

Denison Independent School District

Lamar Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society.

Value Statement

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education

for a mutual benefit.

- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards or resources provided by the community.

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Comprehensive Needs Assessment

Revised/Approved: October 8, 2025

Demographics

Demographics Summary

In 2024-25, Lamar Elementary served approximately **420** students in grades Kindergarten through 4th grade. At the beginning of the 20024-2025 school year, Lamar's enrollment is 419 students.

Student Population

	Total	Af. American	Hispanic	White	Am. Indian	Two or More Races	Econ. Disadv.	ELL/EB	At-Risk
2024-25	419	8.8%	20.5%	55.8%	1.9%	12.9%	64.9%	2.9%	31.9%

Attendance

2024-2025	94% at satisfactory attendance
2023-2024	93% at satisfactory attendance
2022-2023	93.4 %
2021-2022	92.6%
2020-2021	94.7%

Teacher Demographic

	Total	Af. American	Hispanic	White	Am. Indian	Avg. years exp.	Students per Teacher	Full-time teachers
2024-25	51	.3.3	6.5	87	3.3	13	13.7	30.6

All full time teachers held a degree, with 81.8% holding bachelors, 18.2% holding a masters.

Demographics Strengths

Professional staff are required to obtain an ESL certification to meet the needs of English Language Learners.

Full time attendance clerk/parental involvement coordinator to work with families on attendance.

Assistant Principal

Truancy Prevention Meetings

Friday Video to highlight students throughout the week.

New CIS position

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We are a campus with a high percentage of economically disadvantage students at 64%.

Root Cause: Research suggests lack of resources and/or support at home.

Problem Statement 2 (Prioritized): Attendance is a struggle for students, including tardies.

Root Cause: Our families do not seem to see the importance of attendance and punctuality.

Student Achievement

Student Achievement Summary

Lamar Elementary has a high expectation for student academic achievement. Student achievement data for the last five years was analyzed.

Student Achievement

	3 rd Reading (Meets or higher)	3 rd Math (Meets or higher)	4 th Reading (Meets or higher)	4 th Math (Meets or higher)
2024-2025	41%	42%	42%	46%
2023-2024	37.21%	40.7%	40.85%	45.07%
2022-2023	48.6%	48.05%	45.6%	46.2%
2021-2022	42%	50%	56%	47%
2020-2021	38%	42%	24%	33%
2018-2019	36%	39%	37%	39%

Things to Consider for goals in increasing student learning:

- math interventionist
- additional reading interventionist
- lower teacher-student ration
- parent education

Student Achievement Strengths

Full Time Reading & Math Interventionists

Vertical teams have been created to analyze and align TEKS and instructional strategies across grade levels.

MAP, Amira and Imagine Math are used to track data.

Grade level teams meet weekly to collaborate on student learning (PLCs).

Outside tutors are hired to help provide small group instruction for students--at least one per grade level

T-TESS has been implemented to identify goals, areas of reinforcement, and areas of refinement.

Training on Approaches, Meets, and Masters for all grade levels.

Campus Vision statement developed by leadership team

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our African American and Hispanic subgroups are not meeting the expected targets for their populations.

Root Cause: Gaps in foundation knowledge in reading and math are leading to lower than expected scores.

School Culture and Climate

School Culture and Climate Summary

High expectations for student success are the basis for decisions made at Lamar Elementary. Time is designated each week for grade level professional learning communities and quarterly for vertical teams. Teachers learn to analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by principals and counselor. There is an unyielding commitment to collaboration as an avenue for continuous improvement. The staff is committed to providing authentic learning experiences for our 21st Century learners.

Lamar is blessed to have an administration that works closely with our students struggling behaviorally. They know there needs to be a great connection between home and school and work hard to support our safe learning environment.

The counselor works with the students as needed. She works with individual students and small groups. She is implementing a rotation schedule to see guidance groups during students' intervention times. She also coordinates all special programs such as At-Risk, and provides for the needs of our school families.

The addition of our CIS position has also already begun to impact our student body. We have seen this first hand as she has supported students in crisis by getting them back to their general education setting as quickly as possible by teaching them to regulate their emotion and providing for their SEL needs in order to give them the best chance at success in the classroom.

School Culture and Climate Strengths

- Leader in Me program and training
- MRA survey and data implementation
- Positive Office Referral system
- Weekly PLCs
- Video announcements each week
- Golden Tickets
- PBIS
- CIS
- Staff survey & action steps.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students.

Root Cause: Focusing on the negative interventions instead of positive behavior supports

Problem Statement 2 (Prioritized): Staff members feeling overwhelmed by behavior and students not on target for grade level.

Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lamar Elementary is fortunate to have quality staff members throughout the entire building. From our nurse to cafeteria workers to paras to classroom teachers, we have dedicated members that are here for the kids. We have full time reading interventionist, full time math interventionist, full time dyslexia specialist, three full time teaching assistants, two full time SPED paras, full time CIS employee, and highly qualified staff in our classrooms. We have practices in place to help support one another and build stability among our staff.

Our leadership works to plan morale boosters periodically to celebrate the hard work of our staff. We have weekly newsletters that include staff shoutouts to celebrate one another. Our PTO does a great job of providing support to help build morale.

Almost half of our staff has been in education for over 10 years, with over 90% of those having all their years at Lamar.

We have also begun the Leader in Me process which has bolstered our unity as a staff and begun to promote teacher leaders throughout the campus. This process affirms teacher's professionalism and their ability in the classroom.

Staff Quality, Recruitment, and Retention Strengths

- Weekly PLCs
- Full Time Reading Interventionist
- Full Time Math Interventionist
- Full Time Dyslexia Specialist
- Three Full Time Title One Teaching Aides
- Two Full Time SPED Paras
- Tutors to help with Tier 2 and 3 Instruction
- District Behavior Specialist
- CIS employee
- PBIS

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staff members feeling overwhelmed by behavior and students not on target for grade level.

Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.

Problem Statement 2: Staff feeling less supported due to less admin visibility.

Root Cause: Increased number of trainings & meetings during the school day leads to reduced admin visibility.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teams of teachers, led by Curriculum Staff, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students in grades 3-4 are given two benchmarks during the year to prepare for state assessments. As needed, professional learning communities meet to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the curriculum. In addition, the Lamar staff has spent time unpacking the state standards and analyzing the rigor of each TEK. These standards are the focus of each project designed for the students. Also, Lamar has implemented vertical teams to align vocabulary and instructional strategies on the campus.

Teachers collaborate with interventionists, tutors, the counselor, and the principal to determine student needs and analyze growth in monthly SST meetings. Online programs are used to address specific skills (Amira, Imagine Math, Math 180 flex, Read 180 flex and other grade level resources).

Denison ISD provides quality professional learning during the summer and throughout the year. These sessions are planned based on T-TESS areas of refinement, teacher goals, and staff input. Book studies and staff development sessions are also offered at the campus level.

The implementation of MAP testing has already been highly effective for teacher small group teaching, lesson planning, goal setting, and data tracking. The gathering of this data has also allowed for easier and more direct conversation with parents about their student's achievement and potential.

With the new grant we have added STEAM to our specials rotation allowing for students to explore their creativity while implementing the different learning styles.

Curriculum, Instruction, and Assessment Strengths

- PLCs
- Staff meetings with PD breakouts
- Assessment Analysis form
- Eduphoria reports K-4
- SST meetings
- Walkthroughs
- MAP testing
- STEAM

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers need to implement quality, data driven small group instruction in both reading and math.

Root Cause: Lack of knowledge on how to interpret data, what needs to be addressed, and how to address it during small group instruction.

Family and Community Engagement

Family and Community Engagement Summary

Family and community involvement is important at Lamar Elementary. Parents are regularly notified of information and activities through web sites, newsletters, emails, etc. The PTO and the campus Parent Involvement Coordinator are vital in connecting parents with the school.

Back to School Night is a night for parents and teachers to connect and start building relationships. The parents and students participate in a scavenger hunt to familiarize themselves with the new parts of our campus as well as some of the new positions such as CIS and STEAM. There is dedicated time for each grade level to present on their curriculum briefly in order to give parents with students in multiple grade levels the opportunity to see each presentation needed. The night culminated with a Title 1 presentation for all families.

City-wide support for the district is tremendous. Multiple partnerships and foundations give millions of dollars for resources and facilities renovation. Organizations, clubs and individuals give annually so that the district can provide a quality education for all students. Representatives from Parkside Baptist Church, and Trinity Methodist Church support the needs of students at Lamar Elementary.

Our United Way campaign each year is a tremendous success being the campus that raised the second most in the district with upwards of \$8,000 raised, this goes to show how much support our families and community provide us.

Family and Community Engagement Strengths

- PTO
- Parkside Baptist Church has adopted staff members
- Trinity Methodist donates money for supplies and/or clothing
- Parent events at each grade level
- Parent night in Fall and Spring
- United Way campaign
- CIS
- MRA Survey through Leader in Me

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): We need increased family support for our students and their education.

Root Cause: Many of our families did not complete their own education, are struggling to meet basic needs, or do not put value in their child's education causing a disconnection between home and school.

Problem Statement 2: Families need information communicated from school regarding Leader in Me.

Root Cause: This is a new program which families have little to no information about.

School Organization

School Organization Summary

There is a clear focus from district operations to support high quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, multi-year projections of revenue and expenditures, and competitive salary/stipend schedules. Supporting high quality teaching and learning is a primary goal of the Board and the Central Administration. The district has gone above and beyond to support the teachers who were left out of the state raises this year with a 4% raise across the board.

There is a committee being formed by the board to investigate the benefits and downsides of the TIA system and if it is a fit for Denison.

Lamar organizes instruction into protected blocks of time. A daily intervention time is scheduled for each grade level, and specials (computer, LRC, and PE) are offered during teacher conference times. Grade level PLCs meet weekly and Vertical Teams (Math, ELA, Behavior, and PBL) meet periodically. Student Success Team meetings are held monthly to analyze individual student needs and to document the RtI process. The master schedule is limited to the availability of the physical education coaches. Therefore, some grade levels have schedules that chopped into short blocks of time. Our PLC time has been placed in the mornings in order to give teachers their entire conference period each week for effective planning and collaboration. This is only made possible through effective paraprofessional hires and classroom management.

We have added another section of 2nd grade to accommodate the growth. Another SLC classroom has been added in the last year as well.

A new process on campus is our Leader in Me program that is being implemented in all classrooms and across the staff. This has given us a clear focus on our goal in raising future leaders and uplifting teacher leaders.

School Organization Strengths

Intervention hour

Duty Free lunch

45 min conference period

Teacher leaders

Team lead PLCs

High expectations

Campus Teams/Committees

Student celebrations

Weekly newsletter for staff

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Clear communication between admin and staff about policies, procedures, and expectations needs improvement.

Root Cause: With two new admin on campus as well as new programs and renovations, communication about expectations has sometimes been less than clear or last minute.

Technology

Technology Summary

Lamar Elementary is committed to providing a community focused on the latest use of technology. Staff and students have access to one to one Chromebooks as well as access to computers in the computer lab and older student desktops used in the classrooms. Individual teachers incorporate other tools by utilizing the online features of our curriculum as well as Progress Learning, Kahoot, Blookit, and many others. The addition of HMH 180 Math and Reading as well as Waggle programs have already begun to show effectiveness in the classroom.

The software used at Lamar includes Amira, Imagine Math, Read & Math 180 Flex, Waggle, Reflex Math, Progress Learning, Lalilo, Teach Your Monster to Read, Prodigy, Brainpop, and Generation Genius.

Walkie-talkies are used daily for safety communication. Our digital marquee is used for parent communication as well as our district wide Parent Square communication software.

With the addition of Ben Q boards in all classrooms, our technology has been updated to the most recent and effective versions for learning.

Technology Strengths

1 to 1 chromebooks

Digital Marquee

ParentSquare

Announcement Videos

Ben Q boards

HMH 180 and Waggle

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Ample technology resources are provided, but teachers do not know how to utilize them to their full potential.

Root Cause: Technology has been abundantly provided, but without additional training it is difficult for teachers to maximize the use of the technology.

Priority Problem Statements

Problem Statement 1: Teachers need to implement quality, data driven small group instruction in both reading and math.

Root Cause 1: Lack of knowledge on how to interpret data, what needs to be addressed, and how to address it during small group instruction.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Our African American and Hispanic subgroups are not meeting the expected targets for their populations.

Root Cause 2: Gaps in foundation knowledge in reading and math are leading to lower than expected scores.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Staff members feeling overwhelmed by behavior and students not on target for grade level.

Root Cause 3: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.

Problem Statement 3 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention

Problem Statement 4: We need increased family support for our students and their education.

Root Cause 4: Many of our families did not complete their own education, are struggling to meet basic needs, or do not put value in their child's education causing a disconnection between home and school.

Problem Statement 4 Areas: Family and Community Engagement

Problem Statement 5: Clear communication between admin and staff about policies, procedures, and expectations needs improvement.

Root Cause 5: With two new admin on campus as well as new programs and renovations, communication about expectations has sometimes been less than clear or last minute.

Problem Statement 5 Areas: School Organization

Problem Statement 6: Ample technology resources are provided, but teachers do not know how to utilize them to their full potential.

Root Cause 6: Technology has been abundantly provided, but without additional training it is difficult for teachers to maximize the use of the technology.

Problem Statement 6 Areas: Technology

Problem Statement 7: Processes and programs need to continue to promote positive school culture and meet the needs of all students.

Root Cause 7: Focusing on the negative interventions instead of positive behavior supports

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: We are a campus with a high percentage of economically disadvantage students at 64%.

Root Cause 8: Research suggests lack of resources and/or support at home.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Attendance is a struggle for students, including tardies.

Root Cause 9: Our families do not seem to see the importance of attendance and punctuality.

Problem Statement 9 Areas: Demographics

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 1: All students will achieve STAAR Meets level and/or demonstrate one year's growth on Spring 2026 STAAR .

High Priority

Evaluation Data Sources: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Hire outside tutors to pull small groups all year and focus on skills and needed TEKS. Strategy's Expected Result/Impact: Lesson Plans, Student Tracking Sheets,Improved Scores on District and State Assessments Staff Responsible for Monitoring: Principal, Classroom Teachers, Special Ed Teachers, Reading & Math Intervention Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 211 Title I, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			

Strategy 2 Details	Reviews			
Strategy 2: All teachers will pull small groups daily in both Reading and Math to meet the needs of students to increase their understanding. Strategy's Expected Result/Impact: District and State Assessment improvement in scores, TEKS monitoring sheets will show improvement, MAP data will show growth Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teacher teams will meet regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on student progress toward measurable goals. Strategy's Expected Result/Impact: PLC meeting discussions, Assessment scores, teacher action plans Staff Responsible for Monitoring: Curriculum Coordinators, teachers, administrators, interventionists ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Teachers use a corrective instruction action planning process (Determine key conceptual and procedural gaps, find misunderstanding, design a reteach lesson, specify students to be addressed, have plan to reassess) Strategy's Expected Result/Impact: PLC discussions, Team Meetings, District and State Assessments Staff Responsible for Monitoring: Curriculum Coordinators, Teachers, Admin, Interventionists ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: Provide enrichment opportunities for students who are mastering current grade level expectations. Strategy's Expected Result/Impact: PLC discussions, assessment scores, teacher action plans Staff Responsible for Monitoring: Teachers, support staff, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We are a campus with a high percentage of economically disadvantage students at 64%. Root Cause: Research suggests lack of resources and/or support at home.
Student Achievement
Problem Statement 1: Our African American and Hispanic subgroups are not meeting the expected targets for their populations. Root Cause: Gaps in foundation knowledge in reading and math are leading to lower than expected scores.
School Culture and Climate
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students. Root Cause: Focusing on the negative interventions instead of positive behavior supports Problem Statement 2: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers need to implement quality, data driven small group instruction in both reading and math. Root Cause: Lack of knowledge on how to interpret data, what needs to be addressed, and how to address it during small group instruction.

School Organization

Problem Statement 1: Clear communication between admin and staff about policies, procedures, and expectations needs improvement. **Root Cause:** With two new admin on campus as well as new programs and renovations, communication about expectations has sometimes been less than clear or last minute.

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 2: The percent of students that score meets grade level or above on STAAR Math will increase from to 51% or more by June 2028.

HB3 Goal

Evaluation Data Sources: 1. STAAR

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the math performance level and progress of each student in K through 2nd grade using a district approved standardized instrument (MAP). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: MAP Growth scores met. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth. Staff Responsible for Monitoring: Teachers, principals, instructional coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Assess and monitor the math performance level and progress of each student in 3rd and 4th grade using a district approved standardized instrument (MAP). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: MAP Growth projections will be met. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth. Staff Responsible for Monitoring: Teachers, principals, curriculum coordinators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We are a campus with a high percentage of economically disadvantage students at 64%. Root Cause: Research suggests lack of resources and/or support at home.
Student Achievement
Problem Statement 1: Our African American and Hispanic subgroups are not meeting the expected targets for their populations. Root Cause: Gaps in foundation knowledge in reading and math are leading to lower than expected scores.
School Culture and Climate
Problem Statement 2: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers need to implement quality, data driven small group instruction in both reading and math. Root Cause: Lack of knowledge on how to interpret data, what needs to be addressed, and how to address it during small group instruction.

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 3: The percentage students who meet or master grade level in reading will increase from to 47% or above by June 2028.

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the reading level and progress of each student in K through 2nd grade using a district approved standardized instrument (MAP). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: MAP progress monitoring results for all grades, in addition to Amira. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth. Staff Responsible for Monitoring: Principal, Teachers, Curriculum Coordinators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: 3rd and 4th grade teachers will utilize MAP data to focus interventions in order to increase the percentage of students scoring at the Meets level of STAAR. Strategy's Expected Result/Impact: Improved district and state assessments Staff Responsible for Monitoring: Principal, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We are a campus with a high percentage of economically disadvantage students at 64%. Root Cause: Research suggests lack of resources and/or support at home.
Student Achievement
Problem Statement 1: Our African American and Hispanic subgroups are not meeting the expected targets for their populations. Root Cause: Gaps in foundation knowledge in reading and math are leading to lower than expected scores.
School Culture and Climate
Problem Statement 2: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers need to implement quality, data driven small group instruction in both reading and math. Root Cause: Lack of knowledge on how to interpret data, what needs to be addressed, and how to address it during small group instruction.

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 4: Increase STAAR scores in reading and math by using technology as a tool to engage students and increase reading and math skills.

- Evaluation Data Sources:** 1. Teacher lesson plans
2. Surveys
3. Amira and Imagine Math
4. Education Galaxy Data

Strategy 1 Details		Reviews			
Strategy 1: Utilize 1:1 Chromebooks for individual pathways of learning Strategy's Expected Result/Impact: Utilize the 1:1 Chromebooks to design lessons integrated with technology. Staff Responsible for Monitoring: Principal, Teachers, Technology Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Technology 1 Funding Sources: - 199 22 Career & Technology, - 211 Title I, - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
		 Accomplished			
Strategy 2 Details		Reviews			
Strategy 2: 3rd and 4th grade teachers will use Schoology and ParentSquare to provide videos, discussions, lessons, and class materials for students to access from home. This will connect the home and school environment. Strategy's Expected Result/Impact: Higher Math and Reading STAAR results Staff Responsible for Monitoring: Teachers, Principal, Assessment TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Engagement 1 Funding Sources: - 199 24 Compensatory Education		Formative			Summative
		Nov	Jan	Mar	May
		 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We are a campus with a high percentage of economically disadvantage students at 64%. Root Cause: Research suggests lack of resources and/or support at home.
Student Achievement
Problem Statement 1: Our African American and Hispanic subgroups are not meeting the expected targets for their populations. Root Cause: Gaps in foundation knowledge in reading and math are leading to lower than expected scores.
Family and Community Engagement
Problem Statement 1: We need increased family support for our students and their education. Root Cause: Many of our families did not complete their own education, are struggling to meet basic needs, or do not put value in their child's education causing a disconnection between home and school.
Technology
Problem Statement 1: Ample technology resources are provided, but teachers do not know how to utilize them to their full potential. Root Cause: Technology has been abundantly provided, but without additional training it is difficult for teachers to maximize the use of the technology.

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 5: Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.

High Priority

Evaluation Data Sources: District Data, PLC

Strategy 1 Details	Reviews			
Strategy 1: Staff members will be involved in creating and continually refining the campus' mission, vision, and values Strategy's Expected Result/Impact: PLC meetings, High Expectations, Team Meetings Staff Responsible for Monitoring: Principal, Team Leaders ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Staff will utilize MAP data and Leader in Me Language to promote student awareness of growth and goals. Strategy's Expected Result/Impact: Improved student achievement and responsibility as well as increased ownership of academic growth. Staff Responsible for Monitoring: Teachers, Admin ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 211 Title I, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: We are a campus with a high percentage of economically disadvantage students at 64%. Root Cause: Research suggests lack of resources and/or support at home.
Student Achievement
Problem Statement 1: Our African American and Hispanic subgroups are not meeting the expected targets for their populations. Root Cause: Gaps in foundation knowledge in reading and math are leading to lower than expected scores.
School Culture and Climate
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students. Root Cause: Focusing on the negative interventions instead of positive behavior supports Problem Statement 2: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers need to implement quality, data driven small group instruction in both reading and math. Root Cause: Lack of knowledge on how to interpret data, what needs to be addressed, and how to address it during small group instruction.
School Organization
Problem Statement 1: Clear communication between admin and staff about policies, procedures, and expectations needs improvement. Root Cause: With two new admin on campus as well as new programs and renovations, communication about expectations has sometimes been less than clear or last minute.

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Percent of students receiving PEIMS disciplinary placements will decrease by using PAWS and student recognition as a positive behavior model.

Evaluation Data Sources: PEIMS Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: The counselor will meet with students to discuss peer related behavior plans while administrators will meet with teachers and students to develop behavior plans. Strategy's Expected Result/Impact: Improved behavior Staff Responsible for Monitoring: Counselor, Principals ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: The entire campus will work to build relationships with students through PBIS and Leader in Me. Strategy's Expected Result/Impact: Improved behaviors Staff Responsible for Monitoring: Teachers, staff, principal Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 Funding Sources: - 199 22 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Continue to provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Behavior Intervention Plans Staff Responsible for Monitoring: Principals ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Overall student attendance for all students will remain at 95% or better.

Evaluation Data Sources: Texas Academic Performance Report (TAPR) and PEIMS attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse and counseling services on each campus. Strategy's Expected Result/Impact: Employment Records and Program Evaluations Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 199 21 Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Provide parent training. Strategy's Expected Result/Impact: Minutes and Documentation of Sessions Staff Responsible for Monitoring: Principal Counselor Parent Involvement Coordinator ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Monitor attendance. Strategy's Expected Result/Impact: Student Attendance Reports TPM Meetings List of students/parents referred to justice court Staff Responsible for Monitoring: Principal Counselor Parent Involvement Coordinator Classroom Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We are a campus with a high percentage of economically disadvantage students at 64%. Root Cause: Research suggests lack of resources and/or support at home.
Family and Community Engagement
Problem Statement 1: We need increased family support for our students and their education. Root Cause: Many of our families did not complete their own education, are struggling to meet basic needs, or do not put value in their child's education causing a disconnection between home and school.

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment through monitoring active supervision at all levels and practice safety protocols

Evaluation Data Sources: District/Campus Safety Plans, emergency drills documentation, discipline records

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the District Emergency Operation Plan. Strategy's Expected Result/Impact: Campus Emergency Plan Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Utilize the security doors throughout the school day and require visitors to wear badges. Strategy's Expected Result/Impact: Visitor Log Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: Routinely practice all safety drills. Strategy's Expected Result/Impact: Documented Drills, All persons demonstrate successful performance in drills Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			

Strategy 4 Details	Reviews			
Strategy 4: Require pick-up cards at dismissal. Strategy's Expected Result/Impact: All students dismissed safely Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
Strategy 5 Details	Reviews			
Strategy 5: Maintain an effective Discipline Management Plan that is communicated to students, parents, and staff. Strategy's Expected Result/Impact: Student Handbook, Classroom Management Plans Staff Responsible for Monitoring: Campus Principal, Campus Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
Strategy 6 Details	Reviews			
Strategy 6: Utilize the Student Resource Officer as support for staff and students regarding school safety. Strategy's Expected Result/Impact: Staff and students feel more secure about our campus. Staff Responsible for Monitoring: District Police Chief, Principal, Assistant Principal, and SRO TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students. Root Cause: Focusing on the negative interventions instead of positive behavior supports
Problem Statement 2: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members feeling overwhelmed by behavior and students not on target for grade level. Root Cause: Behavior impedes learning, students have learning and behavior gaps caused by COVID, and weak parental involvement.
School Organization
Problem Statement 1: Clear communication between admin and staff about policies, procedures, and expectations needs improvement. Root Cause: With two new admin on campus as well as new programs and renovations, communication about expectations has sometimes been less than clear or last minute.

Goal 4: Collaborate with families and community stakeholders to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide access to campus information by utilizing a school-wide communication tool (ParentSquare). Strategy's Expected Result/Impact: ParentSquare app/website Staff Responsible for Monitoring: Principals Counselor Teachers Good News Ambassador ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Employ a Campus Parent Involvement Coordinator to work with parents of kindergarten through fourth grade on strategies to support their children academically, socially, and emotionally. Strategy's Expected Result/Impact: Agendas and attendance records of meetings, parent response forms Staff Responsible for Monitoring: Director of Special Programs, Parent Involvement Coordinator Problem Statements: Family and Community Engagement 1	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: Continue monthly newsletter for parents to communicate about upcoming events and important information about school. Strategy's Expected Result/Impact: Newsletters Staff Responsible for Monitoring: Principal, Parent Involvement Coordinator Problem Statements: Family and Community Engagement 1	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details		Reviews			
Strategy 4: Teachers are required to have 2 conferences per year and make a positive phone call home at the beginning of the year. Strategy's Expected Result/Impact: Communication Log Staff Responsible for Monitoring: Teachers, Principal Additional Targeted Support Strategy Problem Statements: Family and Community Engagement 1 - School Organization 1		Formative			Summative
		Nov	Jan	Mar	May
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: We need increased family support for our students and their education. Root Cause: Many of our families did not complete their own education, are struggling to meet basic needs, or do not put value in their child's education causing a disconnection between home and school.
School Organization
Problem Statement 1: Clear communication between admin and staff about policies, procedures, and expectations needs improvement. Root Cause: With two new admin on campus as well as new programs and renovations, communication about expectations has sometimes been less than clear or last minute.

Goal 4: Collaborate with families and community stakeholders to develop a partnership between the community and the district.

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.

Evaluation Data Sources: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have at least 2 conferences a year with parents to share strategies to improve student performance. Strategy's Expected Result/Impact: Improved family/school relations. Staff Responsible for Monitoring: Teachers, Admin, Parent/Family Coordinator ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide Back to School Night in the fall and a Spring Parent Event for each grade level to inform parents of big concepts and ways to help at home as well as other involvement strategies. Strategy's Expected Result/Impact: Stronger home-school connection and increased involvement in student achievement Staff Responsible for Monitoring: Teachers Principals Problem Statements: Family and Community Engagement 1 Funding Sources: - 289 Title IV	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: We need increased family support for our students and their education. Root Cause: Many of our families did not complete their own education, are struggling to meet basic needs, or do not put value in their child's education causing a disconnection between home and school.

Goal 4: Collaborate with families and community stakeholders to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Strategy 1 Details	Reviews			
Strategy 1: Monthly newsletters will contain parenting tips and suggestions for how to help at school. Strategy's Expected Result/Impact: Newsletter Staff Responsible for Monitoring: Parent Involvement Coordinator Problem Statements: Family and Community Engagement 1	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: School will communicate Leader in Me strategies and information to parents in order to support that program at home as well as at school. Strategy's Expected Result/Impact: Improved parent/school relations, great impact for the LIM program Staff Responsible for Monitoring: Teachers, Admin, Parent/Family Coordinator Problem Statements: Family and Community Engagement 1 Funding Sources: - 199 22 Career & Technology, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Family and Community Engagement
Problem Statement 1: We need increased family support for our students and their education. Root Cause: Many of our families did not complete their own education, are struggling to meet basic needs, or do not put value in their child's education causing a disconnection between home and school.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Assess and monitor the math performance level and progress of each student in K through 2nd grade using a district approved standardized instrument (MAP). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.
1	2	2	Assess and monitor the math performance level and progress of each student in 3rd and 4th grade using a district approved standardized instrument (MAP). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.
1	3	1	Assess and monitor the reading level and progress of each student in K through 2nd grade using a district approved standardized instrument (MAP). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.
1	3	2	3rd and 4th grade teachers will utilize MAP data to focus interventions in order to increase the percentage of students scoring at the Meets level of STAAR.
4	1	4	Teachers are required to have 2 conferences per year and make a positive phone call home at the beginning of the year.

State Compensatory

Budget for Lamar Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.587

Brief Description of SCE Services and/or Programs

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Personnel for Lamar Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Bates	Teacher	0.143
Amy Stone	Teacher	0.143
Brandi Jacobs Votaw	Teacher	0.143
Candace Fulenchek	Teacher	0.143
Crystal Crisler	Teacher	1
Destinee Miller	Teacher	0.143
Jennifer Craig	Teacher	0.15
Katy Price	Teacher	0.143
Kayla Bryant	Teacher	0.15
Kelly Martin	Teacher	0.143
Kristen Thompson	Teacher	0.143
Leigh McLain	Teacher	0.143

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Audrey Speed	Librarian Paraprofessional	Title I	1
Jenna Dornstadter	Computer Lab (Inst. Asst.)	Title I	1
Karen Dill	Parent Involvement Coordinator	Title I	1
Kenna Brandt	Reading Interventionist	Title I	1
Robin Hatfield	Instructional Assistant	Title I	1
Stacey Grantland	Instructional Assistant	Title I	1
Timothy Martin	Math Interventionist	Title I	1
Veronica Winnett	Instructional Assistant	Title I	1

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	5	2			\$0.00
Sub-Total					\$0.00
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
2	2	1			\$0.00
Sub-Total					\$0.00
199 22 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
2	1	2			\$0.00
4	3	2			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	4	1			\$0.00
1	5	2			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
4	1	1			\$0.00
4	3	2			\$0.00
Sub-Total					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025