

**LAMAR EL**  
**Campus Improvement Plan**  
**2019/2020**

*Mrs. Iris Oca, Principal*

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

Iris Oca  
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# 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*

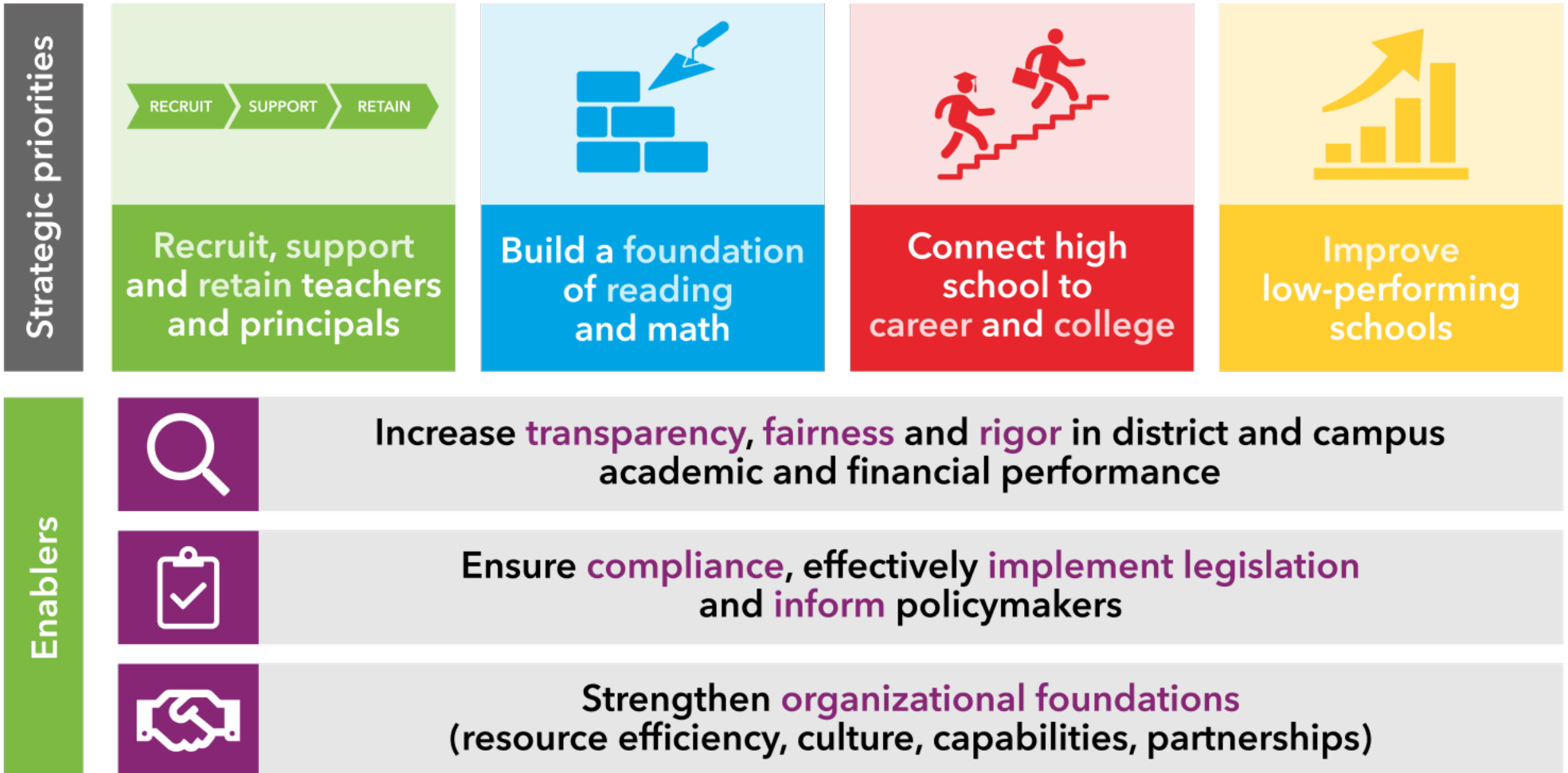
## **Vision**

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

### Nondiscrimination Notice

LAMAR EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

# LAMAR EL Site Base

Name	Position
Berton, Rai Zina	Special Ed Teacher
Cardenas, Chris	Music Teacher
Cavazos, Alma	5th Grade Leader
Cruz, Billie Jo	Kinder Leader
Flores, Maryvel	Principal
Floyd, Lucy	Attendance Clerk
Garces Gil, Maria	Computer Lab Aide
Gomez, Estela	Parental Liaison
Hernandez, Belinda	2nd Grade Leader
Jimenez, Sandra	4th Grade Leader
Martinez, Laura	3rd Grade Leader
Mejia, Katherine	1st Grade Leader
Montemayor, Marel	Counselor
Munoz, Nancy	Master Reading Teacher
Odin, Funmilayo	Resource/Library Aide
Salinas, Albert Calderon	Assistant Principal
Sanchez Cordero, Yvonne	Parent Representative

# LAMAR EL Site Base

Name	Position
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Mejia, Katherine	1st Grade Leader
Montemayor, Mareli	Counselor
Munoz, Nancy	Master Reading Teacher
Odin, Funmilayo	Resource/Library Aide
Salinas, Dr. Albert	Assistant Principal
Sanchez Cordero, Yvonne	Parent Representative

*Sotelo, Sonya* *P. Sotelo* *Dyleria*



## Comprehensive Needs Assessment

### 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                     | ●     |
| _____                               | _____ |
| ●                                   | ●     |
| _____                               | _____ |
| ● 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

- Good teacher-student ration
- Diverse socioeconomic population
- \_\_\_\_\_
- \_\_\_\_\_
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## Needs

- Attendance is low at times
- High number of at-risk students
- High transfer-in rate
- Lack motivational incentives
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# Summary of Needs

- Minimize in-district transfers by providing transportation options to provide the learner with a more stable learning environment
- Provide increased incentives to motivate students to attend school
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## Comprehensive Needs Assessment

### 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 2018 | ● _____ |
| ● Class Counts      | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |

## 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

- Dedicated Teachers
- Hard-working students
- TPRI tool
- Math Resources (benchmark)
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### Needs

- Rotation down time
- Offer more student recognition
- High Returns
- Provide more mentoring to students
- Better methods of addressing discipline
- Provide addition in-house tutoring
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## Summary of Needs

- Provide all staff with opportunities to mentor students throughout the year
- More in-house tutors for 1st grade and up to provide more focused interventions
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## Comprehensive Needs Assessment

### School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, 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.
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### 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.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

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

- Students know and understand their expectations
- Teachers and staff set these high expectations from day one
- Multiple clubs and organizations for students to participate in
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### Needs

- More family involvement opportunities
- Meet the teacher night
- District festival
- More community involvement (LAFB mentors, celebrity reader, etc)
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## Summary of Needs

- More opportunities to build student-campus relationships such as AR nights, Math Nights, Festivals and Meet the Teacher Nights
- Build community involvement by providing more opportunities for community members to participate in campus activities.
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## Comprehensive Needs Assessment

### 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      | ● _____ |
| ● 2018 STAAR scores | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |

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

## Needs

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

Tier 3 students are not evenly distributed

# Summary of Needs

Evenly distribute Tier 3 students

Provide more mentoring opportunities for teachers





## Comprehensive Needs Assessment



### 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.

- |                     |         |
|---------------------|---------|
| ● STAAR Scores 2018 | ● _____ |
| ● Class counts      | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |
| ● _____             | ● _____ |

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

- New Math Curriculum
- RTI Days embedded into school calendar
- Planning protocol
- Power Hour STAAR focus
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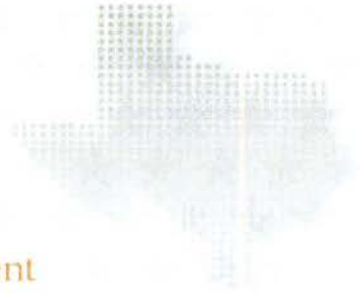
## Needs

- Need of vertical alignment meetings
- Need more training on 21st century learning skills
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# Summary of Needs

- Vertical Alignment necessary
- Need more training on 21st century learning
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## Comprehensive Needs Assessment

### 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
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### 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.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

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

● Awards Assemblies

● Talent Shows

● K/5 Graduations

● Fall & Spring Festivals

● Science Fair

● UIL

● Math Nights

●

●

●

### Needs

● More community involvement from LAFB

● More AR reading nights

● Celebrity Reader

● AR reading nights

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## Summary of Needs

● Provide more opportunities for community members to get involved with campus activities

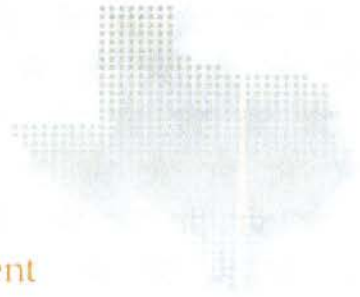
● Staying consistent with certain activities such as AR nights, etc.

●

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## Comprehensive Needs Assessment

### 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.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

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

- Teachers consistently provide small group interventions
- \_\_\_\_\_
- Communication with families is positive and encouraging.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
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### Needs

- Math curriculum doesn't allow teachers creative flexibility
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- \_\_\_\_\_
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## Summary of Needs

- Provide opportunities for teachers to be flexible in how they teach the new math curriculum
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## Comprehensive Needs Assessment

### 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.

### Strengths

- Computer labs are accessible
- Computers are accessible to students in the classroom
- Dashboard available to teachers during planning
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- Projectors available for teachers
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### Needs

- Not all teachers have Promethean Boards
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- No technology PD
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## Summary of Needs

- Computer labs are not always functional
- Lacking uniformed technology accessibility such as promethean boards, Elmos, etc
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## Demographics

Minimize in-district transfers by providing transportation options to provide the learner with a more stable learning environment

Provide increased incentives to motivate students to attend school

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## School Culture and Climate

More opportunities to build student-campus relationships such as AR nights, Math Nights, Festivals and Meet the Teacher Nights

Build community involvement by providing more opportunities for community members to participate in campus activities.

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## Curriculum, Instruction and Assessment

Vertical Alignment necessary

Need more training on 21st century learning

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## School Context & Organization

Provide opportunities for teachers to be flexible in how they teach the new math curriculum

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### Student Achievement

Provide all staff with opportunities to mentor students throughout the year

More in-house tutors for 1st grade and up to provide more focused interventions

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### Teacher Quality

Evenly distribute Tier 3 students

Provide more mentoring opportunities for teachers

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### Family & Community Involvement

Provide more opportunities for community members to get involved with campus activities  
Staying consistent with certain activities such as AR nights, etc.

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### Technology

Computer labs are not always functional  
Lacking uniformed technology accessibility such as promethean boards, Elmos, etc

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**Lamar Elementary - Critical Needs Assessment 2019**

<u>Demographics</u>		<u>Curriculum, Instruction and Assessment</u>	
M. Yanez	Mon. 4/15	B. Cruz	Mon. 4/15
B. Gonzalez	3:30 PM	L. Martinez	3:30 PM
D. Hernandez	Cafeteria	R. Yanez	Cafeteria
N. Contreras		A. Cavazos	
R. Pena		B. Hernandez	
<u>Student Achievement</u>		<u>Family and Community Involvement</u>	
C. Gallegos	Mon. 4/15	A. Velky	Mon. 4/15
N. Martinez	3:30 PM	M. Retana	3:30 PM
S. Green	Cafeteria	K. Martinez	Cafeteria
M. Gil		M. Maldonado	
J. Reyna		S. Sotelo	
<u>School Culture and Climate</u>		<u>School Context and Organization</u>	
D. Guzman	Mon. 4/15	K. Mejia	Mon. 4/15
N. Munoz	3:30 PM	P. Villarreal	3:30 PM
A. Cienega	Cafeteria	F. Odin	Cafeteria
A. Guajardo		M. Hernandez	
M. Urrutia		I. Avalos	
<u>Staff Quality, Recruitment and Retention</u>		<u>Technology</u>	
A. Banks	Mon. 4/15	E. Overfelt	Mon. 4/15
J. Magana	3:30 PM	R. Jimenez	3:30 PM
B. Menchaca	Cafeteria	A. Vasquez	Cafeteria
C. Cardenas		R. Berton	
E. Cruz		E. Galvan	

## Committee Self-Assessment/Reflection

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

Date: April 15, 2019

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

Informed decision-making with immediately impacted audience.

2. What might we improve and how?





Too many areas to be Reviewed.  
3

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

Campus involvement in decision-making, provides to a more informed decisions.

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
Daritzia Hernandez		Teacher
Berta Gonzalez		Teacher
Rosie Peña		Teacher
Marina Maria Yanez		Teacher

## Committee Self-Assessment/Reflection

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

Date: 4/15/19

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
Maria del Socorro Garces Gil	Maria del Socorro Garces Gil	Lab. Mgr.
Sandra L. Green	Sandra Green	Teacher
Norma Martinez	Norma Martinez	Teacher
Claudia Gallegos	Claudia Gallegos	Teacher

## Committee Self-Assessment/Reflection

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

Date: 4-15-19

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

Expectations were set consistently throughout the campus and this benefited/impacted the overall goal ~~of~~ of ~~at~~ achieving campus alignment.

2. What might we improve and how?

Maintain high expectations throughout the school year.

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

Students are aware of their expectations from the beginning of the school year which ~~is~~ results in positive student behavior and high academic achievement.

Committee Area:

☐ Demographics

☐ Student Achievement

☒ School Culture and Climate

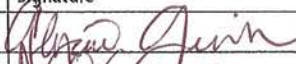

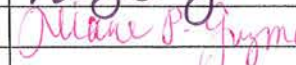
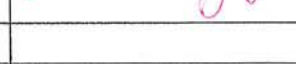
☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Alicia Equajardo		Teacher
Amanda Cienega		Teacher
Nancy Munoz		Teacher
Diana P. Guzman		Teacher



## Committee Self-Assessment/Reflection

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

Date: 4-15-19

- Given the goals and outcomes of the CNA process, what was most beneficial and why?  
*The CNA process allows staff to discuss and ask questions to improve the campus.*
- What might we improve and how?  
*we need data pertaining to our discussion questions.*
- How is our organization better as a result of this process?  
*Certain aspects are being improved. More needs to be done.*

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
Chris Cardenas	<i>Chris Cardenas</i>	teacher
Elizabeth A. Cruz	<i>Elizabeth A. Cruz</i>	para-professional
April Banks	<i>April Banks</i>	teacher
Brenda Monreale	<i>Brenda Monreale</i>	Teacher

## Committee Self-Assessment/Reflection

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

Date: 4-15-19

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

Discussion between grade levels.

2. What might we improve and how?

Need to see outcomes of input.

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

Deep discussions in vertical alignment meetings.

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
Alma Cavazos	Alma Cavazos	Teacher
Belinda Hernandez	Belinda Hernandez	Teacher
Laura Martinez	L. Martinez	Teacher
Roxana Yanez	R. Yanez	Teacher

## Committee Self-Assessment/Reflection

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

Date: April 15, 2019

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
2. What might we improve and how?  
*Keeping everything consistent*
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
Mayra Retana	Mayra Retana	teacher
Sonya Sotelo	Sonya Sotelo	Behavior Interventionist
Natly Martinez	Natly Martinez	Teacher - 5th
Mari Maldonado	Mari Maldonado	Teacher (art)

## Committee Self-Assessment/Reflection

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

Date: 4/15/19

- Given the goals and outcomes of the CNA process, what was most beneficial and why?  
Have not been given DATA at this point  
In the past, we look at DATA to see what works and what we need to focus on
- What might we improve and how?  
Assessments - lower grades making it more kid friendly  
upper grades more of a say in teaching lessons (Math)
- How is our organization better as a result of this process?  
School/Parent/Teacher relationship - we feel that we involve everyone in the education process - the better our outcomes will be.

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 Mejia	Katherine Mejia	1 <sup>st</sup> grade teacher
Mario Hernandez	Mario Hernandez	Coach Asst
Patricia Villarreal	P Villarreal	5th



## Committee Self-Assessment/Reflection

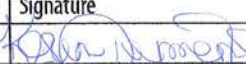

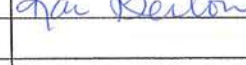
CNA committee members use this document to reflect on the process.

Date: 4/15/19

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
Regino Jimenez		4th teacher
Adriana Vasquez		3rd teacher
Kai Berton		Spec

# 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 2020, 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) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2019 - June 2020 - Every 6 Weeks	(S)Local Funds - \$393	Criteria: Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement. See an increase in STAAR math scores as compared to STAAR 2019.  Summative - Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement. See an increase in STAAR math scores as compared to STAAR 2019.
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 (Saturday Camps as needed). (Title I SW: 2) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Counselors, Teachers	August 2019 - June 2020	(S)Local Funds - \$1,219	Summative - Report cards, progress reports, formative and summative assessments, 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, and Sandra Garza Math Curriculum grades 2-5). (Title I SW: 3,9,10) (Title I SW Elements: 1.1,2.5) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Teachers	August 2019 - June 2020	(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) (Title I SW Elements: 1.1,2.5) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2019 - June 2020	(F)Title I - \$0, (S)Local Funds - \$0	Summative - Lesson Plans. District Curriculum Committee Cluster Meeting Notes Walk Throughs

# 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 2020, STAAR math scores will improve to 85% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2) (CSFs: 1,2,4,7)				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) (Title I SW Elements: 1.1,2.2,2.3,2.5) (Target Group: Migrant,LEP,SPED,GT,AtRisk,Dys) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019 - June 2020	(S)Local Funds - \$1,000	Summative - Improved student performance.
6. Provide focused intervention and remediation in math to at-risk students by providing Saturday Camps. (Title I SW: 1,2,4,9) (Title I SW Elements: 1.1,2.5) (Target Group: ECD,LEP,AtRisk,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	Sept 2019- May 2020	(S)Local Funds - \$2,000	Summative - Improved cycle grades and reduced failure rate. (Data disaggregated 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). (Title I SW Elements: 2.3,2.5,3.1) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,5)	Campus Administrators, Counselors, Parents, Teachers	August 2019-May 2020		Summative - Parent sign-in sheets.
8. Teachers will track student's progress in grades 3-5 throughout the 2019-2020 school year to ensure students reach their STAAR 2020 expected growth measure (categorical growth). (Title I SW Elements: 2.2,2.5) (Target Group: 4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,3,4,7)	Campus Administrators, Teachers	May 2020		Summative - STAAR scores reflecting expected or exceeded growth.

# 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 2020 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 SW Elements: 1.1,2.5) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Librarian, Teachers	August 2019 - June 2020	(S)Local Funds - \$2,000	Criteria: AR Reports, Renaissance Reports, Increase in student STAAR Reading performance, TELPAS Scores  Summative - AR Reports, Renaissance Reports, Increase in student STAAR Reading performance, TELPAS Scores
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) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August 2019- June 2020	(S)Local Funds - \$1,200	Criteria: Assessment data, lesson plans, walkthroughs  Summative - Assessment data, lesson plans, walkthroughs
3. Incorporate more parental involvement activities surrounding reading to promote literacy. For example, AR Challenge Family night, Million Word Reader. (Title I SW: 6) (Title I SW Elements: 1.1,2.5,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,5)	Campus Administrators, Counselors, Instructional Aides, Librarian, Master Reading Teachers, Parental Aides, Teachers	August 2019- June 2020		Criteria: Increased reading levels for all students (Accelerated Reader GE levels specifically). STAR reports.  Summative - Increased reading levels for all students (Accelerated Reader GE levels specifically). STAR reports.
4. Teachers will hold AR Nights throughout the year to help promote and build a love for reading for all grade levels. (Title I SW Elements: 1.1,2.5,3.1) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,5)	Campus Administrators, Counselors, Teachers	August 2019-May 2020		Criteria: AR reports (GE specifically).  Summative - AR reports (GE specifically).

# 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 2020, 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) (Title I SW Elements: 1.1,2,5) (Target Group: All,ECD) (Strategic Priorities: 2) (CSFs: 1,2,3,4,7)	Campus Administrators, Teachers	August 2019 - June 2020	(S)Local Funds - \$0	Criteria: Lesson Plans, Increase in student performance Reports through DMAC Walk Throughs  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, tutorials during school and after school, and staff development to meet system safeguards. (Title I SW: 2,3,4,9,10) (Title I SW Elements: 1.1,2,5) (Target Group: All,ECD) (Strategic Priorities: 2) (CSFs: 1,2,3,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019- June 2020	(S)Local Funds - \$4,000	Criteria: Improved unit grades and reduced failure rate.  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) (Title I SW Elements: 1.1,2,2,2,5) (Target Group: ECD) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Counselors, Curriculum Coordinators, Instructional Coaches, Librarian, Teachers	August 2019 - June 2020	(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 to include vertical alignment meetings. (Title I SW: 2) (Title I SW Elements: 1.1,2,2,2,5) (Target Group: ECD) (Strategic Priorities: 2) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Librarian, Teachers	August 2019 - June 2020	(O)Local Districts - \$0	Criteria: See in an increase in STAAR writing scores from the previous year. In addition, see growth when tracking students' writing initiative essays.  Summative - See in an increase in STAAR writing scores from the previous year. In addition, see growth when tracking students'

# 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 2020, STAAR Writing scores will improve to 80% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				writing initiative essays.
5. Implement District Planning Protocol to plan and provide rigorous and engaging writing instruction to meet system safeguards. (Title I SW Elements: 1.1,2.5) (Target Group: ECD) (Strategic Priorities: 2) (CSFs: 1,2,3,4,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Coaches, Librarian, Teachers	August 2019 - June 2020	(O)Local Districts, (S)Local Funds - \$500	Criteria: Formative and STAAR 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. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ECD) (Strategic Priorities: 2) (CSFs: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019 - June 2020 - 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 2019.
7. Campus administration will provide opportunities for teachers to vertically plan (RTI days) to help promote a foundation of writing in grades K-5. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,3,7)	Campus Administrators, Teachers	August 2019-May 2020		Criteria: Writing initiative, STAAR scores, summative scores.  Summative - Writing initiative, STAAR scores, summative scores.

# 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 2020, 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. (Title I SW Elements: 1.1,2.5) (Target Group: All,SPED) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019 - June 2020	(S)Local Funds - \$4,000	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504)  Summative - Improved cycle grades and reduced failure rate. (Data disaggregated 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) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2,7)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2019- June 2020	(S)Local Funds - \$500	Criteria: See an increase in STAAR Science scores as compared to STAAR 2019. In addition, see an increase in summative assessment scores as compared to 2018-2019 school year.  Summative - See an increase in STAAR Science scores as compared to STAAR 2019. In addition, see an increase in summative assessment scores as compared to 2018-2019 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. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2019- June 2020 - Weekly	(O)Local Districts - \$0, (S)Local Funds - \$800	Criteria: Formatives, Summatives, Benchmarks and STAAR. Increased scores on science summative tests as compared to 2019, in addition to increased STAAR Science scores as compared to 2019.  Summative - Formatives,

# 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 2020, STAAR Science scores will improve to 85% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Summatives, Benchmarks and STAAR. Increased scores on science summative tests as compared to 2019, in addition to increased STAAR Science scores as compared to 2019.
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. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,7)	ARD Committee, Campus Administrators, Instructional Coaches, Teachers	August 2019 - June 2020	(S)Local Funds - \$0	Criteria: Formatives, Summatives, Benchmarks and STAAR  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) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Teachers	August 2019- June 2020	(F)Title I, (S)Local Funds	Criteria: Report cards, summative tests, AR reports, benchmark scores.  Summative - Report cards, summative tests, AR reports, benchmark scores.



# 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 2020, the percentage of students achieving Masters Grade Level on STAAR scores will increase by 15%.

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) (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 2) (CSFs: 1,2,7)	Campus Administrators, Teachers	August 2019 - June 2020	(F)Title I - \$0, (S)Local Funds - \$2,000	<p>Criteria: See an increase in the number of students who reach masters grade level on STAAR for all subjects by 10% as compared to STAAR 2019.</p> <p>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 2019.</p>

# 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 2019-2020 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 Literacy/AR Nights K-5 Math Nights K-5 (Title I SW: 1,10) (Title I SW Elements: 1.1,2.5) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,6,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2019 - June 2020	(S)Local Funds - \$1,800	Criteria: Club/Team Rosters, Competition Results, Performances, Attendance logs  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 2020 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) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2019 - June 2020	(S)Local Funds - \$0	Criteria: Documented Responses Certificates of Annual CPI Training Listing of Crisis /Behavior Management Team Members in Faculty Handbooks  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) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Campus Administrators, Counselors, Teachers	August 2019 - June 2020	(S)Local Funds - \$0	Criteria: Drill Reports Updated E.O.C.  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. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Attendance Staff, Campus Administrators, Parental Aides	August 2019 - June 2020		Criteria: Visibility of badges on campus. Utilize reports to track usage.  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 2020 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) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,6)	Campus Administrators, Counselors, Teachers	August 2019- June 2020	(S)Local Funds - \$1,000	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals  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) Del Rio Cares Curriculum (Title I SW: 3) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1,3) (CSFs: 4,6)	Counselors	Once per Six Weeks August 2019 - June 2020	(S)Local Funds - \$1,000	Criteria: Formative - Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs  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) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5)	Parental Aides	One per Semester	(S)Local Funds - \$500	Criteria: Training Agenda and Sign-In Sheet  Summative - Training Agenda and Sign-In Sheet
4. Implement a character education program for all students. (Title I SW: 2) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2019 - June 2020	(S)Local Funds - \$0	Criteria: RTime posters and banners in every classroom. Daily reminders during announcements.

# 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 2020 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
				Reduction in office referrals.  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) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 5)	Campus Administrators, Counselors	One per Semester	(S)Local Funds - \$1,000	Criteria: Bully Camp Agendas and Sign-In Sheets, Surveys and Evaluations  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 SW Elements: 3.1) (Title I TA: 8) (Target Group: All) (CSFs: 5,6)	Attendance Staff, Campus Administrators, Parental Aides	August 2019 - June 2020	(S)Local Funds - \$200	Criteria: KeepNTrack Reports Visibility of badges on campus  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 2020, all students will increase 5% 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 qualified staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators	August 2019- June 2020	(F)Title I - \$182,000	Criteria: Sign-in sheets, Applitrack  Summative - Sign-in sheets, Applitrack
2. Hire instructional aides to assist with the early literacy program. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators	August 2019 - June 2020		Summative - Increase in STAAR assessment scores, increase in student individual reading levels for all students in grades K-5.
3. Highly qualified staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,4) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,7)	Campus Administrators	August 2019- June 2020		Criteria: See in an increase on STAAR assessment scores in addition to increased reading levels for all students in grades K-5.  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 2020 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) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 3)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2019 - June 2020	(F)Title I, (S)Local Funds	Criteria: Evaluation from SFDRCISD financial department  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 2020 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) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1,3,5)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2019 - June 2020	(F)Title I	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  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) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 3,5,6)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2019- June 2020	(F)Title I - \$1,000	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  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) (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers	August 2019- June 2020		Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  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 1.** At the end of the 2020 school year, the attendance rate at Lamar Elementary will be at 98% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,3,5,6)	Campus Administrators	August 2019-June 2020		Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  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 May 2020, 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, PTO, Math and literacy nights, AR marathons etc. (Title I SW: 3,6,9,10) (Title I SW Elements: 1.1,2,2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 5,6)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, PTO, Teachers	August 2019 - June 2020	(S)Local Funds - \$600	Criteria: Activities completed Parent Sign-In Sheets Increase in parental involvement on campus  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) (Title I SW Elements: 1.1,2,2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 5)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, PTO	August 2019- June 2020	(S)Local Funds - \$600	Criteria: Completed and updated communication tools Increase in parental involvement  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. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 5)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(S)Local Funds - \$200	Criteria: Sign in sheets  Summative - Sign in sheets
4. Conduct two parental meetings monthly on various topics as surveyed by the parents. (Title I SW: 1,6) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 5)	Campus Administrators, Parental Aides	August 2019 - June 2020- Monthly		Criteria: Parental meeting agendas and sign-in sheets will be collected 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 2019-2020 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 Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences  (science labs and equipment) (Title I SW: 3,10) (Title I SW Elements: 1.1,2.5) (Title I TA: 1,4,8) (Target Group: All,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,5)	Campus Administrators, Teachers	Sept 2019- June 2020	(S)Local Funds - \$0	Criteria: Agendas, schedules, sign in logs, increased student performance  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 2019- 2020, 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) (Title I SW Elements: 3.1) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 5)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	March 2020 - May 2020	(O)Local Districts	Criteria: Sign-In Logs  Summative - Sign-In Logs