

Denison Independent School District
Lamar Elementary School
2021-2022 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 or resources provided by the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2020-21, Lamar Elementary served approximately **440** students in grades Head Start through 4th grade. At the beginning of the 2021-2022 school year, Lamar's enrollment is 442 students. In 2016-17, the district rezoned the attendance areas to alleviate overcrowding and lack of space at Lamar. Nonetheless, enrollment has fluctuated slightly. Attendance rates have remained consistent. Chronic attendance issues remain a challenge.

Student Population

	Total	Af. Am.	Hispanic	White	Am. Ind.	Two or More Races	Econ. Disadv.	ELL	At-Risk	Mobility
2019-2020	438	7.3%	19.9%	62.8%	0.9%	9.1%	70.8%	5.3%	29.0%	22.6%
2018-2019	468	8.3%	17.9%	62.6%	1.3%	9.8%	74.8%	4.7%		18.8
2017-2018	439	9.3%	18.7%	62.2%	2.3%	7.5%	71.5%	5%		
2016-2017	474	11%	15.4%	63.7%	2.5%	7.2%	74.7%	4.9%	25.5%	19%
2015-2016	480	9.8%	14.6%	64.8%	2.3%	7.7%	68.3%	5.4%	20.4%	18.6%

Demographics Strengths

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

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

Assistant Principal

Truancy Prevention Meetings

Friday Video to highlight students throughout the week.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Lamar Elementary during the 21-22 school year, the white and all students did not meet the target scores. **Root Cause:** The root cause of this is student groups not being monitored and tracked throughout the year in ALL grade levels. Changes have been made to monitor progress across grade levels in the 21-22 school year.

Student Learning

Student Learning Summary

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

Student Achievement

	3rd Reading	3rd Math	4th Reading	4th Math	4th Writing
2019-2020	71%	71%	70%	70%	56%
2018-2019	69%	67%	69%	68%	49%
2017-2018	66%	73%	82%	78%	60%
2016-2017	75%	75%	79%	79%	61%
2015-2016	50%	74%	72%	67%	66%

Student Achievement: All Subjects

	Special Education	Economically Dis.	Met or Exceeded Progress	Post-Secondary Readiness	Advanced
2019-2020	52%	60%	39%		19%
2017-2018	60%	68%	42%		17%
2016-2017	49%	69%	62%	-	20%
2015-2016	41%	67%	52%	28%	17%
2014-2015	36%	83%	62%	31%	14%

Student Learning Strengths

Lamar Elementary has two Title I interventionists.

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

Amira and Imagine Math are used to track data.

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

Outside tutors are hired to help provide small group instruction for students.

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

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

Campus Vision statement developed by leadership team

TEK posted with student work in the hallway

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a disconnection between tracking data in grades K-2 and grades 3-4 causing inconsistency in student performance and identifying students in need.

Root Cause: Standards based report cards and lack of data scanned by grades K-2 has caused a disconnection as they transition into the STAAR grades. We will be implementing ways to track data and have similar tracking pieces across all grade levels.

School Processes & Programs

School Processes & Programs Summary

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

Lamar is blessed to have an assistant principal that works closely with our students struggling behaviorally. She is a great connection between home and school and works hard to support our safe learning environment.

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

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

School Processes & Programs Strengths

- Weekly PLCs
- Super PLCs each quarter
- Social Committee
- Essential 55 during announcements
- Quaver lessons during morning meetings
- Video announcements each week

- Reading Academy
- Mentor Program
- Full Time Reading Interventionist
- Full Time Dyslexia Specialist
- Two Full Time Title One Teaching Aides
- Full Time SPED Para

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are lacking a fluid use of resources in ELAR. **Root Cause:** There are two options of curriculum at Lamar Elementary for ELAR. Grade levels are not consistent in using the same resource. Our goal is to use our learning from the Reading Academy to determine which curriculum aligns with our best practices.

Perceptions

Perceptions Summary

Lamar Elementary strives to make student learning our top priority. Collaboration through weekly PLCs, vertical teaming, peer observations, and Super PLCs allow us to focus on that priority. Meeting the emotional needs of our students is also a necessity. We start by making school a enjoyable place to be. Weekly video announcements highlighting students throughout the week helps build a sense of family for our students. Staff members greet students at classroom doors and in the hallway each morning. Mrs. Barnett greets each student as they arrive. Morning meetings allow time for teachers to teach social-emotional strategies for students. We have a crisis team that are committed to making sure all students feel safe. Ron Clark's Essential 55 rules are focused on each week during announcements. Mystery staff members are revealed each week and students are interviewed and showcased during the announcements as well.

Communication with our families is a concern, especially with the pandemic requiring certain restrictions. We have tried to bridge the gap through social media pages, a school Class Dojo account, monthly newsletters, and communication apps for each grade level. Our digital marquee is updated weekly so families can have a visual reminder of upcoming events. Each grade level designed a powerpoint with key information for families. Those powerpoints were added to a newsletter and sent out to families. Fall conferences were held and we encouraged families to come to the school for those meetings.

Perceptions Strengths

- Increase PTO involvement
- Digital marquee
- Positive social media presence
- Grade Level Informative videos
- Fall and Spring conferences

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families need support in supporting their child's education at home. **Root Cause:** Many of our families did not complete their own education, are struggling to meet basic needs, or don't put value in their child's education causing a disconnection between home and school

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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 2022 STAAR .





Targeted or ESF High Priority

Evaluation Data Sources: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an outside tutor and internal interventionists to pull small groups all year and focus on skills and needed TEKS.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Student Tracking Sheets, Improved Scores on District and State Assessments</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
	X	X	X	
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will pull small groups daily to meet the needs of students to increase their understanding.</p> <p>Strategy's Expected Result/Impact: District and State Assessments, TEKS monitoring sheets will show improvement</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
	X	X	X	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams will meet regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on student progress toward measurable goals.</p> <p>Strategy's Expected Result/Impact: PLC meeting discussions, Assessment scores, teacher action plans</p> <p>Staff Responsible for Monitoring: Instructional Coach, teachers, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
	X	X	X	





Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers use a corrective instruction action planning process (Determine key conceptual and procedural gaps, find misunderstanding, design a reteach lesson, specify students to be addressed, have plan to reassess)</p> <p>Strategy's Expected Result/Impact: PLC discussions, Team Meetings, District and State Assessments</p> <p>Staff Responsible for Monitoring: Instructional Coach, Teachers, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
	✗	✗	✗	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% to 50% by June 2022.

HB3 Goal

Evaluation Data Sources: 1. STAAR





Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the math performance level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: Imagine Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: Teachers, principals, instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
	✘	✘	✘	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The percentage of 3rd grade students who meet or master grade level in reading will increase from 41% to 50% by June 2022.

HB3 Goal





Evaluation Data Sources: Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the reading level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: CIRCLE progress monitoring results for PK, TX KEA progress monitoring results for kindergarten, and TPRI for 1st and 2nd grades are used to guide instruction. Fountas and Pinnell Reading Levels, PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd and 4th grade teachers will use Motivating Minds to increase the Meets level of STAAR</p> <p>Strategy's Expected Result/Impact: Improved district and state assessments</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
	✗	✗	✗	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





- Evaluation Data Sources:** 1. Teacher lesson plans
 2. Surveys
 3. Istation Data
 4. Education Galaxy Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Apply for the Lending Technology Grant. Strategy's Expected Result/Impact: Utilize the 1:1 Chromebooks to design lessons integrated with technology. Staff Responsible for Monitoring: Ms. Prigge, Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd and 4th grade teachers will use Schoology to provide videos, discussions, lessons, and class materials for students to access from home. This will connect the home and school environment. All students will have a technology device to use at home. Strategy's Expected Result/Impact: Higher Math and Reading STAAR results Staff Responsible for Monitoring: Teachers, Principal, Ms. Prigge TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
	✗	✗	✗	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 5: 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 Sources: District Equity Plan calculations





Strategy 1 Details	Reviews			
Strategy 1: Meet and discuss strategies that are working with other principals. Strategy's Expected Result/Impact: District and State Assessments Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
	✗	✗	✗	
Strategy 2 Details	Reviews			
Strategy 2: Going to trainings, professional development, and doing book studies to gain knowledge. Strategy's Expected Result/Impact: Campus growth and moving forward Staff Responsible for Monitoring: Me Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
	✗	✗	✗	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Campus practices and policies demonstrate high expectations and shared ownership for student 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.

Targeted or ESF High Priority





Evaluation Data Sources: District Data, PLC

Strategy 1 Details	Reviews			
Strategy 1: Vertical Teams will meet each 9 weeks to share what is working/not working in their grade level. Strategy's Expected Result/Impact: District and State Assessments Staff Responsible for Monitoring: Team leaders, Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff members will be involved in creating and continually refining the campus' mission, vision, and values Strategy's Expected Result/Impact: Kinder Round Up, PLC meetings, High Expectations Staff Responsible for Monitoring: Principal, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Sources: PEIMS Discipline Data for 2019-2020.

Strategy 1 Details	Reviews			
Strategy 1: The counselor will meet with students to discuss behavior plans. Strategy's Expected Result/Impact: Improved behavior Staff Responsible for Monitoring: Counselor, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The entire campus will work to build relationships with students. Strategy's Expected Result/Impact: Improved behaviors Staff Responsible for Monitoring: Teachers, staff, principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue to provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Behavior Intervention Plans Staff Responsible for Monitoring: Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse and counseling services on each campus. Strategy's Expected Result/Impact: Employment Records and Program Evaluations Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide parent training. Strategy's Expected Result/Impact: Minutes and Documentation of Sessions Staff Responsible for Monitoring: Principal Counselor Parent Involvement Coordinator Head Start Office Staff Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Monitor attendance. Strategy's Expected Result/Impact: Student Attendance Reports TPM Meetings List of students/parents referred to justice court Staff Responsible for Monitoring: Principal Counselor Parent Involvement Coordinator Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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


Performance Objective 1: Provide a safe campus environment through cleaning and continuous training on COVID.


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

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the District Emergency Operation Plan. Strategy's Expected Result/Impact: Campus Emergency Plan Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: ODRs Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Utilize the security doors throughout the school day and require visitors to wear badges. Strategy's Expected Result/Impact: Visitor Log Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Routinely practice all safety drills. Strategy's Expected Result/Impact: Documented Drills, All persons demonstrate successful performance in drills Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Require pick-up cards at dismissal. Strategy's Expected Result/Impact: All students dismissed safely Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Maintain an effective Discipline Management Plan that is communicated to students, parents, and staff. Strategy's Expected Result/Impact: Student Handbook, Classroom Management Plans Staff Responsible for Monitoring: Campus Principal, Campus Staff	Formative			Summative
	Nov	Jan	Mar	May

Title I Schoolwide Elements: 2.4, 2.5, 2.6

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: Collaborate with families and community stakeholders to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.





Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide access to student's grades online with the Gradebook Parent Viewer. Strategy's Expected Result/Impact: Online Gradebook Staff Responsible for Monitoring: Principal Secretary Parent Involvement Coordinator Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Agendas and attendance records of meetings, parent response forms Staff Responsible for Monitoring: Director of Special Programs, Parent Involvement Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Create monthly newsletter for parents to communicate about upcoming events and important information about school. Strategy's Expected Result/Impact: Newsletters Staff Responsible for Monitoring: Principal, Parent Involvement Coordinator Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers are required to have 2 conferences per year and make a positive phone call home at the beginning of the year. Strategy's Expected Result/Impact: Communication Log Staff Responsible for Monitoring: Teachers, Principal Title I Schoolwide Elements: 3.1, 3.2 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Collaborate with families and community stakeholders to develop a partnership between the community and the district.





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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have at least 2 conferences a year with parents to share strategies to improve student performance. Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 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. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: - 289 Title IV	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Collaborate with families and community stakeholders to develop a partnership between the community and the district.

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

Strategy 1 Details	Reviews			
Strategy 1: Monthly newsletters will contain parenting tips each week Strategy's Expected Result/Impact: Newsletter Staff Responsible for Monitoring: Parent Involvement Coordinator Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will discuss student success, ways to help students achieve success at home during conferences Strategy's Expected Result/Impact: Conference Agendas Staff Responsible for Monitoring: Teachers, Principals Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Lamar Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Lamar Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carol Millerick	Dyslexia Specialist	1

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...

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jenna Dornstadter	Computer Lab Teacher		1
Kenna Brandt	Reading Interventionist		1
Lajuana Smith	Attendance Clerk/Parent Involvement Coor		1
Robin Hatfield	Title One Teaching Assistant		1
Stacey Grantland	Title One Teaching Assistant		1
Stephanie Paulson	Assistant Principal		1

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

Addendums