

Ector County Independent School District

Lamar Early Education Center

2025-2026 Campus Improvement Plan

Accountability Rating: A



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 2024-2025 school year were as follows:

African American - 2.71%

Hispanic - 77.50%

White - 8.95%

American Indian - 0.17%

Asian - .92%

Two or more races - 2%

Economically Disadvantaged - 72.49

Bilingual - 38.76%

Special Education - 16.74%

At-Risk 41.6%

Homeless-32 students

The average daily attendance for the 2024-2025 school year was 90.7%. In the 2023-2024 school year the average daily attendance rate was 89.9%

Lamar Early Education Center is a dedicated Prekindergarten only school, serving mostly PK4 students. The school has a total of 19 classrooms with the following programs: One Full-Day Pre-K 3 Employee Classroom. There are 6 Pre-K 4 Bilingual, 7 Pre-K 4 Monolingual and 5 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.

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, and Age of Learning-My Math Academy and My Reading 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 357 students in the 2024-2025 school year with an average attendance rate of 89.9%.

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 students.

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

Parents take the initiative to enroll their children in the Prekindergarten program. 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 78.9% in 2023-2024 and a rate of 60% in 2024-2025. We have a teaching assistant in every classroom and the teaching assistants participate in the same professional development as the teachers. Several of the assistants are currently enrolled in college classes to become teachers. We currently have 7 Instructional Facilitators in classrooms. Of those 7, all but one hold at least a Bachelor's degree. Two Instructional Facilitators hold a Master's degree from Cuba. The other Instructional Facilitators with degrees are all in the certification process.

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 (Prioritized): Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance.

Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at 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

2024 Beginning of the year, English CLI scores, showed 37% of students were on track in the area of Phonological Awareness. End of the year data showed 63% of students were on track.

2024 Beginning of the year, Spanish CLI scores showed 50% of students were on track in the area of Phonological Awareness. End of the year data showed, 76% of Lamar Bilingual students were on track.

In Math, 52% of English speaking students were on track at the beginning of the year and 68% were on track at the end of the year.

In the beginning of the year, 69% of Bilingual students were on track with Math skills and 81% 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 not available, Lamar has seven Instructional Facilitators delivering instruction in the classroom.

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 and connected. 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. Lamar offers 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. We offer a monthly Parent Powers and Skills Academy to support parents with the social emotional learning/skills of our young learners.

Our school works to build a school family with our staff, students 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 build those important relationships with the students through safety, connections and problem-solving.

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.

The Spring Panorama Teachers and Staff Survey showed a score of 83% in School Climate, which is 16 points above the district average.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Developmentally appropriate social emotional learning strategies are not implemented with fidelity in every classroom.

Root Cause: Though most staff have had Conscious Discipline training, there is still a difference in skill level and abilities to implement among all staff members.

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 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.

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 staff retention rate of 60%

Lamar teaching staff has the following demographics:

Beginning Teachers-0%

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): Prekindergarten professional learning is needed to ensure that all students leave Prekindergarten at 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 the beginning of the year, middle of the year and end of the year.

Conscious Discipline is the Social Emotional Learning curriculum and is embedded in the Frog Street Press curriculum. Most staff members have had the basic Conscious Discipline training and will benefit from coaching from a Conscious Discipline Master Instructor.

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.

As a campus, we will utilize My Math Academy and My Reading Academy in the 2025-2026 school year.

We will continue to partner with the ECISD Early Childhood Department to ensure that Lamar is in alignment with the district PK classrooms.

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.

Family and Community Engagement

Family and Community Engagement Summary

Family and Community engagement continues to be a priority area at Lamar. However, we continue to struggle 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. Our Library Clerk will be in charge of the coordination of the volunteers this year and that will provide valuable support to the program. 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.

We have a partnership with Belmont Baptist Church who has volunteered to serve lunch to staff once a month.

Family 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

We are looking forward to a great year partnering with Belmont Baptist.

School Organization

School Organization Summary

Lamar EEC will have 7 Monolingual PK4 classrooms, 4 Bilingual PK4 classrooms, 1 Employee PK3 classroom and 5 classrooms for children with special needs for the 2025-2026 school year. Every General and Bilingual Education classes has an Instructional Assistant. The Special Education classes have 2 Assistants. We have one LD/Resource Aide who will go to General Education classes with our students with special needs for Inclusion.

Enrollment for the 2025-2026 school year is considerably lower than 2024-2025 enrollment which was lower than the year before. We have an average of 18 students in Bilingual Classrooms and an average of 18 in Monolingual classrooms a week before school is to start. We have two less Bilingual classes this year than less due to low enrollment, once again. The building has 22 full-size classrooms and at this time there are 5 classrooms sitting empty due to the low enrollment.

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.

We also have a Part-Time Assistant Principal and a Part-Time Counselor

School Organization Strengths

Having a teaching assistant in every classroom is so important and vital to the safety and success of the students.

The Special Education Specialized Classrooms each have two teaching assistants to support student safety and learning.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Enrollment continues to decline each year.

Root Cause: Many families choose to send their children to Choice Campuses or they do not live in the Lamar attendance zone and must attend their home campus.

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 a new Promethean Board in the PLC Room and STEM Lab. 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 ipads, desk-tops and laptop computers.

We utilize See Saw campus-wide.

Technology Strengths

The Digital Learning Specialist works with the teaching staff each month in PLC's to ensure that staff technology skills continue to grow.

Ipads for each student helps Lamar staff to build a strong technology foundation in our young learners.

Priority Problem Statements

Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance.

Root Cause 1: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

Problem Statement 1 Areas: Demographics

Problem Statement 2: High quality, developmentally appropriate instruction is not implemented with fidelity in every classroom.

Root Cause 2: Because certified teachers are not available, Lamar has seven Instructional Facilitators. delivering instruction in the classroom.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Developmentally appropriate social emotional learning strategies are not implemented with fidelity in every classroom.

Root Cause 3: Though most staff have had Conscious Discipline training, there is still a difference in skill level and abilities to implement among all staff members.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Prekindergarten professional learning is needed to ensure that all students leave Prekindergarten at Lamar, Kinder ready.

Root Cause 4: There is a shortage of highly qualified, certified Prekindergarten teachers in ECISD.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day.

Root Cause 5: Prekindergarten is the first school experience for our students.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- 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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 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:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI, District PK Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Students will count to 30 and beyond</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their children at home.</p> <p>Strategy's Expected Result/Impact: Parents will feel empowered to support their child's learning at home.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: Increase student performance between the CLI Wave 1 and Wave 3 to have 85% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY and EOY data

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will leave Prekindergarten with a strong Phonological Awareness foundation.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will informally assess students in the area of letter sound knowledge at the beginning of the year and then again each nine weeks to document growth. This will be done in the Lamar Shared Google Drive</p> <p>Strategy's Expected Result/Impact: Teachers will have access to more up to date data each nine weeks (in between the CLI time frames)</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize the phonological awareness activities, provided in the CLI portal, to supplement small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will have access to high-quality phonological awareness activities in the small group setting.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: Prekindergarten students will demonstrate age-appropriate scientific thinking skills showing they can: make predictions, test simple hypotheses, and communicate findings using pictures and words.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Teacher observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement high-quality Science Center activities and exploration opportunities into the instructional day.</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to have hands-on science activities.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will have opportunities to conduct simple Cause-and-Effect Experiments</p> <p>Strategy's Expected Result/Impact: Students will develop stronger critical thinking skills by learning to make educated guesses, test their ideas, and compare results to their predictions.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

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 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By the End of Year CLI assessment administration, 70% of students will be on track in the Pre-Reading Skill of Letter-Sound Correspondence.

High Priority

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI EOY Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create flexible small groups based on Beginning of Year and Middle of Year CLI assessment data.</p> <p>Strategy's Expected Result/Impact: Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home.</p> <p>Strategy's Expected Result/Impact: Parents will feel empowered to help their children with pre-reading activities at home.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By the End of Year CLI assessment administration, 40% of students will be on track in the Pre-Reading skill of Rhyming.

High Priority

Indicators of Success:

Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: CLI End of Year Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have access to research-based phonological awareness manipulatives and games to teach the skill of rhyming.</p> <p>Strategy's Expected Result/Impact: Students will have access to a variety of hands-on learning materials.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use call-and-response rhyming chants for transitions throughout the day.</p> <p>Strategy's Expected Result/Impact: Students will hear rhyming patterns throughout the day.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Daily small group rhyming activities will be planned with intentionality.</p> <p>Strategy's Expected Result/Impact: Students will have high-quality small group instruction, with a rhyming focus.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and Instructional Facilitators will have opportunity to attend high-quality professional development conferences at the campus or district level as well state conferences focused on Prekindergarten.</p> <p>Strategy's Expected Result/Impact: Teachers will feel empowered to think outside the box.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Prekindergarten professional learning is needed to ensure that all students leave Prekindergarten at Lamar, Kinder ready. Root Cause: There is a shortage of highly qualified, certified Prekindergarten teachers in ECISD.</p>
Curriculum, Instruction, and Assessment
<p>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.</p>

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low.</p> <p>Strategy's Expected Result/Impact: Students will want to come to school.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Each child will have an "Important" classroom job to benefit the whole school family.</p> <p>Strategy's Expected Result/Impact: Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family.</p> <p>Staff Responsible for Monitoring: Classroom Teacher</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity.</p> <p>Strategy's Expected Result/Impact: Students will want to come to school so they have a chance to spin the wheel of fun.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Attendance incentives - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.</p>

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: By the end of the year, 85% of PreK students will demonstrate age-appropriate social skills (sharing, taking turns, expressing needs appropriately) as measured by the CLI social-emotional assessment.

High Priority

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 - 2026 Goal: 52%

Evaluation Data Sources: CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, administrators will create school-wide routine books and visual expectations posters. Strategy's Expected Result/Impact: Students' SEL will be supported through age-appropriate visuals. Staff Responsible for Monitoring: Staff</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Ink, spiral binders and card stock to make books - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers, assistants and administrators will receive coaching from a Certified Conscious Discipline trainer. Strategy's Expected Result/Impact: Staff will feel empowered to support students' SEL Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Conscious Discipline Coaching - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Guidance Apprentice will do weekly, developmentally-appropriate, play-based guidance lessons with students.</p> <p>Strategy's Expected Result/Impact: Students will be engaged in developmentally-appropriate guidance lessons.</p> <p>Staff Responsible for Monitoring: Guidance Apprentice</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Developmentally appropriate social emotional learning strategies are not implemented with fidelity in every classroom. Root Cause: Though most staff have had Conscious Discipline training, there is still a difference in skill level and abilities to implement among all staff members.</p>

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: 80% of PreK families will attend at least one school event or conference per semester.

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 - 2026 Goal: 52%

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Lamar will offer "whole family" events where siblings are welcomed so parents do not have to worry about childcare issues during events.</p> <p>Strategy's Expected Result/Impact: Barriers to family involvement will be reduced.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Family event invitations and flyers will be translated into home languages and bilingual staff will translate during events.</p> <p>Strategy's Expected Result/Impact: Parents will understand communication from the school.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Lamar will design events where families can engage in activities with their children. Strategy's Expected Result/Impact: Families will engage in school-related events together. Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2025-2026 school year, 2 out of 5 Instructional Facilitators will obtain Teacher Certification.

High Priority

Evaluation Data Sources: Teacher Certification Record

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy, to strengthen teaching practices.</p> <p>Strategy's Expected Result/Impact: Instructional Facilitators will gain new knowledge and skills to support instruction.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Facilitators will complete monthly report of progress made toward teacher certification.</p> <p>Strategy's Expected Result/Impact: Administrators will be aware of progress being made toward certification.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. **Root Cause:** Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

Student Achievement

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

Board Goal 4: Classroom Excellence

Performance Objective 2: Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low.</p> <p>Strategy's Expected Result/Impact: Students will want to come to school.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Each child will have an "Important" classroom job to benefit the whole school family.</p> <p>Strategy's Expected Result/Impact: Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family.</p> <p>Staff Responsible for Monitoring: Classroom Teacher</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity.</p> <p>Strategy's Expected Result/Impact: Students will want to come to school so they have a chance to spin the wheel of fun.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Attendance incentives - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.</p>

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2025-2026 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as evidenced by a 75% reduction in major behavioral incidents requiring administrative intervention.

High Priority

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 - 2026 Goal: 52%

Evaluation Data Sources: Administrative Log

Strategy 1 Details	Reviews			
<p>Strategy 1: School-wide behavior expectations will be explicitly through modeling, practice, and role-play. Strategy's Expected Result/Impact: Students will understand expectations Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior visuals, showing what expectations look like in different settings (gym, library, music, playground, hallway) will be created for the entire school. Strategy's Expected Result/Impact: Expectations will be consistent throughout all areas of the school. Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Each classroom teacher will create predictable daily schedules with visual supports and transition warnings.</p> <p>Strategy's Expected Result/Impact: Students will experience patterns and predictability</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 1: 95% of Lamar students will demonstrate positive engagement behaviors (active participation, following routines, interacting with peers) as measured by weekly teacher and staff observations.

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Each classroom will create clear visual boundaries to support students' abilities to follow routines.</p> <p>Strategy's Expected Result/Impact: Students will understand routines.</p> <p>Staff Responsible for Monitoring: Classroom teacher</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily interactive visual schedules and routine charts will be posted at child eye level throughout each classroom</p> <p>Strategy's Expected Result/Impact: Students will be provided visual supports.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Each classroom teacher will rotate Independent Learning Center materials regularly to maintain high levels of student interest and engagement.</p> <p>Strategy's Expected Result/Impact: Students will experience a variety of materials in each center</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 2: 85% of families will report feeling welcomed and valued by school staff on annual Title 1 survey

Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that entrance area and foyer is clean and inviting. Strategy's Expected Result/Impact: Families will feel comfortable at the school. Staff Responsible for Monitoring: All school staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that staff photo display is up-to-date. Strategy's Expected Result/Impact: Families will feel connected to staff. Staff Responsible for Monitoring: Secretary</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff members will be stationed at entrance locations during arrival/dismissal to greet families personally Strategy's Expected Result/Impact: Families and students will feel seen. Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: All staff members will be trained in customer service excellence-Greeting families warmly, making eye contact, providing kind, clear information and using welcoming body language.</p> <p>Strategy's Expected Result/Impact: Families will feel comfortable communicating with staff.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Child-friendly materials will be kept up-to-date, clean and inviting for young children waiting with parents in the foyer area.</p> <p>Strategy's Expected Result/Impact: Families with younger children will feel comfortable in the school while waiting.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 3: Staff sense of belonging will increase from 80% to 90% as evidenced by end of year Staff Panorama survey.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide welcome gift to all new employees at beginning of the school year. Strategy's Expected Result/Impact: New staff will feel welcome. Staff Responsible for Monitoring: Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Display staff photos in the "This is Us" showcase in foyer. Strategy's Expected Result/Impact: Staff feel seen. Staff Responsible for Monitoring: Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for staff to lead in areas of expertise or interest Strategy's Expected Result/Impact: Staff will feel empowered. Staff Responsible for Monitoring: Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Attendance incentives		\$0.00
3	2	1	Ink, spiral binders and card stock to make books		\$0.00
3	2	2	Conscious Discipline Coaching		\$0.00
4	2	3	Attendance incentives		\$0.00
Sub-Total					\$0.00