

LAMAR EL

Campus Improvement Plan

2011/2012

Flying High with Eagle Pride

Date Reviewed:

Date Approved:

LAMAR EL

Mission

It is the purpose and mission of Lamar Elementary School to provide all of its students with the educational program which will allow them to develop to their full potential intellectually, physically, and socially in order to be responsible citizens and contributing members of society. Inherent within this purpose and mission is the belief that all students can learn and that school can make a difference in the lives of its students and community.

Vision

Our children are healthy, enthusiastic, lifelong learners with supportive communities leading them to be productive citizens. They have families and teachers who are establishing and continuing to educate them in high moral standards, respectful/positive attitudes-as well as in challenging academics and nurturing home environments. They are highly motivated, technologically trained, aware of present/future opportunities, having high expectations of themselves as modeled by school staff/community leaders. Lamar Elementary School is a positive learning institute where learning and goal setting are challenging and motivating. Our successful students have high self-esteem, and good morals which are guided with positive, consistent, discipline and teaching strategies. The learning environment is a place of knowledge where positive teacher and student experiences are valued.

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.

LAMAR EL Site Base

Name	Position
Benavidez, Claudine	Parent
Breceda, Gisela	Special Programs Teacher
Cruz-Rocha, Corin	4th Grade Teacher
Delellis, Tina	5th Grade Teacher
Duran, Grace	3rd Grade Teacher
Flores, Rose	Community Member
Galpin, Linda	Kinder Teacher
Garza, Daniel	Principal
Gomez, Edward	Counselor
Guajardo, Esmeralda	DEIC Member
Hinojosa, Abraham	Parent
Orozco, Adriana	1st Grade Teacher
Perez, Sara	2nd Grade Teacher
Reynolds, Thelma	Federal Program Dir.
Sanchez, Felix	Community Member

LAMAR EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar Elementary will recognize students of the month who have displayed qualities that instill good character traits. (Title I SW: 3) (Title I TA: 4) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August -May	(L)Local	100% of students will participate in campus-wide plan to instill responsibility
2. Our campus will continue implementing Character Counts Education. (Title I SW: 3) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	August-May	(F)Title IV Safe and Drug Free, (L)Local	100% of students will participate in campus-wide responsibility plan.
3. Incorporate Character Counts Pledge and positive affirmations during morning announcements. (Title I SW: 3) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Ongoing	(L)Grant - Local, (S)Local Funds	Formative - Announcement Schedule Daily Announcements
4. Implement Party with the Principal to encourage positive behaviors in grades 1-5 and encourage parent participation on campus. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Every Nine Weeks	(L)Local	Formative - Attendance by parents Participation by teachers and students
5. 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 (Title I SW: 3) (Target Group: All) (NCLB: 4)	Counselor(s)	Monthly	(L)Local	Formative - Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs
6. Provide professional development on building positive relationships with students including developing and maintaining a mentoring program that includes INOVA strategies (Title I SW: 4,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	Ongoing	(F)Title I, (L)Local	Summative - Staff Development Agendas and Attendance Teacher BOY relationship building documentation Mentoring Reports

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Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Lamar staff will implement a campus wide discipline management program based on the Six Pillars of Character for prevention and education concerning aggression, harassment, and bullying in school, on school grounds, and in school vehicles. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Staff, Counselor(s), Principal, Teacher(s)	Ongoing	(L)Local	Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals Decrease in New Pathways Referrals
8. Character Education lessons will be incorporated into classroom curriculum (Title I SW: 3) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	Ongoing	(L)Local	Lesson Plans

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Goal 1. Maintain safe and secure learning environments for all students

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar Staff will continue to utilize the Raptor Security system for all visitors on campus; all staff members wear their staff id badges while on campus with emergency codes and classroom rosters attached; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the Raptor system (Title I SW: 10) (Title I TA: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Staff, Receptionist, Teacher(s)	Daily	(L)Local	Raptor Reports Visibility of badges daily on all visitors
2. Utilize the system for emergency procedures for each classroom and update tornado and fire drill exit maps for evacuation using the state guidelines as well as Intruder in the Building-Code White Lock-down procedures and other drills as outlined in District/campus emergency procedures (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	Ongoing	(L)Local	Formative - Crisis Plan Evaluation Updated maps displayed in each classroom including the office areas
3. Continue the safety program that defines staff and student expectations for playground, car drop-off, car pick-up areas, cafeteria and bus zones (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Staff, Counselor(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Summative - Decrease in the number of accident reports
4. Utilize a safety audit of the school building structure and contents for a safety needs assessment and report to Campus Council by the end of each semester (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Principal	Biannual	(L)Local	Audit completed and reported to Campus Council each semester Campus Council Agenda/Minutes
5. 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 TA: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Principal, School Nurse	Ongoing	(L)Local	Documented Responses Certificates of Annual CPI Training Listing of Crisis /Behavior Management Team Members in Faculty Handbooks

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Goal 1. Maintain safe and secure learning environments for all students

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Utilize the Campus Behavior Team to decrease the number of discipline referrals to the office and to continue to support the campus proactive approach to improve student behavior (Title I SW: 9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Behavioral Intervention Specialist, Counselor(s), Director of Special Education, Principal, Special Ed Department, Teacher(s)	Ongoing	(L)Local	Summative - Decrease in discipline referrals to the office Decrease in number of referrals to New Pathways
7. Ensure that 100% of parent volunteers, community volunteers, and sub-contracted consultants are in alignment with district safety guidelines (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Ongoing	(L)Local	Formative - Raptor Reports Background Checks

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Goal 1. Maintain safe and secure learning environments for all students

Objective 3. Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continuously monitor and implement the District's Energy Conservation Plan and Recycling Program (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Paraprofessionals, Principal, Teacher(s)	Ongoing	(L)Local	Recycling Campaign maintained Number of Field Trips Review of Campus Energy Consumption
2. Enforce "lights off" rule in all rooms of the building that are not occupied. Lights must be turned off if room is vacated for more than 10 minutes (Title I SW: 9) (Target Group: All) (NCLB: 4)	Campus Staff	Ongoing	(L)Local	Summative - Review of Energy Consumption
3. Promote and implement the paperless route for all communications on campus by using email, attachments, campus/district website for announcements, AlertNow program, etc. to decrease the amount of paper being used (Title I SW: 2) (Target Group: All) (NCLB: 4)	Campus Staff	Ongoing	(L)Local	Summative - Decrease in paper consumption
4. Continue to work in partnership with Harlingen Proud to increase awareness to all about the importance of recycling by participation in the annual Telephone Recycling campaign, recycling of aluminum cans, cardboard, paper and developing an outreach educational program to students and parents for their participation in recycling at home and in their community (Title I SW: 10) (Target Group: All) (NCLB: 4)	Campus Committees, Campus Staff	Ongoing	(L)Local	Summative - Complete Telephone Recycling Campaign Donate Money to the Humane Society from aluminum can recycling Review Outreach Program through Survey

LAMAR EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote healthy lifestyles for employees by scheduling opportunities such as Annual campus health fair, mobile mammography services, Relay for Life, Staff Development, participation in the District's Health and Wellness Rally (Title I SW: 10) (Title I TA: 6) (Target Group: All)	Campus Committees, Campus Staff, School Nurse	Ongoing	(L)Local	Surveys Contest Results Agendas Attendance
2. Support and promote the HCISD Employee Wellness Program (Title I SW: 10) (Target Group: All)	Campus Committees, District Nurse, Principal, Risk Management / Benefit Coordinator, School Nurse	Ongoing	(L)Local	Summative - Employee Survey
3. Administer the FitnessGram physical fitness assessment to all students in grades 3-5 (Title I SW: 10) (Target Group: All) (NCLB: 4)	PE Teachers	Annually	(L)Local	Summative - Fitness Gram State Reports of Healthy Fitness Zone (HFZ)
4. Promote healthy lifestyles for students by scheduling events such as but not limited to: Jump Rope for Heart, Marathon Kids, hearing/vision screenings, 4th & 5th grade adolescent conference with nurse, etc. (Title I SW: 10) (Title I TA: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Campus Staff, PE Teachers, Principal, School Nurse	Ongoing	(L)Local	Summative - Surveys Participation logs Schedule of Events Increase in participation
5. Our Campus will maintain a defibrillators (AED's) in case of emergencies and provide annual training to designated personnel in their locations and use (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal, School Nurse	Ongoing	(L)Local	Schedules Trainings Maintain Monthly AED reports
6. Provide at least two campus personnel besides the school nurse with CPR and 1st Aid certification in case of emergencies (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal	Annually	(L)Local	Summative - Certificates of certification or recertification on file in office Schedule of trainings Identification of staff

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Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide additional health topics to students and employees by the school nurse during Activity Periods and Staff Meetings to include such topics as proper nutrition, healthy lifestyles, cleanliness and good hygiene, preventing infections (FLU), etc (Title I SW: 10) (Target Group: All) (NCLB: 4)	Campus Committees, Principal, School Nurse	Ongoing	(L)Local	Formative - Schedule of Activities Activity Period Calendar School Nurse Activity Plans Campus Cadre Minutes

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar Elementary will maintain teacher, student, parent compacts (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Parent Liason, Parental Involvement, Principal, Teacher(s)	Fall 2011	(L)Local	Signed compacts on file for each students
2. Conduct parent/teacher conferences minimally once a semester (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Summative - Parent Contact Sheets signed 100% Participation per semester October/March
3. Make positive parent contacts minimally twice per quarter through phone calls, notes home, parent/teacher conferences, e-mail, Friday folders,etc. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Parent signatures on communication sources Increase in parent participation
4. Use consistent assignment book/sheet procedures for parents to be aware of student homework assignments as a communication tool that connects the parent, student, and teacher daily (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Summative - Signed assignment books.sheets by parents as necessary Increase in parental involvement
5. 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 (PK-1st grades), Open House, PTA meetings and activities, Fall Festival, Texas Public School Week activities, Veteran's Day Celebration of Freedom,Career Days (grades 1-5), Grandparent's Day, Awards Assemblies, 5th Grade Promotion, etc. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Campus Committees, Campus Staff, Principal	Ongoing	(L)Local	Activities completed Parent Sign-In Sheets Increase in parental involvement on campus

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Continue implementation of active campus Parent Center and PTA (Title I SW: 6,10) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Parent Liason, Principal	Ongoing	(L)Local	Summative - Weekly Parent Center Attendance Rosters PTA attendance/membership lists
7. Provide ongoing communication to parents to relay information about events and assessment results via banners, brochures, newsletters, calendars, updated campus webpage, KHGN participation, PTA meetings, school marquee, AlertNow, etc. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Campus Committees, Principal, Principal's Secretary	Ongoing	(L)Local	Summative - Completed and updated communication tools Increase in parental involvement
8. Provide student state assessment data andDCA data to parents in a timely manner for the improvement of student achievement throughout the school year to include STAAR, TPRI, TERRANOVA, TELPAS, etc. (Title I SW: 6,8) (Title I TA: 7) (Target Group: All) (NCLB: 1,4,5)	Teacher(s)	Ongoing	(L)Local	Summative - Parent/teacher conference documentation

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 2. Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus staff will continue to provide Progress Reports every 3rd week and Report Cards each quarter as indicated on District calendar (Title I SW: 6,9) (Target Group: All) (NCLB: 4,5)	Principal, Teacher(s)	Ongoing	(L)Local	Progress Reports distributed and returned signed by the parent/guardian Report Cards distributed and returned signed by the parent/guardian
2. Provide parent/teacher conferences minimally twice each year to discuss academic progress of students with their parents (Title I SW: 6,9) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Parent/Teacher documentation reports 100% participation in conferences each semester Increase in student achievement
3. Provide parents with Home Access information so that that parents may play an active role in their child's progress/success/achievement (Title I SW: 6) (Target Group: All) (NCLB: 4,5)	Principal, Registrar, Teacher(s)	Ongoing	(L)Local	Number of parent requests for access
4. Provide parents with access to the Accelerated Reader parent component so that they may play an active role in their child's independent reading program (Title I SW: 6,9,10) (Target Group: All) (NCLB: 4,5)	Librarian, Teacher(s)	Ongoing	(L)Local	Summative - AR Reports Parent Requests

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 3. Provide opportunities for community members to partner with HCISD in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Lamar Elementary will promote community service/involvement through participation in the following activities but not limited to: Pull Tabs & Give Me Five for Ronald McDonald House, Harlingen Proud Recycling Telephone Book Campaign, Aluminum Can Recycling Campaign for the Harlingen Humane Society, Jump Rope for Heart, St. Jude's Math a Thon, Leukemia and Lymphoma Society , various environmental contests, etc. (Title I SW: 10) (Target Group: All) (NCLB: 4,5)</p>	<p>Campus Committees, Campus Staff, Principal</p>	<p>Ongoing</p>	<p>(L)Local</p>	<p>Completed Projects</p>
<p>2. Provide opportunities for community member participation in campus activities but not limited to: PTA, Parent Center, HOSTS volunteer Program, Veteran's Day Celebration of Freedom, Christmas at Stuart, Texas Public Schools Week activities, field trips, HCISD Parental Involvement Conference, Fire Prevention Week activities, Dental month, Career Days, Red Ribbon Week, etc. (Title I SW: 6,10) (Target Group: All) (NCLB: 4,5)</p>	<p>Campus Committees, Campus Staff, Principal</p>	<p>Ongoing</p>	<p>(L)Local</p>	<p>Formative - Sign-in Sheets Increase in community involvement</p>
<p>3. Actively seek Adopt a School partnerships with community organizations for the acquisition of volunteers, educational programs, and/or funds (Title I SW: 6,10) (Target Group: All) (NCLB: 4,5)</p>	<p>Campus Committees, Principal, Teacher(s)</p>	<p>Ongoing</p>	<p>(L)Local</p>	<p>Formative - Partnerships established Additional funding obtained for campus projects Increase in number of volunteers on campus</p>

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 1. Maintain a succession plan to cover critical employment areas for HCISD

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work in partnership with the District's Human Resource department to follow all policy and procedures to attain highly qualified teachers, principals, and staff members (Title I SW: 3) (Title I TA: 5) (Target Group: All) (NCLB: 3)	Director of Human Resources, Principal	Ongoing	(L)Local	Retention of highly qualified teachers

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 2. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review staff development procedures and practices and recommend revisions for the following year (Title I SW: 3,4,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Campus Committees, Instructional Facilitators, Principal	Quarterly	(L)Local	Summative - Reviews completed
2. Utilize instructional coaching for teachers in need for increase in student achievement (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Principal	Ongoing	(L)Local	Summative - PDAS Evaluations Walk Throughs Student Achievement Data
3. Provide professional development based on assessment data (Title I SW: 4,9) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Campus Committees, Director of Staff Development, Division of Instruction, Instructional Staff, Principal	Ongoing	(L)Local	Sign-in sheets Certificates of Attendance Agendas Increase in student achievement
4. Continued implementation of the New Teacher Academy to support and mentor all new teachers (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Principal	Monthly/Ongoing	(L)Local	Summative - Lesson plans Walk Throughs PDAS Evaluations meetings Scheduled
5. Continuation of the Lamar Elementary Professional Learning Community model in conjunction with the Harlingen Learning Community for professional growth in the educational field through collaboration and continued education for the improvement of student success/achievement (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Monthly/Ongoing	(L)Local	Summative - Schedule of Meetings Lesson Plans Walk Throughs Agendas Grade Level Planning Logs PDAS Evaluations
6. Participate in the District's Ongoing Staff Development opportunities for increase in student achievement (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Director of Staff Development, Principal, Teacher(s)	Ongoing	(L)Local	Summative - Eduphoria Data

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 3. Stay abreast of current technological trends that affect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing staff development for teachers to utilize technology/software to improve student achievement to include but not limited to: StemScope, Edusmart, Tango, INOVA/INOVA PLUS, DMAC, Compass/Odyssey (Title I SW: 3,4) (Title I TA: 4,6) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Campus Committees, Principal	Ongoing	(F)Title I, (L)Local	Formative - Staff Development sign-in sheets/evaluations Use of technology Walk Throughs Increase in Student Achievement

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using INOVA/INOVA PLUS and DMAC as resources including state assessment data, DCA Results, TELPAS, TPRI, SAT 10 (Title I SW: 8) (Title I TA: 1,2,4) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Curriculum & Instruction Dept., Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Formative - Grade Level Planning Minutes Sign-in Sheets Plans of Action DCA results Increase in Student Achievement
2. Provide a viable curriculum (CSCOPE) that is aligned both vertically and horizontally (Title I SW: 4,8) (Title I TA: 3) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Lesson Plans DCA Reports Walk Throughs Student Achievement
3. Implement the INOVA process to add value including the development and execution of a personalized plan of achievement for all student grades 3-5 (Title I SW: 8) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Quarterly	(L)Local	Formative - Individual student plans DCA Results Intervention Plans Increase in Student Achievement
4. Continued implementation of EduSmart software to increase science STAAR achievement (Title I SW: 2) (Target Group: All) (NCLB: 5)	Content Area Specialist(s), Instructional Facilitators, Teacher(s)	Ongoing	(L)Local	Formative - Program Evaluation Increase in 5th Grade Student STAAR Science Performance Science DCA Data
5. Implementation of District Curriculum Assessment (DCA) Program in all tested academic areas grades 1-5 (Title I SW: 8) (Target Group: All) (NCLB: 1,5)	Assistant Superintendent for Curriculum, Content Area Specialist(s), Curriculum & Instruction Dept., Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Formative - DCA Results through DMAC
6. Include writing components in other academic areas besides ELA in grades PK-5 to support achievement in the 4th/7th grade STAAR writing assessments (Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Instructional Facilitators, Teacher(s)	Ongoing	(L)Local	Formative - Lesson Plans Increase in student performance DCA results through DMAC Walk Throughs

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Conduct STAAR TALKS with each student after DCA's setting student goals and graphing improvement in student's DCA portfolios for continued improvement (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Teacher(s)	Ongoing	(L)Local	Formative - Goals Attained Review of Portfolios Increase in Student Performance DCA Results STAAR Results
8. Continued implementation of 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) (Target Group: All) (NCLB: 1,5)	Librarian, Teacher(s)	Ongoing	(L)Local	Formative - AR Reports Increase in student STAAR Performance DCA Results
9. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement (Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Formative - Increase in STAAR Performance Lesson Plans DCA Results

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Extend the instructional day for eligible prekindergarten students through the Texas School Ready Grant in partnership with Head Star (Title I SW: 7,9) (Target Group: ECD, LEP, PRE K) (NCLB: 2,5)	Director of Special Programs, Principal	Ongoing	(S)Grant - State	Formative - Number of students participating in the Head Start program from our campus Program Effectiveness Attendance Reports Student Performance
2. Develop a STAAR Improvement Plan with an emphasis on individual student improvement to include the INOVA data and strategies for added value (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Formative - INOVA Data DCA Results STAAR Student Performance

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued implementation of CSCOPE as a curriculum resource with vertical and horizontal alignment in place in all subject areas (Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Assistant Superintendent for Curriculum, Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Formative - Lesson Plans Vertical Alignment District And Campus Meeting Notes Walk Throughs Student Performance Results STAAR/DCA
2. Participate in the District's STAAR Transition Phase-In trainings throughout the school year to ensure student achievement/success on STAAR (Title I SW: 3,8) (Target Group: All) (NCLB: 1,5)	Assistant Superintendent for Curriculum, Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Formative - Sign-In Sheets DCA/STAAR Student Performance Results Lesson Plans Walk Throughs
3. Participate in the District's Vertical Alignment Program in the four core academic subjects and infusing it with the campus vertical alignment efforts through the Stuart Professional Learning Community (Title I SW: 1,3,8) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Assistant Superintendent for Curriculum, Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Formative - Curriculum is aligned vertically and horizontally Lesson Plans Grade Level Meeting Minutes Vertical Team Minutes Walk Throughs
4. Increase academic performance of GT students on all STAAR assessments to include 100% commended performance in grades 3-5 (Title I SW: 8,9) (Target Group: GT) (NCLB: 1,5)	Teacher - GT / AP, Teacher(s)	Ongoing	(L)Local	Formative - STAAR Scores

LAMAR EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor students in special population through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STARR, TPRI, and TERRA NOVA. (Title I SW: 8,9) (Title I TA: 8) (Target Group: Migrant, LEP, SPED, GT, AtRisk) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal	Ongoing	(F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Local	Improved student performance
2. Address student needs in a timely manner through the RtI process involving the four tiers of interventions (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Director of Guidance & Counseling, Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Students receive interventions as indicated by RtI directives RtI Data Increase in student performance
3. Identify migrant students and their needs for supplemental materials and support programs to increase student success and decrease those that need priority services (Title I SW: 9) (Target Group: Migrant) (NCLB: 1,5)	Director of Federal Programs, Migrant Counselors, Principal, Teacher(s)	Ongoing	(F)Title 1 C - Migrant	Increase in student performance
4. Monitor all students identified in a special population through student performance, attendance and participation based on progress reports, report card grades, PEIMS intervention forms, and any formal evaluation program including TELPAS and TAKS/STAAR (Title I SW: 8,9) (Target Group: ECD, Migrant, LEP, SPED, GT, AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Local	Improved Student Performance DCA Results STAAR Results TELPAS Results
5. Provide rigorous and in-depth instruction to all GT students in grades 1-5 for one hour per day by the GT resource teacher and identified kindergarten students the second semester for 30 minutes per day (Title I TA: 1,2,4,5) (Target Group: GT) (NCLB: 1,3,5)	Teacher - GT / AP	Ongoing	(L)Local	GT Schedule of Classes Lesson Plans Walk Throughs Student Performance

LAMAR EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Implement Meet the Teacher classroom visitations for all students and their parents before school begins (Title I SW: 7) (Title I TA: 7) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Prior to the 1st Day of School	(L)Local	Meet the Teacher scheduled Parent/Student Sign-in Sheets

LAMAR EL

Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 1. Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Career Days to students in grades 1-5 in order for students to start creating their visions for their future which include post-secondary learning (Title I SW: 9) (Target Group: All) (NCLB: 1)	Counselor(s), Teacher(s)	Annually	(L)Local	Career Days Completed Evaluations by Staff
2. Organize visits with Vela Middle School to develop registration cards for 5th grade and plan their academic path. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Counselor(s), Teacher(s)	March-May	(L)Local	100% of the 5th grade students will fill out a registration cards.

LAMAR EL

Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 2. Provide opportunities for marketable skills awards, industry certification, college credit accrual and Associate Degrees

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze data based on state assessments from the National Center for Educational Achievement (NCEA) Just for the Kids website regarding how to improve college and career readiness performance for students implementing necessary strategies to increase the number of students who fall in this category grades 3-5 (Title I SW: 1,10) (Target Group: All) (NCLB: 1,4,5)	Instructional Facilitators, Principal, Teacher(s)	Annually	(L)Local	Summative - Agenda at grade level meetings, increase in number of students who are career and workforce ready.



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.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● STAAR scores-STAAr indicators <hr/> <ul style="list-style-type: none"> ● Required Improvement in deficient areas <hr/> <ul style="list-style-type: none"> ● Enrollment/attendance <hr/> <ul style="list-style-type: none"> ● Ethnicity/gender <hr/> <ul style="list-style-type: none"> ● Special Program Participations: LEP, Migrant, OEYP <hr/> | <ul style="list-style-type: none"> ● At Risk Category <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|--|

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



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.

- | | | |
|-----------------------------------|---|-------|
| ● State Assessment-STAAR | ● | _____ |
| ● TERRA NOVA | ● | _____ |
| ● TELPAS | ● | _____ |
| ● Distinguished Performance Rates | ● | _____ |
| ● | ● | _____ |
| ● | ● | _____ |

See page 8 of the guide for probing questions related to Student Achievement.



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.

- | | |
|---------------------------------|---------|
| ● Classroom Walk-Through Data | ● _____ |
| ● Parent Conferenc Documenation | ● _____ |
| ● PLC Meetings | ● _____ |
| ● Vertical Team Meetings | ● _____ |
| ● Focus Groups/Committees | ● _____ |

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

- High Parent Participation
- High Student Participations in Ectra-Curricular Activities
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Need more available rooms
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Additional Space/Classrooms
- Stronger Parent Participation
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Teacher Certification/Qualitative Data <hr/> ● PDAS <hr/> ● Special Program Qualifications <hr/> ● Professional Development Data <hr/> ● Job Fairs, Recruitment <hr/> | <ul style="list-style-type: none"> ● Teacher Mentor Program <hr/> ● "Goal Setting" <hr/> ● <hr/> ● <hr/> ● <hr/> |
|---|---|

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



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.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Standards Based Curriculum Resources and Materials <hr/> ● Scope and Sequence <hr/> ● District Year at a Glance (YAGs) <hr/> ● Collaborative Horizontal and Vertical Team Alignment Process <hr/> ● Student-Specific/Differentiated Strategies and Processes <hr/> | <ul style="list-style-type: none"> ● Common District Assessments <hr/> ● Class,School,Special Programs: Resource <hr/> ● <hr/> ● <hr/> ● <hr/> |
|--|---|

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

- | | |
|---|---------|
| ● PTA: Family and Community Involvement | ● _____ |
| ● Paten Volunteer Info: Log Hourse | ● _____ |
| ● Parent Center Information | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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



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.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● school Structure <hr/> ● Duty Schedules <hr/> ● Leadership <hr/> ● Schedule for Support Services <hr/> ● Mentor Teachers <hr/> | <ul style="list-style-type: none"> ● SBDM <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> |
|--|--|

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

- Mentor teachers

- Visible Leadership

- RTI Process

- Pull-Outs

- Professional Learning Community (PLC)

- Site Based Decision Making (SBDM)

- Full Day Planning

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Needs

- Additional Support Staff

- Less Administrative Duties and More Instructional Time

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Summary of Needs

- Support Staff

- Less Administrative Duties and More Instructional Time

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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.

- | | |
|--|---------|
| ● STAR Chart Data | ● _____ |
| ● Teach Resources | ● _____ |
| ● Information from Campus Technologist | ● _____ |
| ● Resource Allocations | ● _____ |
| ● Technology Plan | ● _____ |

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

Demographics

Stability: Highly Mobile Population
Lower S/T Ratios

School Culture and Climate

Additional Space/Classrooms
Stronger Parent Participation

Curriculum, Instruction and Assessment

Technology Trainings
Increased Collaboration Amongst Staff
More Effective Programs: First for Word
More information on STAAR

School Context & Organization

Support Staff
Less Administrative Duties and More Instructional Time

Student Achievement

Address for special pops: LEP and Spec Ed

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Teacher Quality

High S/T Ratio
Certified Bilingual Teachers
Bilingual Strategies for Teachers
Increase Purposeful Staff Development

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Family & Community Involvement

Space: Parent Center
Personnel: Counselor
More Programs for Parents that focus on Academics and Behavior
More Business Sponsors

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Technology

More Software Resources Needed
Increase use of COW
IPADS for Student Use
Fast for Word

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