   **Root Cause**: Lack of clearly set expectations and training of communication techniques for teachers.

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 2: Increase the overall staff satisfaction scale score from 4.2 to 4.4 by Spring 2024 on staff survey.

    Evaluation Data Sources: Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct regular Team Leader Meetings, EBIS Meetings, and CARE Team Meetings where campus representatives provide leadership and decide on campus programs and funding.	**Formative**		
Strategy's Expected Result/Impact: Increased teacher involvement in the overall decision making process of the campus.	**Nov**	**Feb**	**May**

Staff Responsible for Monitoring: Administrators
Campus Staff
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Demographics 2 - School Processes & Programs 3
    Funding Sources: - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop new Teacher/Staff Appreciation format to help recognize and reinforce the outstanding accomplishments of staff.	**Formative**		
Strategy's Expected Result/Impact: Increased teacher/staff moral and affirmation resulting in stronger campus culture.	**Nov**	**Feb**	**May**

Staff Responsible for Monitoring: Administration
CARE Team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 2			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.   **Root Cause**: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

School Processes & Programs
Problem Statement 3: Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders.   **Root Cause**: Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 3: Quarterly increase percentages of Fundamental Five instructional strategies used in the classroom by May 2024:
Framing the Lesson from 71% to 76%
Power Zone from 96% to 98%
Critical Writing from 39% to 44%
Frequent Small Group Purposeful Talk from 41% to 46%
Recognition and Reinforcement from 89% to 94%

Evaluation Data Sources: Walk-through data

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Regular Fundamental 5 Walk Throughs to assess teacher implementation of Fundamental 5 data and regularly analyze results:	**Formative**		
	Nov	**Feb**	**May**
-- Administrative analysis of data -- Shared data and improvement discussions with staff at faculty meetings -- Detailed training of Fundamental 5 elements during quarterly Staff Development Days **Strategy's Expected Result/Impact:** Increased effective implementation of Fundamental 5 techniques resulting in increased student academic performance. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 8			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 8: Continue to develop teacher use of best practices through the use of Fundamental 5 techniques.   **Root Cause**: Fundamental 5 techniques are continuing to improve as teachers work to implement these skills. Understanding the expectations continues to be a focal point.

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 4: Increase the percentage of staff certifications of the badge system by 5% in each area from the previous year.

Fun 5 Rockstar from 22% to 27%
Apple Teacher from 28% to 33%
Google Level 1 from 13% to 18%

Evaluation Data Sources: Fundamental 5 Badging Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Support Badging System process through regular staff recognition of those completing Fun 5 Rockstar, Apple Teacher and/or Google Level 1 certifications during faculty meetings to include financial incentives.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Recognition and receiving of financial incentives from technology department will increase number of staff who have yet to complete the certifications. **Staff Responsible for Monitoring:** Administration Technology Department **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 8			
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 8: Continue to develop teacher use of best practices through the use of Fundamental 5 techniques. **Root Cause**: Fundamental 5 techniques are continuing to improve as teachers work to implement these skills. Understanding the expectations continues to be a focal point.

Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

Performance Objective 1: Increase the number of 4th/5th grade students responding to "everyone matters" on annual student survey with a 4 -Agree and 5- Strongly Agree from: 85% to 89% by Spring 2024.

Increase the number of 4th/5th grade students responding to "proud to be at NBISD" on annual student survey with a 4 -Agree and 5- Strongly Agree from: 90% to 92% by Spring 2024.

Increase the number of Kinder through 3rd grade students responding to "I feel connected to school" on annual student from: 86% to 91% by Spring 2024.

Evaluation Data Sources: Student Survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: Regular classroom meetings and counseling sessions will be held with each class to further teach mental and physical health and proper behaviors as well as apply required Character Traits Lessons.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student awareness and understanding of the importance of both mental and physical health. **Staff Responsible for Monitoring:** Counselor Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 2 **Funding Sources:** - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop an Advisory Schedule for each Friday morning that included Friendship Friday Assemblies and Class Meetings to further increase campus culture and provide time for effective Restorative Discipline circles/discussions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student engagement and decreased student behaviors. **Staff Responsible for Monitoring:** Administration EBIS Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2			

Strategy 3 Details		**Formative Reviews**		
Strategy 3: Conduct regular EBIS challenges where teachers will be taught specific behavior intervention skills and best practices that will further develop solid Tier I supports for the classroom and campus.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased amount of classroom skills and programs that support positive behaviors in the classroom, thus decreasing major incidents and disruptions. **Staff Responsible for Monitoring:** EBIS Directors Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - General Fund				
0% No Progress	100% Accomplished	Continue/Modify	X Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lamar campus attendance rate rose to 94%, with an overall goal of 97%.   **Root Cause**: Students continue to adjust to attendance protocols post COVID-19, with many students electing to remain home for safety purposes.
Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.   **Root Cause**: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Perceptions
Problem Statement 1: Organization of our campus EBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative Discipline, and provide behavior coaching and modeling for campus teachers showed a need for further attention.   **Root Cause**: An increased effort to support teachers through coaching and modeling has begun to take place. Continued focus on this is recommended to further support teachers and staff through this process.
Problem Statement 2: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis.   **Root Cause**: National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 1: Provide opportunities for parents and community members to participate in school activities and strengthen overall communication including transparency of annual and long range planning, goals and decision-making process to the staff, parents, community members and general public.

Evaluation Data Sources: Raptor Reports
Parent Surveys
Master Calendar
CIC Committee Minutes
CIC Plan
Title 1 Meeting Sign-In Sheet
Campus Report Card Sign-In Sheet
Faculty, Team Leader Meeting Minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: Invite parents to Open House, Music Programs, PTA Meetings, Fall Fest, and other Family Engagement Activities.	**Formative**		
Strategy's Expected Result/Impact: Parents feeling more involved and welcomed at the campus.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Student Council PTA Administration **Title I:** 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 **Funding Sources:** - 211 - Title I, Part A - $5,250			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct comprehensive needs assessments on variety of programs to address the changing needs of the campus.	**Formative**		
Strategy's Expected Result/Impact: Bringing to light campus needs and effectiveness of current programs to ensure overall needs of campus are being met.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2, 3 **Funding Sources:** - 199 - General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate our Annual Title 1 Meetings into our Open House event to encourage parent participation at the meeting, as well as offering a 2nd meeting during the day to provide options for parents.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased parent understanding of what it means to be a Title 1 Campus and what they can do to support both their children and the campus as a whole. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 **Funding Sources:** - 199 - General Fund			

Strategy 4 Details	Formative Reviews		
Strategy 4: Organize and implement a Watch DOGS program that encourages dads and other male family members to take an active role in education of our students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased positive male role models on campus to support the overall learning environment for our students. **Staff Responsible for Monitoring:** Assistant Principal PTA **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 **Funding Sources:** - 199 - General Fund			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to encourage parent involvement in the development of campus wide programs and decisions, including the Campus Improvement Plan, Parent/Teacher Compacts and Parent and Family Engagement Policy and Activities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Larger parent buy in on campus wide activities and further campus success through shared vision by all stakeholders. **Staff Responsible for Monitoring:** Administration PTA President CIC Committee **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3 **Funding Sources:** - 199 - General Fund			

Strategy 6 Details	Formative Reviews

Strategy 6 Details	Formative Reviews		
Strategy 6: Parents will be made aware at the Fall Parent Conferences that the LE Campus Improvement Plan (CIP), Parent and Family Engagement policy (PF & E) for the school & district is posted to the district and campus website. These documents, as well as the School-Parent Compact, are available in English and Spanish.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Since parents on the Campus Improvement Committee (CIC) help develop/revise/approve the PF & E they will be more involved with campus initiatives and events. By communicating often and in many ways parents will have a positive image of LE and higher level of parent engagement and understanding. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.   **Root Cause**: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.
Problem Statement 3: Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails.   **Root Cause**: Continued parent attendance and participation during our annual Title I Public Hearings.
Problem Statement 4: Increase overall participation in our Watch D.O.G.S. program.   **Root Cause**: Lack of program development and follow through with ensuring parents are participating.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 2: Annual survey of parents indicating they are "proud to have their child attending Lamar Elementary" is 4.63.

Increase the number of 4th/5th grade students responding to "everyone matters" on annual student survey with a 4 -Agree and 5- Strongly Agree from: 85% to 89% by Spring 2024.

Increase the number of 4th/5th grade students responding to "proud to be at NBISD" on annual student survey with a 4 -Agree and 5- Strongly Agree from: 90% to 92% by Spring 2024.

Increase the number of Kinder through 3rd grade students responding to "I feel connected to school" on annual student from: 86% to 91% by Spring 2024.

    Evaluation Data Sources: Parent and student annual surveys

Strategy 1 Details	Formative Reviews		
Strategy 1:	**Formative**		
Provide additional parent/public communication and collaboration by holding regular "Virtual Principal Q & A Meetings" each 9-weeks where families will have to opportunity to log in to a group Zoom meeting held by the principal to get campus updates, ask questions about the campus/district and provide suggestions and feedback on overall programs. Dates/Times: 10/11 @ 7:00 pm 12/6 @ 12:00 pm 2/21 @ 7:00 pm 4/24 @ 12:00 pm	**Nov**	**Feb**	**May**

Strategy's Expected Result/Impact: Increased communication and parent buy-in/support when creating campus plans and initiatives by offering open meetings in a variety of settings and times.
     Staff Responsible for Monitoring: Administration
 	
     ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
     Problem Statements: Demographics 2 - Perceptions 3
     Funding Sources: - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Set communication expectations for all teachers to set meeting and communicate with every child's parent/guardian concerning academic growth each 9-weeks.	**Formative**		
	Nov	**Feb**	**May**

Strategy 2: Set communication expectations for all teachers to set meeting and communicate with every child's parent/guardian concerning academic growth each 9-weeks.

1st 9 Weeks -- Positive Phone Call Home
2nd 9 Weeks -- Parent Conferences
3rd 9 Weeks -- Parent Phone Call/Conference for ALL students (Academic Updates)
4th 9 Weeks -- Update Parents as Needed for End of Year

Strategy's Expected Result/Impact: Increased parent/guardian awareness of their student's progress.

Staff Responsible for Monitoring: Administration
Classroom Teachers

Title I:
2.6, 4.1, 4.2
 - ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase overall communication to parents and community members through effective use of various media methods, including Facebook and Instagram.	**Formative**		
	Nov	**Feb**	**May**

Strategy 3: Increase overall communication to parents and community members through effective use of various media methods, including Facebook and Instagram.

Strategy's Expected Result/Impact: Increased student/family belonging and awareness of the great things taking place not only on campus, but with our students and staff.

Staff Responsible for Monitoring: Media Team
Administration

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 3

Funding Sources: - 199 - General Fund

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement sending "Random Letters of Affirmation" to ALL students throughout the school year through the use of our Lamar Postcard System.	**Formative**		
	Nov	**Feb**	**May**

Strategy 4: Implement sending "Random Letters of Affirmation" to ALL students throughout the school year through the use of our Lamar Postcard System.

Strategy's Expected Result/Impact: Increased pride and support of parents and guardians.

Staff Responsible for Monitoring: Administration
Teachers/Staff

Problem Statements: Perceptions 3

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.   **Root Cause**: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Perceptions
Problem Statement 3: Parent Survey indicated a need to improve frequency of communication home to parents concerning student progress.   **Root Cause**: Lack of clearly set expectations and training of communication techniques for teachers.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 3: Sustain a partnership with Communities in School and develop a plan of action to increase partnerships by June 2024.

Evaluation Data Sources: Baseline is communication survey information from fall 2020 survey, participation in parent focused meetings and current collaborations and partnerships. Target will be increased communication, collaborations and partnerships.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a partnership with Communities in Schools by working with social worker on campus in order to offer support to all students and families.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased support provided to students and families to allow for stronger, healthier students. Overall family engagement will increase as well as student growth.			
Staff Responsible for Monitoring: Administration Communities in Schools Directors Counselors			
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 **Funding Sources:** - 199 - General Fund			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Lamar campus attendance rate rose to 94%, with an overall goal of 97%.   **Root Cause**: Students continue to adjust to attendance protocols post COVID-19, with many students electing to remain home for safety purposes.
Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.   **Root Cause**: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

State Compensatory

Budget for Lamar Elementary

Total SCE Funds: $138,849.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

SCE funds will be used to employ 2 paraprofessionals to support At-Risk students.

Personnel for Lamar Elementary

Name	Position	FTE
Fracisca Facundo	Instructional Assistant	1
Laura Adkins	Math Interventionist	1
Mary Bowden	Instructional Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Campus Improvement Committee (CIC) began conducting a comprehensive needs assessment in May 2022 and updated the needs assessment in August 2022. Multiple data sources were reviewed, discussed and disaggregated. Strengths were identified to build upon/continue. Needs and concerns were prioritized. On-going needs will be documented during the formative review process.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Committee (CIC) developed a Campus Improvement Plan in August based on the late spring and early fall comprehensive needs assessment and consistent with the Goals set by the Board of Trustees. On-going improvement objectives, strategies/activities are added during the school year as they are needed.

2.2: Regular monitoring and revision

Campus improvement strategies/activities are evaluated formatively 3 times per school year (November, February, May). Revisions, additions and deletions are made as needed based on the activity's results. Progress of At Risk students is also reviewed at quarterly grading periods and additions/modifications considered.

Performance Objectives are evaluated summatively in May and August as year-end and State testing data becomes available.

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

The Campus Improvement Plan and NBISD District Improvement Plan are posted to the campus and NBISD websites after Board of Trustee approval in the fall. Printed copies are available upon request. Oral translation in Spanish is available at the campus upon request.

2.4: Opportunities for all children to meet State standards

NBISD's Equity Plan findings for 2023 indicate that 100% of teachers are teaching in their content/certification area and most are experienced teachers. There is no equity gap between high and low poverty quartile schools nor is there an equity gap between high and low minority schools. As a high poverty school, LE has 100% experienced, fully certified teachers. LE teachers are engaging and highly effective. Professional development is a priority for NBISD teachers and the district is currently implementing Fundamental 5 training for all teaching staff. NBISD is also in the process of coordinating and implementing a quality Professional Learning Community (PLC) plan that will be implemented in all campuses.

Priority emphasis is on reading and math improvement for At Risk students. Campus Reading and Math Instructional Intervention teachers work directly with At Risk students at the elementary. Intervention teachers and our Instructional Coach also coach classroom teachers in effective instructional practices to improve foundational academic achievement. District content specialists provide on-going professional development in after school collaboratives, summer workshops and on-line book studies so that teachers are supported with research-based, effective instructional strategies.

2.5: Increased learning time and well-rounded education

Attendance for all students is closely monitored by administrators, teachers and office staff. Calls are made to homes when students are absent and NBISD has Parental Involvement

staff who make home visits for chronic absent students.

Supplemental support is provided for At Risk students; including increased learning time as needed before school, during the day and after school. Summer school is provided for all K-1st grade bilingual students. Many on-line learning opportunities are provided with 1-to-1 iPads provided for ALL students. Both enrichment and remediation opportunities are available to students through a variety of software options and licenses.

Students participate in a variety of enrichment activities such as campus clubs, fine arts, physical education and educational field trips.

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

Primary emphasis for At Risk students is literacy development, reading and math improvement. Our school has dedicated Reading and Math Instructional Intervention teachers at school working directly with At Risk students. Intervention teachers and our Instructional Coach also coach classroom teachers in effective instructional practices to improve foundational academic achievement.

3.1: Annually evaluate the schoolwide plan

Campus improvement strategies/activities are evaluated formatively 3 times per school year (November, February, May). Revisions, additions and deletions are made as needed based on the activity's results. Progress of At Risk students is also reviewed at quarterly grading periods and additions/modifications considered.

Performance Objectives are evaluated summatively in May and August as year-end and state testing data becomes available.

4.1: Develop and distribute Parent and Family Engagement Policy

Our school developed a Parent and Family Engagement Policy with the involvement of parents, community members and school staff (as part of the campus site-based committee). The Parent and Family Engagement Policy is posted on the district and campus website. Each family is notified through NBISD Parent Square and at fall parent conferences when this policy is updated and re-posted annually. Parental and family support is also provided by NBISD Parental Involvement Liaisons who help families reduce barriers to educational opportunities and seek-out community resources.

Additional support is provided to Homeless students and their families by the NBISD Homeless parental liaison.

4.2: Offer flexible number of parent involvement meetings

All parents have the opportunity to serve on the NBISD Parent Advisory Committee (PAC), District Education Improvement Committee (DEIC), Student Health Advisory Committee (SHAC) and the District Safety, Facilities and Long-range Planning Committee. District Parental Involvement Coordinators and Homeless Liaison provide a wide range of services to LE families through coordinated efforts with campus based staff. Improvement of student attendance is a priority which requires constant communication with parents. Additionally, parents of students in special programs, such as SpEd, G/T and Dual Language, can participate in parent meeting groups specific to these programs.

LE offers a wide variety of campus Parent & Family Engagement Activities throughout the year as indicated on the PFE Activities schedule which is posted on the campus and district website.

5.1: Determine which students will be served by following local policy

NA

Title I Personnel

Name	Position	Program	FTE
Lisa Heywood	Reading Intervention Program	Title 1	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Chris Russell	Principal
Paraprofessional	Kimberly Wilkerson	Administrative Assistant
District-level Professional	Keli Taylor	Math Curriculum Specialist -- NBISD
Non-classroom Professional	Lisa Heywood	Reading Intervention
Classroom Teacher	Anna Dees	4th Grade Teacher
Parent	Danielle Taylor	Parent - PTA President
Administrator	Sara Wiles	Asst. Principal
Classroom Teacher	Joey Salazar	1st Grade Teacher
Classroom Teacher	Melanie Ugoletti	2nd Grade Teacher
Non-classroom Professional	Kristi Schindler	Campus Dyslexia - LE / DEIC Representative
Paraprofessional	Theresa Combs	Lamar Campus Receptionist
District-level Professional	Tera Thompson	Director of Federal Programs
Parent	Annie Hauptman	Parent
Parent	Kailey Jonas	Parent
Parent	Jamie Houghman	Parent
Community Representative	Chelle Rundberg	Community Representative
Parent	Will Calame	Parent
Parent	Paige McDonald	Parent
Parent	Matthew Hoyt	Parent
Parent	Anna Hindman	Parent
Community In Schools	Jadyn Rojas	Community in Schools

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$138,849.00
				Sub-Total	$138,849.00
				Budgeted Fund Source Amount	$138,849.00
				+/- Difference	$0.00
211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$72,409.00
1	4	1			$5,000.00
6	1	1			$5,250.00
				Sub-Total	$82,659.00
				Budgeted Fund Source Amount	$82,659.00
				+/- Difference	$0.00
224 - IDEA B, SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$85,280.00
				Sub-Total	$85,280.00
				Budgeted Fund Source Amount	$85,280.00
				+/- Difference	$0.00
282 - ESSER III Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$57,263.41
1	1	5			$3,476.00
				Sub-Total	$60,739.41
				Budgeted Fund Source Amount	$60,739.41
				+/- Difference	$0.00
				Grand Total Budgeted	$367,527.41

282 - ESSER III Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$367,527.41
				+/- Difference	$0.00