

Denison Independent School District

Lamar Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

Therefore, our commitment is to:

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

WE BELIEVE:

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

Therefore our commitment is to:

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

WE BELIEVE:

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

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards of resources provided by the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Lamar Elementary we have 8 different subgroups. We work with each group and meet them where their needs are.

Student Academic Achievement

Student Academic Achievement Summary

Kindergarten is the foundation for learning. We want our Kindergarten students to have a strong foundation so we can build from there.

School Processes & Programs

School Processes & Programs Summary

At Lamar we only hire the best teachers. We want to train our teachers and retain our teachers for the stability of the students.

Perceptions

Perceptions Summary

Perception is very important to Lamar Elementary. We believe in building relationships with all stakeholders and the community. They are all a valued part of the education process.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: All students will achieve STAAR Meets level and/or demonstrate one year's growth on Spring 2019 STAAR .


Evaluation Data Source(s) 1: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Hire an outside tutor and internal interventionists to pull small groups all year and focus on skills and needed TEKS.	2.4, 2.5, 2.6	Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers	Lesson Plans, Student Tracking Sheets, Improved Scores on District and State Assessments				
	Funding Sources: 211 Title I - 0.00						
2) An Instructional Coach will coach teachers on using best practices and train teachers throughout the year to improve instruction in 3rd and 4th grades.		Instructional Coach, Principal	Improved Scores on District and State Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy ESF Levers Lever 5: Effective Instruction 3) All teachers will pull small groups daily to meet the needs of students to increase their understanding.	2.4, 2.5, 2.6	Teachers, Principal	District and State Assessments, TEKS monitoring sheets will show improvement				
ESF Levers Lever 5: Effective Instruction 4) Teacher teams will meet regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on student progress toward measurable goals.	2.4, 2.5, 2.6	Instructional Coach, teachers, Principal	PLC meeting discussions, Assessment scores, teacher action plans				
ESF Levers Lever 5: Effective Instruction 5) Teachers use a corrective instruction action planning process (Determine key conceptual and procedural gaps, find misunderstanding, design a reteach lesson, specify students to be addressed, have plan to reassess)	2.4, 2.5, 2.6	Instructional Coach, Teachers, Principal	PLC discussions, Team Meetings, District and State Assessments				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: All students will achieve STAAR Meets level and/or demonstrate one year's growth on Spring 2019 STAAR Reading.





Evaluation Data Source(s) 2: Domain 1: Student Achievement Report






Domain 2: Student Progress

Domain 3: Closing the Gaps

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy ESF Levers Lever 5: Effective Instruction 1) Use TEKS monitor sheets in 2nd-4th grade to track individual students growth on TEKS.	2.4, 2.5, 2.6	Principal, Classroom teachers, Special Education teachers, Reading intervention teachers	Lesson Plans, Student Tracking Sheets, PLC minutes, Improved Scores on District and State Assessments				
Additional Targeted Support Strategy 2) Teachers will pull small groups daily to meet the needs of students. Small groups will be based off of the TEKS mastery form.	2.4, 2.5, 2.6	Teachers, Principal	District and State Assessments				
Additional Targeted Support Strategy 3) Teachers will implement the Fountas and Pinnell Reading Program in their classroom to find student's level and progress monitor them through the year.	2.4, 2.5, 2.6	Teachers, principal, Instructional coach	Lesson plans, Student Tracking Sheets, PLC minutes, Improved scores on District and State Assessments				
Additional Targeted Support Strategy 4) Teachers will implement the Motivation Minds STAAR resource in the Reading classroom to help students prepare for STAAR (Grades 2-4).	2.4, 2.5, 2.6	Teachers grades 3-4, Instructional coach, principal	Lesson plans, Student Tracking Sheets, PLC minutes, Improved scores on District and State Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 5: Effective Instruction 5) All classrooms will include at least one visible student progress tracking artifact, which is regularly updated. Students will also keep a data folder to track their individual scores and progress.	2.4, 2.5, 2.6	Principal, Teachers	District and State Assessments				
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Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 3: All students will achieve STAAR Meets level and/or demonstrate one year's growth on Spring 2019 STAAR Mathematics.




Evaluation Data Source(s) 3: Domain 1: Student Achievement

Domain 2: Student Progress

Domain 3: Closing the Gaps

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy ESF Levers Lever 5: Effective Instruction 1) Use the TEKS monitoring sheets to track each student's mastery of the TEKS for grades 2-4.	2.4, 2.5, 2.6	Principal, Classroom teachers	Lesson Plans, Student Tracking Sheets, PLC minutes, Improved Scores on District and State Assessments				
Additional Targeted Support Strategy 2) Teachers will pull small groups daily to meet the needs of students based on the TEKS mastery form.		Teachers, principal	District and State Assessment				
Additional Targeted Support Strategy 3) Teachers will implement the Motivation Minds STAAR resource in the Math classroom to help students prepare for STAAR (grades 2-4).	2.4, 2.5, 2.6	Math Teacher in Grades 3-4, Instructional Coach	District and State Assessment				
ESF Levers Lever 5: Effective Instruction 4) All classrooms will include at least one visible student progress tracking artifact, which is regularly updated. Students will also keep a data folder to track their individual scores and progress.	2.4, 2.5, 2.6	Teachers, Principals	District and State Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May

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

Performance Objective 4: All students will achieve STAAR Meets level and/or demonstrate one year's growth on Spring 2019 STAAR Writing .

Evaluation Data Source(s) 4: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy 1) Teachers will use Patterns of Power to improve grammar skills.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Principal	District and State Assessments, Student Tracking Sheets				
Additional Targeted Support Strategy 2) Teachers will use the rubric from the state to grade writing compositions.		Teachers, Instructional Coach, Principal	District and State Assessments, Student Tracking Sheets				
3) Teachers will integrate reading and writing as much as possible during discussions and activities.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Principal	District and State Assessments, Student Tracking Sheets				
ESF Levers Lever 5: Effective Instruction 4) All classrooms will include at least one visible student progress tracking artifact, which is regularly updated. Students will also keep a data folder to track their individual scores and progress.	2.4, 2.5, 2.6	Principal, Teachers	Improved Benchmarks, State Assessments				
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Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 5: English learners (ELs) will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2019 STAAR.

- Evaluation Data Source(s) 5:**
1. STAAR
 2. Tejas Lee Reading Assessment
 3. TELPAS

Summative Evaluation 5:


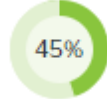




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy 1) Each teacher 2nd -4th will track each student for TEKS mastery on the TEKS mastery form.	2.4, 2.5, 2.6	Teachers, principal, Instructional coach	Students should be growing throughout the year, improved scores on district and state assessment				
Additional Targeted Support Strategy 2) Teachers will plan engaging lessons and ensure students are being challenged at a rigorous level.	2.4, 2.5, 2.6	Teachers, principals, instructional coach	lesson plans, growth on district and state assessments				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

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

Performance Objective 6: The percentage of 3rd grade students who meet or master grade level in reading will increase from 39% to 60% by May 2020. (Five year goal = 57%)

Evaluation Data Source(s) 6: Domain 1: Student Achievement

Summative Evaluation 6:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy 1) 3rd grade teachers will implement the Fountas and Pinnel Reading series with fidelity.	2.4, 2.5, 2.6	Principal, Teachers	Improved district and state assessments				
Additional Targeted Support Strategy 2) 3rd grade teachers will use Motivating Minds to increase the Meets level of STAAR	2.4, 2.5, 2.6	Principal, Teachers	Improved district and state assessments				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 7: Enhance students' technology skills and abilities.

- Evaluation Data Source(s) 7:**
1. Teacher lesson plans
 2. Student work samples
 3. Technology course gradebook

Summative Evaluation 7:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Review the state expectations for technology skills by grade level.	2.4, 2.5, 2.6	Campus Principals and Technology Director					
2) Provide time for elementary students to master and apply technology skills to learning assignments.	2.4, 2.5, 2.6	Campus Principals and Technology Director					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 8: The equity gap for inexperienced teachers between high poverty and low poverty campuses in Denison ISD will decreased from 2.76 percent to 2.25 percent.

Evaluation Data Source(s) 8: District Equity Plan calculations

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Meet and discuss strategies that are working with other principals.	2.4, 2.5, 2.6	Principals	District and State Assessments				
2) Going to trainings, professional development, and doing book studies to gain knowledge.	2.4, 2.5, 2.6	Me	Campus growth and moving forward				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 2: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

Performance Objective 1: Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.

Evaluation Data Source(s) 1: District Data, PLC

Summative Evaluation 1:

Targeted or ESF High Priority







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 3: Positive School Culture 1) Vertical Teams will meet each 9 weeks to share what is working/not working in their grade level.	2.4, 2.5, 2.6	Team leaders, Principal	District and State Assessments				
ESF Levers Lever 3: Positive School Culture 2) All teachers will participate and teach a chapter of the book study to help foster high expectations for students in poverty using the book Engaging Students with Poverty in Mind.	2.4, 2.5, 2.6	Principal	High Expectations for all students, Relationships with students, District and Benchmarks Assessments				
ESF Levers Lever 3: Positive School Culture 3) Staff members will be involved in creating and continually refining the campus' mission, vision, and values	2.4, 2.5, 2.6	Principal, Team Leaders	Kinder Round Up, PLC meetings, High Expectations				
							

Goal 3: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

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

Evaluation Data Source(s) 1: PEIMS Discipline Data for 2019-2020.

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) The counselor will meet with students to discuss behavior plans.	2.4, 2.5, 2.6	Counselor, Assistant Principal	Improved behavior				
2) The entire campus will work to build relationships with students.		Teachers, staff, principal	Improved behaviors				
3) Continue to provide an alternative setting for students with severe and/or persistent misbehavior.	2.4, 2.5, 2.6	Assistant Principal	Behavior Intervention Plans				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

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

Evaluation Data Source(s) 2: Texas Academic Performance Report (TAPR) and PEIMS attendance reports.

Summative Evaluation 2:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Maintain nurse and counseling services on each campus.	2.4, 2.5, 2.6	Principal	Employment Records and Program Evaluations				
2) Provide parent training.	3.1, 3.2	Principal Counselor Parent Involvement Coordinator Head Start Office Staff	Minutes and Documentation of Sessions				
Funding Sources: 211 Title I - 0.00							
3) Monitor attendance.	2.4, 2.5, 2.6	Principal Counselor Parent Involvement Coordinator Classroom Teachers	Student Attendance Reports TPM Meetings List of students/parents referred to justice court				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Source(s) 1: District/Campus Safety Plans, emergency drills documentation, discipline records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Continue to implement the District Emergency Operation Plan.	2.4, 2.5, 2.6	All Staff	Campus Emergency Plan				
2) Continue to provide an alternative setting for students with severe and/or persistent misbehavior.		Principal	ODRs				
3) Utilize the security doors throughout the school day and require visitors to wear badges.	2.4, 2.5, 2.6	All Staff	Visitor Log				
4) Routinely practice all safety drills.	2.4, 2.5, 2.6	All Staff	Documented Drills, All persons demonstrate successful performance in drills				
5) Require pick-up cards at dismissal.	2.4, 2.5, 2.6	All Staff	All students dismissed safely				
6) Maintain an effective Discipline Management Plan that is communicated to students, parents, and staff.	2.4, 2.5, 2.6	Campus Principal, Campus Staff	Student Handbook, Classroom Management Plans				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Source(s) 1: Campus parent involvement documentation

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Provide access to student's grades online with the Gradebook Parent Viewer.	3.1	Principal Secretary Parent Involvement Coordinator	Online Gradebook				
2) Employ a Campus Parent Involvement Coordinator to work with parents of preschool through fourth grade on strategies to support their children academically, socially, and emotionally.	2.4, 2.5, 2.6, 3.1	Director of Special Programs, Parent Involvement Coordinator	Agendas and attendance records of meetings, parent response forms				
3) Create weekly newsletter for parents to communicate about upcoming events and important information about school.	3.1, 3.2	Principal, Parent Involvement Coordinator	Newsletters				
Additional Targeted Support Strategy 4) Teachers are required to have 2 conferences per year and make a positive phone call home at the beginning of the year.	3.1, 3.2	Teachers, Principal	Communication Log				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

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

Evaluation Data Source(s) 2: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Teachers will have at least 2 conferences a year with parents to share strategies to improve student performance.	3.1, 3.2						
2) Provide Kindergarten Roundup for Future Kindergarten students in the spring and provide learning materials for parents and students to help prepare students for Kindergarten.	2.4, 2.5, 2.6, 3.1, 3.2						
Funding Sources: 289 Title IV - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Weekly newsletters will contain parenting tips each week	3.1, 3.2	Parent Involvement Coordinator	Newsletter				
2) Teachers will discuss student success, ways to help students achieve success at home during conferences	3.1, 3.2	Teachers, Principals	Conference Agendas				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

At Lamar Elementary we complete our Needs Assessment each year based on our Assessments and data. We share this data with our Campus Improvement Committee and have input from all of our stakeholders including parents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

At Lamar Elementary the Campus Improvement Plan is developed based on our needs from the previous year's data. Input is given from staff members and the Campus Improvement Committee which includes parents and community members.

2.2: Regular monitoring and revision

We annually monitor our plan four times a year and adjust our plan as needed.

2.3: Available to parents and community in an understandable format and language

We have copies of the CIP available to parents in the office if needed. This is discussed during our CIP meeting. It is also given out at the PTO meeting and discussed there.

2.4: Opportunities for all children to meet State standards

At Lamar we want all students to be successful and meet State standards. We have weekly PLC meetings and use tracking sheets to monitor the students and how they are doing in class. We use the tracking sheets to monitor their progress during the year.

2.5: Increased learning time and well-rounded education

Each student at Lamar is given the opportunity for small group instruction if needed. We look at each student as an individual and meet them at their needs.

2.6: Address needs of all students, particularly at-risk

We look at each student as an individual and come up with a plan to meet each student's needs. The students are offered intervention, small group instruction, and individual instruction if needed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We offer many ways to communicate with families: Title I meetings, PTO meetings, weekly newsletters to parents, 2 required parent conference a year

3.2: Offer flexible number of parent involvement meetings

Parents can attend PTO meetings, Title I meetings, Open House, Meet the teacher, Kinder Roundup, etc...

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Gena Jackson	Principal
Non-classroom Professional	Erainna Winnett	Counselor
Administrator	Stephanie paulson	Assistant Principal
Classroom Teacher	Davina Mason	teacher
Classroom Teacher	Kelly Martin	teacher
Classroom Teacher	Kristin Thompson	teacher
Paraprofessional	Stacey Grantland	teacher assistant
Paraprofessional	Alexia Baxley	teacher assistant
Parent	Jennifer Dawson	PTO president
Parent	Jaimee Owens	community
Business Representative	Paige Jacob	community
Business Representative	Jodi Thomas	business
Classroom Teacher	Suzanne Wheeler	SPED teacher

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	2	2			\$0.00
Sub-Total					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00