LAMAR EL
Campus Improvement Plan
2018/2019

Miss Maryvel Flores, Principal

Lamar Elementary
The Heart of San Felipe! The Pride of Del Rio!

Maryvel Flores

301 Waters Ave

830-778-4730

maryvel.flores@sfdr-cisd.org

LAMAR EL

Mission

We will grow a nurturing learning environment where everyone shares in Lamar P.R.I.D.E - Passion, Responsibility, Imagination, Dedication, and Engagement

Vision

To have 100% of Lamar do 100% of the work in everything we do to help every child show progress.

Strategic Priorities

Priority 1.   Recruit, support, and retain teachers and principals

Priority 2.   Build a foundation of reading and math

Priority 3.   Connect high school to career and college

Priority 4.   Improving low-performing schools

LAMAR EL Site Base

| Name	Position
Berton, Rai Zina	Special Ed Teacher
Cavazos, Alma	5th Grade Leader
Cienega, Amanda	4th Grade Leader
Cruz, Billie Jo	Kinder Leader
Flores, Maryvel	Principal
Floyd, Lucy	Attendance Clerk
Ibarra, Edith	Counselor
Martinez, Laura	3rd Grade Leader
Martinez, Leticia	Parental Liaison
Martinez, Norma	2nd Grade Leader
Mejia, Katherine	1st Grade Leader
Mercier, Allison	Assistant Principal
Munoz, Nancy	Master Reading Teacher
Sanchez Cordero, Yvonne	Parent Representative

Lamar CPDM 2017-2018

Meeting: May 21, 2018

Rai Berton	*Rai Berton*
Alma Cavazos	*Alma Cavazos*
Amanda Cienega	
Bill Jo Cruz	*Billie Jo Cruz*
Maryvel Flores	*(signature)*
Lucy Floyd	*Lucy E. Floyd*
Edith Ibarra	*Edith V. Ibarra*
Laura Martinez	*Laura Martinez*
Leticia Martinez	*Letty Martinez*
Norma Martinez	*N. Mart...*
Katherine Mejia	*K. Mejia*
Allison Mercier	*A. Mercier*
Nancy Munoz	*(signature)*
Yvonne Sanchez Cordero	*(signature)*

Sonya Sotelo   *S. Sotelo*
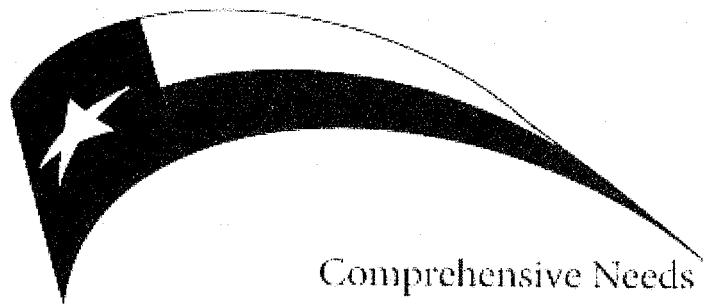
Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Campus counts
- Accountability Summary
- PEIMS Disaggregation Student Data
-
-

-
-
-
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● Home visits	● More Educational trainings for parents
● Daily Attendance Logs	● More parent involvement opportunities
● Smaller Campus	● A campus culture to make parents feel welcomed
● Less Migrant students	●
● Smaller Ratios	●
● Zero Absence Days	●
●	●
●	●
●	●
●	●

Summary of Needs

● Provide staff support to increase academic performance (parent buy-in to campus)

● Provide parent involvement opportunities to help with the home environment such as resources available and community outreach opportunities.

●

●

●

●

●

●

●
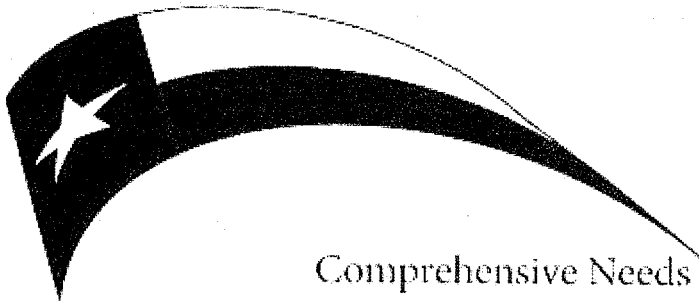
Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR scores 2017 (district/campus)
- 6 weeks assessment data YTD (district/campus)
- Benchmark scores 2018
- AR comparison scores YTD
- Accountability Summary 2017

- Class counts
- PEIMS disaggregation student data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● Gains across areas in STAAR 2017	● Students reading levels need to increase
● Gains in benchmark scores	● More guided reading - resources/consistency
●	● experienced teachers
●	● RTI for math (like power hour)
●	● Tutors early on in the year (rdg/math)
●	●
●	●
●	●
●	●
●	●

Summary of Needs

● Variety of guided reading materials

● tutors for math and reading as early as possible to help in lower grade levels.

●

●

●

●

●

●

●
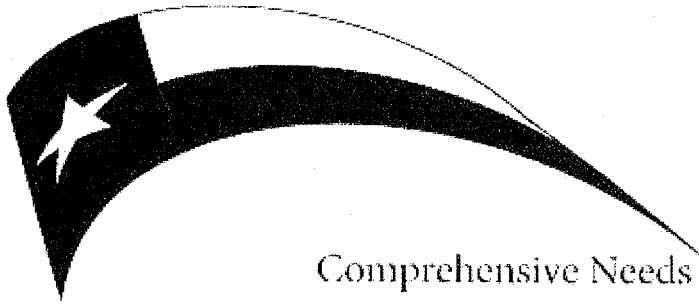
School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.
- Climate survey percentages 2013-2017
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	**Needs**
• Campus size provides for closeness among students	• Make known campus vision and mission (visible everywhere)
• consistent RTI Meetings	• Plan out a schedule for clubs/organizations
• More selection of clubs/student participation	• No limit for how many clubs students may participate in
• Students and teachers are happy at Lamar	• More pride on campus - teacher/student recognition and praise.
• Safe environment	• Consistency in Leader in Me
•	•
•	•
•	•
•	•
•	•

Summary of Needs

• Make the campus vision and mission statement clear, communicated, visible and known (announcements, door of classroom)

• All-around campus recognition and pride - recognize students and staff for accomplishments (Attendance, AR, teacher of the month, teacher of the year, lesson plan entries)

•

•

•

•

•

•
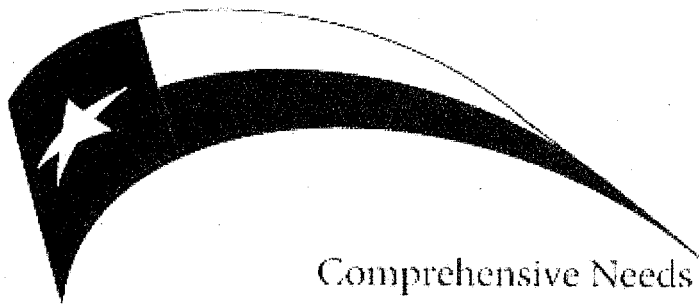
Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Class counts
- Benchmark scores
- 6 weeks data YTD
- AR 6 weeks data YTD
-
-
-
-
-
-

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff PD reflects teacher needs

- Turnover is low at Lamar

-
-
-
-
-
-

Needs

- Explicit teacher mentor training for mentors to receive more guidelines on expectations

- Greater accountability distribution of after school activities, clubs, UIL, and school sponsored functions to prevent teacher burnout or fewer teachers doing majority of the work

-
-
-
-
-

Summary of Needs

- Keep up with new teacher PD and anyone who wants to attend

- User friendly handbook for Z drive or flip book

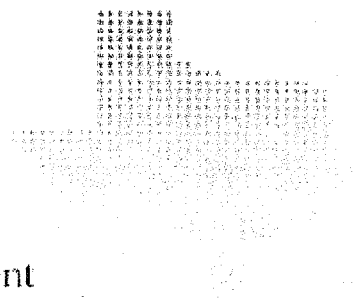- Expert Page - to let staff know who the expert is on things

-
-
-
-
-

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Benchmark scores (campus and district)
- Class counts
- Accountability summary 2017
- AR scores by comparison YTD
- PEIMS Disaggregation Data of Students

- STAAR scores 2017 (district)
- 6 Weeks assessment information

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- More STAAR Resources
- Upper grade level math and reading resources
- Lower grade level road maps
- Data days on new calendar 2018-2019
- Food provided during trainings
-
-
-
-

Needs
- More supplemental aides and resources
- More flexibility for power hour interventions
- Variety of resources for power hour
- Flexibility in teaching methods daily
- More resources for lower grade levels
- Better communication between C&I and campus admin
-
-
-

Summary of Needs

- More resources for power hour and lower grade core instruction
- More flexibility during the day (strategies): lean towards more alignment on 21st century learning.
-
-
-
-
-
-
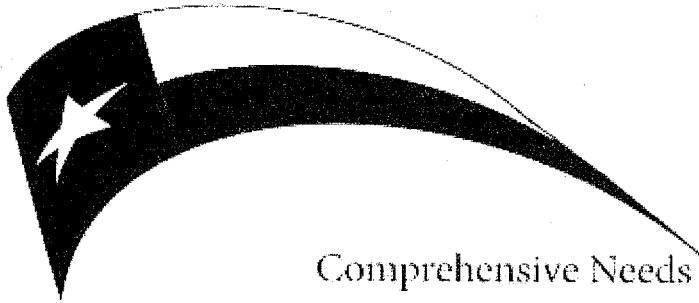
Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Number of parent trainings held YTD
- Attendance Log Information
-
-
-

-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- AR Marathon Nights
- Math Night for K-5
- Parental Trainings
- Friday Bags for students (food pantry)
- BFCU - Counseling opportunities
- Reading and Math Camps (Tutorials)
-
-
-
-

Needs
- Improve AR Reading in Kindergarten
- Reading nights for all grade levels
- Science Fair mandatory for K-5
- More Spanish communication to parents
- More technology - audio books
- Community mentors
- Make and take for parents
-
-
-

Summary of Needs

- Reading and math nights for all grade levels (make and take for parents)
- Science fair mandatory for all grade levels
-
-
-
-
-
-
-
-
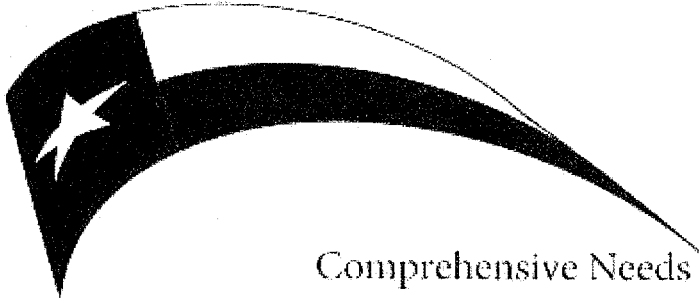
School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- Class counts
- PEIMS disaggregated student data
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Power hour in terms of identifying struggling students and providing interventions	• Tutors provided too late in the year
•	• Provide tutors in lower grade levels
• Tutor were provided for RTI in upper grades	• Better reward system for AR goals
•	•
•	•
•	•
•	•
•	•
•	•

Summary of Needs

• Focus on providing tutors earlier in the school year.

• Updated technology is needed to maximize student learning (research/AR testing).

• Brainstorm ideas in improving attendance and tardies.

•

•

•

•

•
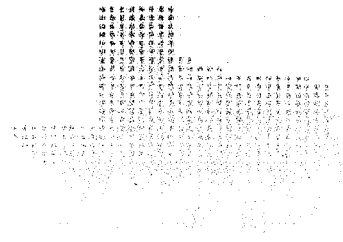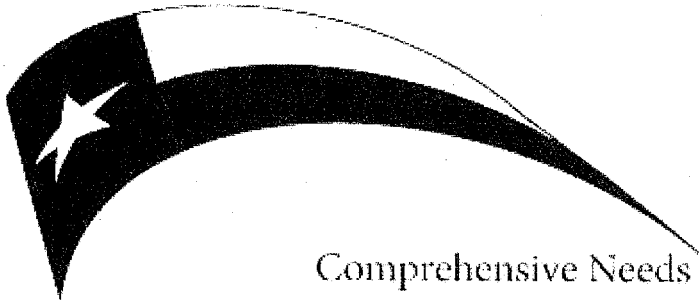
Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- Knowledge of technology available
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strenths	**Needs**
• 2 working labs to serve students	• Training staff in Microsoft Office
• classrooms with iPads	• Training library staff in Toshiba/Renaissance
•	• Technology support
•	• Faster response in technology work orders
•	• Flow-chart of how to submit work orders
•	•
•	•
•	•

Summary of Needs

- • Listening centers
- • Replace outdated technology equipment
- •
- •
- •
- •
- •
- •
- •
- •

Demographics

Provide staff support to increase academic performance (parent buy-in to campus)

Provide parent involvement opportunities to help with the home environment such as resources available and community outreach opportunities.

-
-
-
-

School Culture and Climate

Make the campus vision and mission statement clear, communicated, visible and known (announcements, door of classroom)

All-around campus recognition and pride - recognize students and staff for accomplishments (Attendance, AR, teacher of the month, teacher of the year, lesson plan entries)

-

-
-
-

Curriculum, Instruction and Assessment

More resources for power hour and lower grade core instruction
More flexibility during the day (strategies): lean towards more alignment on 21st century learning.

-
-
-
-
-
-
-

School Context & Organization

Focus on providing tutors earlier in the school year.
Updated technology is needed to maximize student learning (research/AR testing).

Brainstorm ideas in improving attendance and tardies.

-

-
-

Student Achievement

Variety of guided reading materials

tutors for math and reading as early as possible to help in lower grade levels.

-
-
-
-
-
-

Teacher Quality

Keep up with new teacher PD and anyone who wants to attend

User friendly handbook for Z drive or flip book

Expert Page - to let staff know who the expert is on things

-
-
-

Family & Community Involvement

Reading and math nights for all grade levels (make and take for parents)
Science fair mandatory for all grade levels

-
-
-
-
-
-
-
-

Technology

Listening centers
Replace outdated technology equipment

-
-
-
-
-
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _____4-3-18_____

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☑ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment ·

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Edith Y. Ibarra	*Edith Y.*	Counselor
Sandra L. Green	*Sandra Green*	Teacher
April Banks	*April Banks*	Teacher
Bianca Flores	*Bianca Flores*	Teacher
Irma E. Avalos	*Irma L. Out*	Coach

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _4 – 3 – 18_

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☑ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Katherine Martinez	K. M.	5th Teacher
Adriana Vasquez		3rd Grade Teacher
Katherine Mejia	K. Mejia	1st grade
Marisela Urtitia	M. Urtitia	Sp. Ed
Nancy Munoz		MRT
Kai Z. Berto	Kai Z Berton	Sp. Ed Teacher
Mayra Retana	M Retana	4th grade Math

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _April 4, 2018_

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☐ Student Achievement

☑ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Regina Jimenez		Teacher
Laura Martinez		3rd gr. Teacher
Amanda Cienega	Al Cienega	4th Teacher
Roxana Venegas	Roxana Venegas	3rd Teacher
Norma Martinez	Norma Mrtz	2nd Teacher
Eva Galvan.	Eva Galvan.	Special aid aide.

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: ___4/4/17___

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☑ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Brenda Menchaca	Brenda Menchaca	4th grade Teacher
Patricia Villarreal	P Villarreal	5th Science
Berta Gonzalez	B Gonzaly	2nd Gen Teacher

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: April 3, 2018

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☑ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Brittany Petitpas		3rd Teacher
Alma Cavazos		5th
Jackeline Rodriguez		2nd Teacher
Claudia Flores	Claudia Flores	Kindergarten
Maritza Hernandez		4th Teacher
Crystal De Luna	Crystal De Luna	1st Teacher

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4-2-18

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☑ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Doralie Acosta	*Doralie Acosta*	K. Aide
Billie Jo Cruz	*Billie Jo Cruz*	K. teacher
Diamantina Amor Perez	*Diamantina Perez*	4th teacher
Maria Yanez	*Maria Yan*	1st teacher
Rosemary Villareal	*Rosemary Villareal*	5th teacher
Mariella Sanchez	*Mariella Sanchez*	Library Aide

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: ___4│4│18___

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☑ School Context and Organization

☐ Technology

Name	Signature	Position
Elizabeth Overfelt	*Kim Overfelt*	3rd grade teacher
Rosaura Peña		1st grade teacher
Belinda Hernandez	*Belinda*	
Diana P. Guzman	*Diana P. Guzman*	Kinder Teacher
Alycia Guajardo	*Alycia Guajardo*	G.T.

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _____4/4/2018_____

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

   Open discussion, benefits of positive/negative feedback for outcomes.

2. What might we improve and how?

   Better distributed groupings   *1. Para Professional*
                                      2. Grade Level teacher
                                      3. Specials teacher

3. How is our organization better as a result of this process?

   Communication / Ideas / Staff collaboration

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☒ Technology

Name	Signature	Position
Madel Socorro Garces Gil	*Ma Socorro Garces Gil*	Computer Lab mgr
Whitney Gargiulo	*Whitney Gargiulo*	Music Teacher
Elizabeth A Frias	*Elizabeth A Frias*	Resource/Library
Sonya Sotelo	*Sonya Sotelo*	Diplexin therapist

Lamar Elementary - Critical Needs Assessment 2018

Demographics
Tues. 4/3
3:30 PM
Cafeteria

- A. Banks
- S. Green
- B. Flores
- I. Avalos
- E. Ibarra

Student Achievement
Tues. 4/3
3:30 PM
Cafeteria

- K. Mejia
- A. Vasquez
- R. Berton
- M. Retana
- K. Martinez
- M. Urrutia

School Culture and Climate
Wed. 4/4
3:30 PM
Cafeteria

- N. Martinez
- R. Venegas
- Laura Martinez
- Amanda Cienega
- E. Galvan
- R. Jimenez

Staff Quality, Recruitment and Retention
Wed. 4/4
3:30 PM
Cafeteria

- P. Villarreal
- B. Menchaca
- B. Gonzalez
- N. Contreras
- M. Maldonado

Curriculum, Instruction and Assessment
Tues. 4/3
3:30 PM
Cafeteria

- C. Flores
- C. De Luna
- J. Rodriguez
- B. Petitpas
- D. Hernandez
- A. Cavazos

Family and Community Involvment
Tues. 4/3
3:30 PM
Cafeteria

- B. Cruz
- M. Yanez
- D. Acosta
- R. Villareal
- A. Perez
- M. Sanchez

School Context and Organization
Wed. 4/4
3:30 PM
Cafeteria

- D. Guzman
- R. Pena
- B. Hernandez
- E. Overfelt
- A. Guajardo
- L. Jenkins

Technology
Wed. 4/4
3:30 PM
Cafeteria

- S. Sotelo
- M. Gil
- Elizabeth Frias
- E. Cruz
- W. Gargiulo

LAMAR EL

Goal 1.   The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1.   By June 2019, STAAR math scores will improve to 85% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR), TELPAS (Title I SW: 1,2,3,6,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2018 - June 2019 - Every 6 Weeks	(S)Local Funds - $393	Summative - Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement. See an increase in STAAR math scores as compared to STAAR 2016.
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, targeted tutoring during or after school, and Saturday camps. (Title I SW: 2) (Target Group: All, AtRisk)	Campus Administrators, Counselors, Teachers	August 2018 - June 2019	(S)Local Funds - $1,219	Summative - Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports
3. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math, Mentoring Minds Content Specific Workbooks and teacher editions, Countdown to STAAR, Fast Focus). (Title I SW: 3,9,10) (Target Group: 3rd, 4th, 5th)	Campus Administrators, Teachers	August 2018 - June 2019	(F)Title I - $0, (S)Local Funds - $1,220	Summative - Lesson Plans, Tutoring Plans, Formatives and Summatives, Increase in STAAR performance.
4. Continued implementation of the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2018 - June 2019	(F)Title I - $0, (S)Local Funds - $0	Summative - Lesson Plans. District Curriculum Committee Cluster Meeting Notes Walk Throughs Student Performance Results STAAR
5. Monitor students in special populations through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, iStation, and TERRA NOVA. (Title I SW: 3,4,5,8,9) (Target Group: Migrant, LEP, SPED, GT, AtRisk, Dys)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018 - June 2019	(S)Local Funds - $1,000	Summative - Improved student performance.

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. By June 2019, STAAR math scores will improve to 85% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide focused intervention and remediation in math to at-risk students by providing Saturday Camps. (Title I SW: 1,2,4,9) (Target Group: ECD, LEP, AtRisk, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	Sept 2018 - May 2019	(S)Local Funds - $2,000	Summative - Improved cycle grades and reduced failure rate. (Data disaggragated by ED, at risk, LEP, special education, 504)
7. Provide Math Nights to students and parents in grades K-5 to help parents familiarize themselves with current student expectations (TEKS). (Target Group: K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Parents, Teachers	May 2019		
8. Teachers will track student's progress in grades 3-5 throughout the 2018-2019 school year to ensure students reach their STAAR 2019 expected growth measure (categorical growth). (Strategic Priorities: 2)	Campus Administrators, Teachers	May 2019		

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 2. By June 2019 STAAR Reading scores will improve from to 85% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the Accelerated Reader program in grades K-5 to motivate students to read, increase student reading endurance, comprehension, fluency,and performance on assessments (Title I SW: 3,9,10) (Title I TA: 1) (Target Group: All)	Librarian, Teachers	August 2018 - June 2019	(S)Local Funds - $2,000	Summative - AR Reports, iStation Reports, Increase in student STAAR Reading performance
2. Campus-wide reading initiatives have been put into place to ensure a literacy rich environment such as the use of word walls, displayed student writing, and various other intervention programs and materials (Rewards, Comprehension Toolkits) (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August 2018 - June 2019	(S)Local Funds - $1,200	Summative - Assessment data, lesson plans, walkthroughs
3. Provide focused intervention and remediation in Reading for all students, including at-risk, specifically our ELL students, by providing Power Hour, a 55 minute block of focused reading intervention to include TPRI interventions, reading comprehension toolkit, Read Naturally interventions, and interventions provided by our Master Reading Teacher. (Target Group: ECD, LEP, SPED, AtRisk, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018 - June 2019	(S)Local Funds - $1,500	Summative - Improvement in reading levels (Accelerated Reader Grade level equivalent) for all students. (Data disaggragated by ED, at risk, LEP, special education, 504)
4. Incorporate more parental involvement activities surrounding reading to promote literacy. For example, AR Challenge Family night, Million Word Reader. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Instructional Aides, Librarian, Master Reading Teachers, Parental Aides, Teachers	August 2018- June 2019		Summative - Increased reading levels for all students (Accelerated Reader GE levels specifically).
5. Teachers will hold AR Nights throughout the year to help promote and build a love for reading for all grade levels. (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	May 2019		

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 3. By June 2019, STAAR Writing scores will improve to 80% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include writing components in other academic areas besides ELA in grades K-5 to support achievement in the 4th grade STAAR writing assessments to meet system safeguards. (Title I SW: 1,3) (Target Group: All, ECD)	Campus Administrators, Teachers	August 2018 - June 2019	(S)Local Funds - $0	Summative - Lesson Plans, Increase in student performance Reports through DMAC Walk Throughs
2. Target instruction for all students including at-risk, LEP, economically disadvantaged, 504 and Special Education students through Writer's Workshop, STAAR materials, journals, The Write Doctor camps, tutorials during school and after school, and staff development to meet system safeguards. (Title I SW: 2,3,4,9,10) (Target Group: All, ECD)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018- June 2019	(S)Local Funds - $4,000	Summative - Improved unit grades and reduced failure rate.
3. Through the campus writing committee initiate the district writing plan by providing training, materials, and coaching to meet system safeguards. (Title I SW: 1,2,5,10) (Target Group: ECD)	Campus Administrators, Counselors, Curriculum Coordinators, Instructional Coaches, Librarian, Teachers	August 2018 - June 2019	(O)Local Districts - $0	Summative - STAAR
4. Provide additional after school writing process training each 6 weeks to address specific writing genres to meet system safeguards. (Title I SW: 2) (Target Group: ECD)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Librarian, Teachers	August 2018 - June 2019	(O)Local Districts - $0	Summative - See in an increase in STAAR writing scores from the previous year. In addition, see growth when tracking students' writing initiative essays.
5. Implement District Planning Protocol to plan and provide rigorous and engaging writing instruction to meet system safeguards. (Target Group: ECD)	Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Coaches, Librarian, Teachers	August 2018 - June 2019	(O)Local Districts, (S)Local Funds - $500	Summative - Formative and STAAR
6. Monitoring the progress of all students' writing process, specifically our Hispanic, and economically-disadvantaged students, weekly to meet system safeguards. (Target Group: ECD)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018 - June 2019 - Weekly	(O)Local Districts - $0, (S)Local Funds - $100	Summative - See an increase in STAAR scores, specifically the systems safeguards as compared to STAAR Writing 2016.

LAMAR EL

Goal 1.   The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 3.   By June 2019, STAAR Writing scores will improve to 80% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Campus administration will provide opportunities for teachers to vertically plan (RTI days) to help promote a foundation of writing in grades K-5. (Strategic Priorities: 2)	Campus Administrators, Teachers	May 2019		

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 4. By June 2019, STAAR Science scores will improve to 85% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on instruction in both science labs K-5 for all students to meet system safeguards. (Target Group: All, SPED)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018 - June 2019	(S)Local Funds - $4,000	Summative - Improved cycle grades and reduced failure rate. (Data disaggragated by ED, at risk, LEP, special education, 504)
2. Differentiate lab activities to address the needs of special ed students in science to meet system safeguards. (Title I SW: 1,2,3,8,10) (Target Group: SPED)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2018 - June 2019	(S)Local Funds - $500	Summative - See an increase in STAAR Science scores as compared to STAAR 2016. In addition, see an increase in summative assessment scores as compared to 2015-2016 school year.
3. Build academic science vocabulary throughout all grade levels by requiring on lab day a week for grades K-5 to meet system safeguards. (Target Group: SPED)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2018- June 2019 - Weekly	(O)Local Districts - $0, (S)Local Funds - $800	Summative - Formatives, Summatives, Benchmarks and STAAR. Increased scores on science summative tests as compared to 2016, in addition to increased STAAR Science scores as compared to 2016.
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support through one-on-one/small group by special ed teacher to meet system safeguards. (Target Group: SPED)	ARD Committee, Campus Administrators, Instructional Coaches, Teachers	August 2018 - June 2019	(S)Local Funds - $0	Summative - Formatives, Summatives, Benchmarks and STAAR
5. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials, in-school tutorials, and Saturday Camps. (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2018- June 2019	(F)Title I, (S)Local Funds	Summative - Report cards, summative tests, AR reports, iStation reports.

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 5. By June 2019, the percentage of students achieving Masters Grade Level on STAAR scores will increase by 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of students on all STAAR assessments who reach Masters Grade Level by 10% in grades 3-5 through staff development (to include, but not limited to our GT students). (Title I SW: 3,8,9) (Target Group: GT)	Campus Administrators, Teachers	August 2018 - June 2019	(F)Title I - $0, (S)Local Funds - $2,000	Summative - See an increase in the number of students who reach masters grade level on STAAR for all subjects by 10% as compared to STAAR 2016.

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 6. Throughout the 2018-2019 school year, Lamar Elementary will provide all students opportunities to participate in extracurricular activities as support and complement to the curricular program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the participation of all students in extracurricular activities by 10%. (UIL - 3rd, 4th and 5th,Robotics - 3rd, 4th and 5th Cross Country - All students, Science Fair - All students Art Club - 3rd, 4th and 5th,Choir - 4th and 5th,Strings - 4th and 5th Elementary Track and Field Meet, Teacher/student 5K Lamar Walk-a-thon/Mile-a-thon Pony Pals - K-5 STEAM (STEM and art) for 3-5 (Title I SW: 1,10) (Target Group: All, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2018 - June 2019	(S)Local Funds - $1,800	Summative - Club/Team Rosters, Competition Results, Performances, Attendance logs

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 7. By the end of the 2019 school year, Lamar Elementary will have a unified initiative for the safety and security of all students and personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the Crisis/Behavior Management team on campus for response to emergency situations to include all team members to be trained in CPI strategies. (Title I SW: 9) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2018 - June 2019	(S)Local Funds - $0	Summative - Documented Responses Certificates of Annual CPI Training Listing of Crisis /Behavior Management Team Members in Faculty Handbooks
2. Review, execute and update emergency drill procedures as outlined. (Tornado, Intruder, Lock Down, Evacuation, Fire) (Title I SW: 1) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2018 - June 2019	(S)Local Funds - $0	Summative - Drill Reports Updated E.O.C.
3. Lamar Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. In addition, we will continue to use the single point entry system. (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	August 2018 - June 2019		Summative - Visibility of badges on campus. Utilize reports to track usage.

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 8. By the end of the 2019 school year, Lamar Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar staff will implement classroom management plans, such as the behavior clip chart or Class Dojo, to monitor classroom management. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2018-June 2019	(S)Local Funds - $1,000	Summative - Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals
2. Provide guidance lessons based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5 during enrichment periods/activity periods. (Red Ribbon Week) (Title I SW: 3) (Target Group: All)	Counselors	Once per Six Weeks August 2018 - June 2019	(S)Local Funds - $1,000	Summative - Formative - Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs
3. Provide training to parents on identifying and dealing with bullying. (Title I SW: 3) (Target Group: All)	Parental Aides	One per Semester	(S)Local Funds - $500	Summative - Training Agenda and Sign-In Sheet
4. Implement a character education program for all students. (Leader In Me) (Title I SW: 2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2018 - June 2019	(S)Local Funds - $0	Summative - RTime posters and banners in every classroom. Daily reminders during announcements. Reduction in office referrals.
5. Coordinate and execute 2 "Bully Camps", one per semester, for all students and parents to further educate on preventing bullying. Guests: Del Rio Police Dept., BCFS, STAR, High School Students (Student Council and Honor Society) Activities: Peer Bond Strengthening/Sharing, Videos for parents, Pony Pals (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors	One per Semester	(S)Local Funds - $1,000	Summative - Bully Camp Agendas and Sign-In Sheets, Surveys and Evaluations
6. Lamar Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. (Title I SW: 6,10) (Title I TA: 8) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	August 2018 - June 2019	(S)Local Funds - $200	Summative - KeepNTrack Reports Visibility of badges on campus

LAMAR EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 9. By June 2019, all students will increase 10% on all portions of the STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hire highly qualified staff, including teachers and paraprofessionals, that meet all necessary qualifications. Hire instructional aides to assist with the early literacy program. Highly qualifed staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,9) (Target Group: All)	Campus Administrators	August 2018-June 2019	(F)Title I - $182,000	Summative - Sign-in sheets, Applitrack
2. Hire instructional aides to assist with the early literacy program. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators	August 2018-2019		Summative - Increase in STAAR assessment scores, increase in student individual reading levels for all students in grades K-5.
3. Highly qualifed staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators	August 2018-June 2019		Summative - See in an increase on STAAR assessment scores in addition to increased reading levels for all students in grades K-5.

LAMAR EL

Goal 2.   The District shall be a good steward of the community's resources - financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.

Objective 1.   By the end of the 2019 school year, Lamar Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to CIP. (Title I SW: 1,9) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2018 - June 2019	(F)Title I, (S)Local Funds	Summative - Evaluation from SFDRCISD financial department

LAMAR EL

Goal 3.   The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 1.   At the end of the 2019 school year, the attendance rate at Lamar Elementary will be at 98% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar Elementary will continue with an Attendance Committee that will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Target Group: All, AtRisk)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2018 - June 2019	(F)Title I	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
2. The parents of Lamar Elementary will be active participants in the attendance process. Lamar will increase awareness of the importance of attendance through orientations, newsletters, presentations and parent-teacher conferences. (Title I SW: 1,6,9) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2018- June 2019	(F)Title I - $1,000	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
3. Recognize and celebrate students, classes, and grade levels at Award Assemblies at the end of each Six-Weeks unit. Perfect Attendance Certificates and Incentives. Trophy to the best attendance per grade level. SFDRCISD Attendance Initiative (Title I SW: 1,2) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers	August 2018 - June 2019		Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
4. Recognize and celebrate classroom teachers for the efforts in promoting excellent student attendance on a daily basis. All the teachers of the grade level with the best attendance at the end of each cycle will be rewarded with incentives. (Title I SW: 1,2,8,9) (Target Group: All)	Campus Administrators	August 2018 - June 2019		Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.

LAMAR EL

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 2. By June 2019, parent participation at Lamar Elementary will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, festivals, Library Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, etc. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, PTO, Teachers	August 2018 - June 2019	(S)Local Funds - $600	Summative - Activities completed Parent Sign-In Sheets Increase in parental involvement on campus
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, PTO	August 2018- June 2019	(S)Local Funds - $600	Summative - Completed and updated communication tools Increase in parental involvement
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Target Group: All)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(S)Local Funds - $200	Summative - Sign in sheets
4. Conduct two parental meetings monthly on various topics as surveyed by the parents. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Parental Aides	August 2018 - June 2019 - Monthly		Summative - Parental meeting agendas and sign-in sheets will be collected monthly.

LAMAR EL

Goal 3.   The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 3.   Throughout the 2018-2019 school year, Lamar Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with The City of Del Rio's Boys and Girls Club: Intramural Sports Program. (uniforms, facilities, parent volunteers) (Title I SW: 6,9,10) (Target Group: All)	Campus Administrators, City, Counselors, Parental Aides, Parents	August 2018 - June 2019	(S)Local Funds - $100	Summative - Team rosters, Parent volunteer logs, Team results
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences (science labs and equipment) (Title I SW: 3,10) (Title I TA: 1,4,8) (Target Group: All, 2nd, 3rd, 4th, 5th)	Campus Administrators, Teachers	Sept 2018- June 2019	(S)Local Funds - $0	Summative - Agendas, schedules, sign in logs, increased student performance

LAMAR EL

Goal 3.   The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 4.   Throughout the 2018 - 2019, Lamar Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing two visits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for Cardwell classes to visit Lamar Elementary to provide an easier transition for incoming kindergarten students. (Title I SW: 7) (Target Group: PRE K)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	March 2019 - June 2019	(O)Local Districts	Summative - Sign-In Logs

Texas Education Agency
2018 Accountability Ratings Overall Summary
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD

	Component Score	Scaled Score	Rating
Overall		77	Met Standard
Student Achievement		67	Met Standard
STAAR Performance	39	67	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	Met Standard
Academic Growth	74	79	Met Standard
Relative Performance (Eco Dis: 83.8%)	39	72	Met Standard
Closing the Gaps	55	72	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned