

Ector County Independent School District
Lamar Early Education Center
2023-2024 Campus Improvement Plan



**“GNOME”body does
PreK like LAMAR**

Mission Statement

The mission of the Lamar Early Education Center is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

- *We value the development of the whole child
- *We value a safe, supportive, and caring learning environment
- *We value respect, honesty and integrity
- *We value the pursuit of excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at Lamar for 2022-2023 school year are as follows:

African American - 1.8%

Hispanic - 88.4%

White - 7.1%%

American Indian - 0.2%

Asian -.2%

Pacific Islander .2%

Two or more races - 2%

Economically Disadvantaged - 92.7%

Bilingual - 22.4%

Special Education - 15.1%

At-Risk 41.6%

Homeless-8.4%

Lamar Early Education Center is a dedicated Prekindergarten only school serving PK3 and PK4 students. The school has a total of 21 classrooms with the following programs: 1 Pre-K 3 Bilingual, One Pre-K 3 Employee Classroom. There are 5 Pre-K 4 Bilingual, 10 Pre-K 4 Monolingual and 4 Special Education Classes. In the classes for children with special needs, we serve students with Autism, Down Syndrome, Intellectual Disabilities, and student who are medically fragile.

The Bilingual Pre-K 3 students attend school in a half-day program and Pre-K 4 students attend full-day. Each general education classroom

has a teacher as well as one teaching assistant. The special education classes have two teaching assistants.

We are a school-wide Conscious Discipline campus, which is a brain-researched classroom management, anti-bullying program that is based on three main components-Safety, Connections and Problem-Solving. As a school we focus on self-regulation, self-awareness, social awareness and relationship building, for both students and adults.

All learning at Lamar is intentional and designed based on the Texas Prekindergarten Guidelines using the district approved curriculum, Frog Street Press, Conscious Discipline, Handwriting Without Tears, Istation and Age of Learning-My Math Academy.

Our PK4 students have a 45-minute P.E. period each day and Music and Library once a week for 30 minutes. . We also have a STEM lab time, as we are participating in the Cal Ripken STEM Grant.

Lamar had an average of 500 students in the 2022-2023 school year with an average attendance rate of 88.8%.

Our students who are economically disadvantaged, and their families need assistance in a variety of areas. The students come to us with little preparation for learning Prekindergarten standards and limited real-world, hands-on experiences. Providing more hands-on type learning and making connections with learning and real life are important. The students come to us unprepared to engage in many developmentally age appropriate activities, the lack social and self-regulation skills. This creates a need for basic skill development for our young students and training for their parents.

In the classroom, our students need manipulatives to help develop many basic skills and this is done through small groups and learning centers. The learning centers need a large variety of "play" based learning materials to engage our students and create a desire to learn. It is also necessary for our staff to involve the parents and to create a school family. Parents typically want to learn how to help their children and it is our responsibility to build good parent engagement activities.

Demographics Strengths

The following Demographic strengths help our school to be successful.

Lamar is a dedicated early childhood center in the district to serve our PK (3 and 4 year old's) students.

We serve a diverse population of students-Second Language learners, homeless students, children living in a foster situation, economically disadvantaged and tuition-based students as well as students with special needs.

Parents taking the initiative to enroll their children in Prekindergarten. Children are eager to learn and want to be in school. Teachers and staff work hard to build strong relationships with students and parents. English Language Learners enrolled in a strong dual language program are At Risk and the Prekindergarten curriculum gives them a good foundation for their education. We have strong bilingual teachers who

work closely with the parents of our bilingual children.

Lamar had a staff retention rate of 86.4% which is a reflection of the dedication of the staff to our early education center. We have a teaching assistant in every classroom and the teaching assistants receive the same professional development as the teachers. Several of the assistants are currently going to school to obtain a degree to become a teacher and will move into an Instructional Facilitator position for the 2023-2024 school year. Once certification tests are passed, these Instructional Facilitators will move into a teaching position.

We will also have two PK4 Teacher Residents on our campus this year as we are partnering with UTPB and the ECISD Talent Development department to develop this pipeline.

Because Prekindergarten is not required, parents have to take initiative to enroll their students in Prekindergarten. Most do this because they know Prekindergarten will provide their child with a solid foundation for future school success. Prekindergarten students are eager and motivated to learn which makes for a very positive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lamar's average daily attendance rate of 88.8% lags far behind the state average and below the district goal. **Root Cause:** Parents do not always understand the importance of consistent daily attendance for Prekindergarten.

Student Achievement

Student Achievement Summary

At the Prekindergarten level, our students come to us with various levels of understanding. The Beginning of the Year CLI Assessment shows what our students have learned at home and what level they are at when they enter school. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute are a perfect combination to address all of the Prekindergarten standards.

Student Achievement Strengths

Beginning of the year CLI scores showed 52% of students were on track in the area of Phonological Awareness. End of the year data showed 61% of students were on track.

In Math, 72% of students were on track at the beginning of the year and 81% were on track at the end of the year.

A huge achievement strength for the students at Lamar is the growth they make in school readiness. Many children come to PreK not toilet trained and have no idea of how to "do" school. By the time they leave Lamar to go to Kindergarten, the students are toilet trained, have developed the social skills necessary to get along with others, attend to a task for a short amount of time and have some self-regulation ability. They leave Lamar prepared to go to Kindergarten. This is evidenced by the increase to 57% Kinder Readiness in ECISD.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): High quality, developmentally appropriate instruction is not implemented with fidelity in every classroom. **Root Cause:** Because certified teachers are often not available, Lamar has seven Instructional Facilitators delivering instruction in the classrooms.

School Culture and Climate

School Culture and Climate Summary

We consider school climate and culture to be of great importance at the Pre K level. The first experience in school must be a positive one where students feel safe. Our school climate is centered around the principles of Conscious Discipline.

Our students learn on the first day of school that our job is to keep them safe and their job is to help us keep them safe. A caring environment where children learn to work together, learn to work with others, and learn self regulation.

The need for parent involvement is stressed beginning with the Parent Orientation/Family meeting with the administrators and teachers before school starts. There are many opportunities for parents to visit school and to attend workshops. We have our annual Title 1 Meetings, Family Game Nights, Easter Eggstravaganza, Transportation Parade and various other activities throughout the year for families. We also celebrate the end of the year with a big School Family Celebration with all families invited. We have a parent resource room where parents can check out books and materials to assist their children.

Our school works to build a school family with our staff and parents.

School Culture and Climate Strengths

Conscious Discipline helps create a school family and an atmosphere where students feel loved and validated. The purpose is to make those important connections with the students through one on one attention.

Our students learn to solve conflict by using their big voice to tell the other student that they do not like what they are doing. This is important for children to learn that they can express how they feel and that it is important to listen and respond appropriately to the requests of others.

The opportunities for parents to learn parenting skills through Conscious Discipline training is a our way of making Conscious Discipline a school to home connection. We have many school-wide events for families to attend.

Wish you well ritual for those who are absent and for those who return after being absent has helped our students realize how important it is to be at school. The wish you well song and rituals help our students realize they are missed when they are not at school.

Every student is greeted at the classroom door every single day which helps all students to feel cared for and connected.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline and Social Emotional Learning is not fully implemented in every classroom. **Root Cause:** Staff members have different levels of training and understanding of Conscious Discipline and Social Emotional learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Lamar teaching staff is comprised of Certified teachers, Instructional Facilitators and Instructional Assistants. All staff received high-quality Prekindergarten Professional Development both at the district and campus level. The teaching assistants participate in professional development alongside the teachers. The Instructional Facilitators work under a certified Teacher of Record and work closely with the teacher to ensure students are engaged and learning.

One of the ways Lamar recruits and retains teaching staff is through our Instructional Assistants. We have a number of assistants that have or are going to school to become a certified teacher. We have two Assistants who have served at Lamar for several years and will now move into their own classroom as an Instructional Facilitator until they can become certified; at which point they will become the certified teacher. We also work to recruit students through the CTE program. These high school students come to Lamar from their high school and help in our classrooms. This gives them a great idea of what it is like to work as a teaching assistant in the classroom.

For the 2023-2024 school year Lamar will be working with UTPB and the ECISD Talent Development department to house a teacher resident. We hope this program will do well and grow many PK teachers for Lamar!

To retain staff members, we work diligently to create a strong school family. We utilize Conscious Discipline strategies for building the adult school family. We do team building throughout the year as well as monthly birthday luncheons, paint parties and Secret Santa type activities. We also provide support for one another. The administrators work to be in classrooms to help with challenging behaviors. We have a strong Campus Improvement Team that can support teachers and staff, as well.

Staff Quality, Recruitment, and Retention Strengths

Lamar offers many opportunities to learn more about Prekindergarten, Developmentally Appropriate Practice and Conscious Discipline. These opportunities serve to support teachers and aides in the classroom which in turns helps with staff quality and retention.

We also work to create a School Family that supports one another during the school day as well as outside of working hours.

Lamar has a teacher retention rate of 86.8%

Lamar teaching staff has the following demographics:

Beginning Teachers-6%

1-5 Years Experience-24%

6-10 Years Experience-37.2%

11-20 Years Experience-13.7%

Over 20 Years Experience-19.2%

Lamar also has 25.2% of teaching staff with a Master's degree.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): High-Quality, Prekindergarten professional learning is needed to ensure that all students leave Lamar Kinder ready **Root Cause:** There is a shortage of highly qualified, certified Prekindergarten teachers in ECISD

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based developmentally appropriate Prekindergarten practices and instruction are key to providing the very best early-learning foundation for the district's youngest learners. We follow the Texas Prekindergarten Guidelines, District-adopted curriculum-Frog Street Press and the ECISD Prekindergarten Framework. Our goal is to address the PK Guidelines in the most effective and efficient manner to ensure that all students leave Lamar Kinder ready. We will be true to developmentally appropriate, hands-on, challenging practice within the guidelines and framework.

Student learning needs are being met through learning Large Group, Small Group and Independent Learning Centers taught and supported by the teacher and teaching assistant. Differentiated instruction and challenging instruction are addressed through one on one and small group instruction.

Our students are assessed with the district PK report card that is done each nine weeks. Further assessment is done through CLI (Circle) assessment that is done at beginning and end of year. CLI data shows that our PK students do not make tremendous growth in the area of Phonological Awareness (BOY-52% on track to EOY 65% on track) and Math (BOY-72% on track to EOY-78% on track).

Conscious Discipline is the Social Emotional Learning curriculum and is embedded in the Frog Street Press curriculum. Many of our staff have had the opportunity for extensive Conscious Discipline training and coaching. We are still working to provide training for every staff members who serves in an instructional role.

It is difficult to find certified PK teachers so many of our classrooms are served by an Instructional Facilitator who is going to school to become a certified teacher.

Curriculum, Instruction, and Assessment Strengths

Frog Street Press is a strong, developmentally appropriate, research-based curriculum. It is theme based and the themes are inviting and interesting to our young learners. It is aligned to the Prekindergarten guidelines and modifications have been made to be aligned to the updated PK guidelines.

Conscious Discipline is a strength for the campus based on staff feedback and success of classroom management strategies.

Handwriting Without Tears provides developmentally appropriate prewriting skills and instruction.

Istation is used as appropriate for our PK4 students and Age of Learning Math will be utilized in the 2023-2024 school year.

We will continue to partner with the Early Childhood Specialist at Region 18 to receive coaching in the areas of classroom management and effective PK instruction.

Consistent teaching and effective teaching strategies are planned and implemented through the weekly Professional Learning Communities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. **Root Cause:** Prekindergarten is the first school experience for our students.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community engagement continues to be a priority area at Lamar. However, post-covid, we have struggled in the area of Parent Engagement. We will work to find new and innovative approaches to involve and engage more parents. Educating our parents about developmentally-appropriate practice and the importance of early interventions at the PreK level will be a goal this school year. The parental engagement opportunities will address PreK standards, parenting skills, self-help skills, attendance, and Conscious Discipline (Social emotional learning and well-being)

Our VIP program will continue to be emphasized and we will work to make it even better this year. We will utilize the new volunteer online management system and we have staff members who are willing to create and serve on a Parent Engagement committee.

All Title 1 meetings will be held and parent surveys will be conducted. Information gained from the surveys will be used to guide our changes and improvements.

We will publicize and search for CIT parent and community members and LPAC parents. This is important to involve more parents.

Central Baptist Church will continue to be our partner. They do a lot for our staff and show appreciation for their work. We will work to involve them more in our school to help teachers and work with students.

Parent and Community Engagement Strengths

Prekindergarten is most families' first experience with school. Because of this and the young age of our students, our families are typically very engaged and interested in what their children are doing in school. They are also usually very willing to come to the school and help in any way they can.

We have great family attendance for Open House, Family Game Nights, Transportation Parade and the Easter Eggstravaganza.

We have had a strong VIP program in the past and plan to rebuild the program.

We have a great partnership with Central Baptist Church who provides encouragement, food and snacks to our staff a couple of times throughout the year.

We have a strong partnership with the Education Foundation Bookworms program and Dr. Tara Wilson from UTPB. She volunteers monthly to read the monthly Bookworms book to our students who then get to take the book home.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lamar has many fun activities for students and parents but are lacking meaningful social emotional and academic parent activities and workshops **Root Cause:** The administrators and staff have not had the time to plan and create meaningful parent activities and workshops

School Context and Organization

School Context and Organization Summary

Lamar EEC will have 10 Monolingual PK4 classrooms, 5 Bilingual PK4 classrooms, 1 Half-Day PK3 Bilingual classroom, 1 Employee PK3 classroom and 4 classrooms for children with special needs for the 2023-2024 school year. Every General and Bilingual Education classes has an Instructional Assistant. The Special Education classes have 2 Assistants.

This year we will have one LD/Resource Aide who will go to General Education classes with our students with special needs for Inclusion. We have a Permanent Substitute position that work in whichever class she is need in on any given day. We have 2 flex aide positions and those employees work in the office and classrooms as needed.

We have a PE Coach and a PE Aide as well as a part-time music teacher. We have one Library Clerk.

We have a diagnostician, speech therapist and speech assistant.

This year we will have a full-time Counselor.

School Context and Organization Strengths

The Lamar Leadership Team consists of the Principal, Assistant Principal and this year we will add the Counselor to this team

The Campus Improvement Team makes campus decisions and often serves in a Leadership Team type position.

We will continue to meet in our Professional Learning Communities every Tuesday. We will focus on our student growth goals and effective Prekindergarten instruction. We will use the PLC time to do Learning Walks and strengthen our Conscious Discipline skills and strategies.

We are sending a team of 11 to a Conscious Discipline Summer Institute and will utilize their learning to revamp our Conscious Discipline Action Team which provide some model classrooms for Conscious Discipline.

All teachers have a 45 minute conference/planning time daily.

This year we will add a PK Teacher Resident. She will be working with a Master Teacher.

We will continue to utilize our CLI and Report Card Data as well as the campus-created Student Data Tracker form which is updated each nine weeks and BOY/EOY for CLI.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): We often do not have enough staff to handle some of the very challenging behaviors and potty training issues that arise in most PK classrooms every day. **Root Cause:** Post-covid, we have experienced students coming to school very delayed in the areas of social skills, self-help skills and behaviors.

Technology

Technology Summary

ECISD is a one to one district and at Lamar all PK4 students have an Ipad. We now have updated Promethean boards in every classroom, the gym and the Library. We have screen beams and display TV's in both administrator's offices, the counselor's office and the PLC room. We have older rolling Smart Boards that can be used in the cluster areas for small group instruction in the hallway.

We have a STEM lab that has ipads and various ipad games such as Osmo and Tiggly. We have Sphero and Dash/Dot Robots in the STEM lab, as well.

Teacher and teaching assistant have Laptops and there is a docking station in each classroom.

Both the Principal and Assistant Principal have new ipads, desk-tops and laptop computers.

We utilize See Saw campus-wide.

Technology Strengths

We have access to a variety of technology tools and work to teach our students appropriate and safe technology use.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is not always used to increase student or staff outcomes **Root Cause:** Teachers and staff have not had or taken advantage of solid technology instruction.

Problem Statement 2: Teachers do not always use music in the classroom during Large Group Circle Time **Root Cause:** CD players wear out very quickly and teachers resort to using their personal phones in order to use appropriate songs/music in the classrooms.

Priority Problem Statements

Problem Statement 1: High quality, developmentally appropriate instruction is not implemented with fidelity in every classroom.

Root Cause 1: Because certified teachers are often not available, Lamar has seven Instructional Facilitators delivering instruction in the classrooms.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: High-Quality, Prekindergarten professional learning is needed to ensure that all students leave Lamar Kinder ready

Root Cause 2: There is a shortage of highly qualified, certified Prekindergarten teachers in ECISD

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Conscious Discipline and Social Emotional Learning is not fully implemented in every classroom.

Root Cause 3: Staff members have different levels of training and understanding of Conscious Discipline and Social Emotional learning.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day.

Root Cause 4: Prekindergarten is the first school experience for our students.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: We often do not have enough staff to handle some of the very challenging behaviors and potty training issues that arise in most PK classrooms every day.

Root Cause 5: Post-covid, we have experienced students coming to school very delayed in the areas of social skills, self-help skills and behaviors.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: Lamar has many fun activities for students and parents but are lacking meaningful social emotional and academic parent activities and workshops

Root Cause 6: The administrators and staff have not had the time to plan and create meaningful parent activities and workshops

Problem Statement 6 Areas: Parent and Community Engagement

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 1: 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment.

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Strategy's Expected Result/Impact: Students will be able to successfully rote count from 1-30 or beyond. Staff Responsible for Monitoring: Classroom Teachers, Administrator and Team Leads	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their child at home. Strategy's Expected Result/Impact: Parents will be supported with strategies and ideas for working with their child at home. Staff Responsible for Monitoring: Classroom Teachers and Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: A focused review of students' performance on CLI Math will be conducted at the end of the BOY cycle to address needs in particular areas within the math assessment. Strategy's Expected Result/Impact: Student progress in math development Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: New teachers and Instructional Facilitators will receive coaching from the Region 18 EC Specialist in order to learn and strengthen PK Math instruction. Strategy's Expected Result/Impact: Students will leave PK ready for Math Instruction in Kindergarten Staff Responsible for Monitoring: Administrators Funding Sources: Coaching from Region 18 - Title One School-wide - \$14,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Two Instructional Assistant positions will be added to assist with small groups, challenging behaviors and toilet training issues that arise in the the PK classrooms daily. Strategy's Expected Result/Impact: Teachers will be able to focus on and deliver high-quality instruction daily. Staff Responsible for Monitoring: Administrators Problem Statements: School Context and Organization 1 Funding Sources: Two full-time instructional aide positions - Title One School-wide - \$58,000	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: We often do not have enough staff to handle some of the very challenging behaviors and potty training issues that arise in most PK classrooms every day. Root Cause: Post-covid, we have experienced students coming to school very delayed in the areas of social skills, self-help skills and behaviors.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 2: Lamar EEC campus administrators will do 10 documented walk-throughs a week to observe and ensure Prekindergarten standards are taught at rigorous levels to prepare scholars for success in STAAR Meets and Masters.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Effective transitions will be planned, practiced, modeled and implemented with the support of visuals and routine books for all classes. Strategy's Expected Result/Impact: Improvement in student academic and social-emotional growth Staff Responsible for Monitoring: Classroom Teachers and Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Lamar Conscious Discipline Action Team will create Routine Books, Visuals and Social Stories to be used daily in classrooms. Strategy's Expected Result/Impact: Teachers will feel supported and students will be successful with routines and procedures. Staff Responsible for Monitoring: Conscious Discipline Action Team, Administrator Problem Statements: School Culture and Climate 1 Funding Sources: Mini Photo Printers, Cardstock, book binding combs and Printer Ink to print books. - Title One School-wide - \$3,500	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will assist with transition to Pre-K 4 or Kindergarten by completing a Transition form for the receiving teacher/school on high priority students. Strategy's Expected Result/Impact: The transition to the next grade levels will be made smoothly and effectively for each student. Staff Responsible for Monitoring: Teachers and Administrator	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Parent Orientation and Meet the Teacher will be held prior to the first day of school for all students. Strategy's Expected Result/Impact: Increased student and parent comfort and confidence in the transition to Pre-K. Staff Responsible for Monitoring: Teachers, Teaching Assistants, Administrator	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Conscious Discipline and Social Emotional Learning is not fully implemented in every classroom. Root Cause: Staff members have different levels of training and understanding of Conscious Discipline and Social Emotional learning.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Lamar PK4 students will have an increase of at least one instructional level on Istation performance from October 2023 to May 2024.





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: IStation (BOY, MOY, EOY)

IStation monthly assessments

IStation lessons

Strategy 1 Details	Reviews			
Strategy 1: All students will be assessed monthly using istation. Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will track progress monthly and disaggregate data during PLC's. Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given the opportunity to observe high quality literacy implementation on campus. Strategy's Expected Result/Impact: Teachers will feel empowered to implement high quality literacy activities with their students. Staff Responsible for Monitoring: Administrators and Classroom Teachers	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 90% of Pre-K 4 students will be able to produce 26 letter sounds by the end of the 2023-2024 school year.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: BOY and EOY CLI scores, MOY and EOY Report Card Data, Monthly PLC Data Conversations. Lesson Plans, Istation Data and Observations.

Strategy 1 Details	Reviews			
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Pre-K 4 students will leave PreK with a strong emerging reader foundation. Staff Responsible for Monitoring: Classroom Teachers, Administrator and Pre-K 4 Team Leader	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All teachers will send home weekly "Homework" with developmentally-appropriate letter activities for parents and students to work on at home. Strategy's Expected Result/Impact: Students will develop strong literacy foundation to prepare them for Kindergarten. Staff Responsible for Monitoring: Classroom teachers, administrator and Lead Teacher.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus Administrator will conduct weekly walkthrough observations/coaching sessions and provide effective feedback related to Prekindergarten Best Practices Strategy's Expected Result/Impact: Teachers will feel supported and student achievement will increase Staff Responsible for Monitoring: Campus Administrator and Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Increase student performance between the CLI Wave 1 and Wave 3 to have 90% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: CLI Data Station Data

Strategy 1 Details	Reviews			
Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment. Strategy's Expected Result/Impact: Students will get additional support as needed in the area of Phonological Awareness Staff Responsible for Monitoring: Administrator and Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet with Administrator each nine weeks for Progress Monitoring of each student's academic performance. Strategy's Expected Result/Impact: Students will get additional support as needed in the area of Phonological Awareness Staff Responsible for Monitoring: Teachers and Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize digital music throughout the day so support student learning through songs and rhymes. Strategy's Expected Result/Impact: Students will receive additional support in the area of phonological awareness through music and songs. Staff Responsible for Monitoring: Administrators Funding Sources: Digital Music Packs - Title One School-wide - \$2,900	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 1: Lamar student attendance will increase from 88.8% to 95% by the end of the 2023-2024 school year.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: All students will be greeted at the door each day. Children will be given a choice of how they wish to be greeted. Strategy's Expected Result/Impact: Students will feel welcomed and experience a sense of belonging. Staff Responsible for Monitoring: Classroom Teachers, Administrator and Team Lead	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Each classroom, Specials Areas and Offices will have a Safe Place area for students to compose themselves when emotional upset occurs. Strategy's Expected Result/Impact: Students will understand that it is OK to feel angry and upset and have strategies to self-regulate. Staff Responsible for Monitoring: Classroom teachers, administrator and Team Lead Funding Sources: Safe Place materials - Title One School-wide - \$4,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers, administrators will participate in Conscious Discipline coaching. Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma. Staff Responsible for Monitoring: Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Culture and Climate 1 Funding Sources: Professional Development-Conscious Discipline Coaching - Title One School-wide - \$25,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training (Feeling Buddies, Elevate, Creating the School Family, Conscious Discipline for Administrators, Summer Institute) as well as other Professional Development focused on building Social Emotional capacity in our students. Strategy's Expected Result/Impact: Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors. Staff Responsible for Monitoring: Administrator, Secretary Problem Statements: School Culture and Climate 1 Funding Sources: Professional Development - Title One School-wide - \$16,878	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: All staff will participate in training to develop strategies to deal with upset and anger and rage. Strategy's Expected Result/Impact: All staff will feel empowered with strategies to work with students who display large outbursts and behavior issues. Problem Statements: School Culture and Climate 1 Funding Sources: Responding to Rage and Handling Upset E-Course, Books to use with e-learning - Title One School-wide - \$2,800	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, all Parent Engagement Activities, through social media and teacher communication app. Classes with highest attendance will ring attendance bell. Strategy's Expected Result/Impact: Parents and students will understand the importance of regular school attendance. Staff Responsible for Monitoring: Administrators, Counselor, Teachers, and Attendance Clerk	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Students will participate in hands-on learning that will be fun and engaging and support the desire for them to attend school every day Staff Responsible for Monitoring: Administrators, Teachers, Attendance Clerk Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - Title One School-wide - \$11,000	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Conscious Discipline and Social Emotional Learning is not fully implemented in every classroom. **Root Cause:** Staff members have different levels of training and understanding of Conscious Discipline and Social Emotional learning.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. **Root Cause:** Prekindergarten is the first school experience for our students.





Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: 90 percent of Lamar families will participate in Parent and Family Engagement opportunities to increase school to home connections.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Lamar will conduct Conscious Discipline Parent Training monthly throughout the school year. Strategy's Expected Result/Impact: Parents will feel supported and empowered to work with their children at home. Staff Responsible for Monitoring: Teachers and Administrator Funding Sources: Materials for parents to do Conscious Discipline make and take activities - Title One School-wide - \$2,166	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Lamar will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Transportation Parade, Valentines' Day Dance, P.S. I Love You, and Eggstravaganza Strategy's Expected Result/Impact: More positive image of Lamar EEC and higher level of parent engagement. Staff Responsible for Monitoring: Teachers and Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Lamar will promote the campus Parent Resource Library so parents will have access to high-quality Prekindergarten learning games and activities Strategy's Expected Result/Impact: Resource Materials will be utilized by parents and students at home. Staff Responsible for Monitoring: Library clerk	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Coaching from Region 18		\$14,000.00
1	1	5	Two full-time instructional aide positions		\$58,000.00
1	2	2	Mini Photo Printers,Cardstock, book binding combs and Printer Ink to print books.		\$3,500.00
2	2	3	Digital Music Packs		\$2,900.00
3	1	2	Safe Place materials		\$4,000.00
3	1	3	Professional Development-Conscious Discipline Coaching		\$25,000.00
3	1	4	Professional Development		\$16,878.00
3	1	5	Responding to Rage and Handling Upset E-Course, Books to use with e-learning		\$2,800.00
3	1	7			\$11,000.00
3	2	1	Materials for parents to do Conscious Discipline make and take activities		\$2,166.00
Sub-Total					\$140,244.00