

# **Greenville Independent School District**

## **Lamar Elementary School**

### **2019-2020 Campus Improvement Plan**



# Mission Statement

Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

## Vision

We educate today, you succeed tomorrow!

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Demographics ..... 4
  - Student Achievement ..... 5
  - School Culture and Climate ..... 7
  - Staff Quality, Recruitment, and Retention ..... 8
  - Curriculum, Instruction, and Assessment ..... 9
  - Parent and Community Engagement ..... 10
  - School Context and Organization ..... 11
  - Technology ..... 12
- Priority Problem Statements ..... 13
- Comprehensive Needs Assessment Data Documentation ..... 15
- Goals ..... 18
  - Goal 1: Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. .... 18
  - Goal 2: Lamar Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. .... 24
  - Goal 3: Lamar Elementary School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. . . . 27
  - Goal 4: Lamar Elementary will support GISD's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement) ..... 30
  - Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students. 31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lamar Elementary School serves students in grades Kindergarten through 5th grade from the southern sector of Greenville, as well as parts of mid-town. The campus has approximately 570 students with 12% being African American, 52% white, 30% Hispanic and 6% are identified as 2 or more races. Students identified as English Learners comprise 7% of the student population and 11% of students are receiving services through special education. The campus population for 2019 - 2020 remained constant from 2018 - 2019.

The campus has 3 administrators, 1 counselor, 1 social worker (provided through Communities in Schools), 1 registered nurse, 34 classroom teachers, 4 specialists including TAG, speech and dyslexia, and 11 instructional and clerical paraprofessionals. Ninety-seven percent of classroom teachers are state certified.

The community around Lamar Elementary is growing. There are numerous housing editions where construction is continuing or beginning. A new apartment complex is planned for the near future in the Lamar attendance zone. Many of the Lamar parents work at L3, a local government defense contractor. The PTA is very active with a full board of officers.

Lamar Elementary has partnerships with 3 local churches who provide snacks and supplies for teachers, supplies for students, and mentors and volunteers.

### Demographics Strengths

# Student Achievement

## Student Achievement Summary

Lamar Elementary had the following percentages for on STAAR 2019 for all students:

Approaches Grade Level Meets Grade Level Masters Grade Level

Reading 74% 38% 16%

Math 73% 41% 18%

Writing 55% 25% 4%

Science 74% 43% 13%

The campus received an accountability rating of C (78) for the 2018 - 2019 school year with no distinctions earned. The campus is identified by TEA for Targeted Support and Improvement. In Academic Achievement, Lamar Elementary did not meet the target for reading for all student groups except current special education and did not meet the target for math for all student groups except Hispanic, special education, and non-continuously enrolled students. For Growth Status, Lamar met the target for all student groups in reading and all but white in math. For Student Success Status, the only student group to meet the target was special education.

## Student Achievement Strengths

Science is a strength, improving from 2018 - 2019.

Student growth is a strength for all student populations in reading and all but white in math.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Student writing scores dropped significantly from 2018 - 2019. **Root Cause:** Students have a difficult time connecting writing structures to writing prompts and staying on topic.

**Problem Statement 2:** The percentage of meets expectations and masters expectations is extremely low. **Root Cause:** Students are not provided with

rigorous learning tasks and settle for "just passing".

# School Culture and Climate

## School Culture and Climate Summary

Lamar has a positive culture and climate. Teachers, students and parents are, for the most part, up-beat and enthusiastic about school, both academically and socially. There is a strong parent involvement and the campus is open and welcoming to parents and community volunteers.

Student attendance hovers around 96%, ending the 2018 - 2019 school year at 95.17%.

Parent participation is based on PTA membership, Watch Dogs membership, and numbers of parent and community volunteers. Lamar works with our Communities in Schools Social Worker to create opportunities for parent involvement, as well as the GISD PRIDE center by promoting and hosting parent education opportunities.

Behavior patterns have been noted with many kindergarten students that are basically indicative of the students' lack of prior schooling. Students who may not have attended Pre-K or a pre-school/daycare have social emotional needs that are being met by weekly lessons provided by the CIS Social Worker.

The Guidance Counselor provides weekly lessons through the specials rotations.

## School Culture and Climate Strengths

Faculty, student and parent perception.

Parent/community involvement.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student attendance is very low for elementary school. **Root Cause:** The importance of attendance in elementary school is not stressed.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Currently 99% of classroom teachers are certified by the state. Of the 34 classroom teachers, 24 have 3 or more years experience and 15 have more than 10 years experience.

The staff turnover rate was insignificant from the 2018 - 2019 school year to the 2019 - 2020 school year. The campus administrators, counselor and office staff all returned. Three teachers left the campus; one retired and two received promotions within the district. All three positions were replaced by GISD teachers who chose to transfer to Lamar. The library paraprofessional moved to North Carolina for husband's job and that position was also replaced by a GISD employee who wished to transfer to Lamar.

Recruitment procedures including screening applicants who applied on the Region X website and who were on the GISD transfer list, selecting top candidates for interviews and utilizing a consistent set of interview questions and criteria. Most interviews were conducted by at least 2 individuals.

Campus PD is provided the second and fourth Wednesday of the month, with the first and third Wednesdays reserved for team planning time. Campus PD topics are based on current needs identified during observations, walk-throughs, PLC discussions and questions.

## **Staff Quality, Recruitment, and Retention Strengths**

Staff retention

99% of Lamar teachers are fully certified by the State of Texas. One is pending certification based on taking and passing the certification exam.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Lamar teachers teach the Texas Essential Knowledge and Skills as outlined for each grade/subject area. These TEKS are grouped by likeness by the TEKS Resource System and then modified for GISD by the Teaching and Learning Department. The teachers follow pacing guides and utilize resources provided by the instructional strategists for each subject area. These resources are housed in Forethought in Eduphoria, where teachers create lesson plans. Teachers are refining guided reading and guided math. Teachers utilize TEKS RS and lead4ward resources to help with understanding the TEK and what is expected of the student. The campus gives district summative assessments each nine weeks and analyzes the data during weekly PLC time.

## Curriculum, Instruction, and Assessment Strengths

Math and Science pacing guides/resources

Defined time for PLC

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers need additional support in planning rigorous lessons. **Root Cause:** Boxed or marketed lessons such as those found on Teacher Pay Teacher are the common go-to in lesson planning.

**Problem Statement 2:** Teachers need additional support in understanding the TEKS and identifying what the student is being asked to do. **Root Cause:** Boxed or marketed lessons such as those found on Teacher Pay Teacher are the common go-to in lesson planning.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The PTA is very active with a full board of officers and a large membership. There is a strong parent involvement and the campus is open and welcoming to parents and community volunteers. We partner with three local churches for on-going support.

Lamar hosts PTA meetings along with student performances through the music department and other events such as Family Literacy Night, Family Math Night, and a STAAR information night for parents.

Lamar Student Council hosts Mother/Son date night and Daddy/Daughter dance. Each are attended by over 100 families.

At the end of each nine weeks, awards assemblies are held, by grade level, to recognize student achievement. Parents and community are welcome and the gym is typically packed for all 6 grade levels.

Monthly newsletters are sent home with upcoming events and information.

Lamar Elementary, as well as each grade level, maintains a facebook page to keep parents informed and have opportunities to ask questions as needed. Call alerts are used in several situations as well.

## Parent and Community Engagement Strengths

Communication with parents, community.

Community, parent involvement.

Community partnerships.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent involvement at Lamar is not representative of the demographics of the student body. **Root Cause:** All parents are not aware of the opportunities to participate.

## **School Context and Organization**

### **School Context and Organization Summary**

Lamar Elementary provides Response to Intervention during a structured, sanctioned intervention time, built into the daily master schedule.

The campus serves students identified as special needs with a full time speech therapist on campus, 3 lifeskills teachers, and 2 inclusion/resource teachers.

The campus has a Talented and Gifted Specialist who sees 49 students weekly and also 2 dyslexia specialists.

English Learners are placed with teachers who have ESL certification and are served through strategies in the general education classroom.

### **School Context and Organization Strengths**

TAG

Dyslexia

Structured Intervention time

# Technology

## Technology Summary

Teachers are provided with chromebooks, overhead projectors and interactive whiteboards for instructional purposes. Each 1-2 class has a set of iPads and each 3-5 class has a set of chrome books for student use. Kinder class recently received new touch screen chrome books. Students utilize devices for research, word processing, Google classroom, See Saw, math and reading stations, test review, assessments and numerous other software and internet activities.

The campus has one computer lab that teachers can reserve for special projects.

Instructional technology support is available through technology department to help teachers know how to use various software and tools.

## Technology Strengths

Availability of devices and software.

Instructional technology support when it is utilized.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Devices are not utilized in all classrooms. **Root Cause:** Teachers are unsure what programs are available to them or are not sure how to incorporate into lessons.

# Priority Problem Statements

**Problem Statement 1:** Student attendance is very low for elementary school.

**Root Cause 1:** The importance of attendance in elementary school is not stressed.

**Problem Statement 1 Areas:** School Culture and Climate

**Problem Statement 2:** The percentage of meets expectations and masters expectations is extremely low.

**Root Cause 2:** Students are not provided with rigorous learning tasks and settle for "just passing".

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Student writing scores dropped significantly from 2018 - 2019.

**Root Cause 3:** Students have a difficult time connecting writing structures to writing prompts and staying on topic.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Teachers need additional support in planning rigorous lessons.

**Root Cause 4:** Boxed or marketed lessons such as those found on Teacher Pay Teacher are the common go-to in lesson planning.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** Teachers need additional support in understanding the TEKS and identifying what the student is being asked to do.

**Root Cause 5:** Boxed or marketed lessons such as those found on Teacher Pay Teacher are the common go-to in lesson planning.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Parent involvement at Lamar is not representative of the demographics of the student body.

**Root Cause 6:** All parents are not aware of the opportunities to participate.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Devices are not utilized in all classrooms.

**Root Cause 7:** Teachers are unsure what programs are available to them or are not sure how to incorporate into lessons.

**Problem Statement 7 Areas:** Technology

# 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
- 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
- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless 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
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Parent engagement rate

### **Support Systems and Other Data**



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.**

**Performance Objective 1:** Increase the academic performance of Economically Disadvantaged, African American, English Language Learners, Special Education students, students identified as dyslexic, and/or served through 504, at all grade levels in Math, Science, and Reading to 80%.

**Evaluation Data Source(s) 1:** STAAR/EOC, and Summative Exam Data,

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 1) Utilize PLC time to analyze student data and work samples and to identify research based strategies to create engaging, rigorous, TEKS appropriate lessons.	2.4, 2.5, 2.6	Principal, Asst. Principals, Team Leads, Teachers	Increased percentage of meets and masters expectations.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 1:** Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 2:** Provide 100% of Lamar Elementary students with equitable access to a comprehensive rigorous and relevant curriculum aligned to state standards and promoting college and career readiness

**Evaluation Data Source(s) 2:** Summative, tutoring logs, intervention logs, lesson plans, PLC content.

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levels</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Team lesson planning.	2.4, 2.5, 2.6	Principal, Asst. Principals, Team Leads, Teachers	Increased student achievement.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 1:** Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 3:** Provide opportunities for high-quality professional development for 100% of teachers who support student centered learning.

**Evaluation Data Source(s) 3:** Continuing Education Coordinator

Deputy Superintendent

Principal

Asst. Principal

Executive Director of School Leadership

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals  <b>ESF Levers</b>                      Lever 2: Effective, Well-Supported Teachers                      Lever 3: Positive School Culture                      Lever 5: Effective Instruction                      1) Implement teacher learning walks within the campus to learn student centered strategies and techniques.</p>	2.5, 2.6	Principal, Asst. Principals, Lead Teachers	Increased teacher knowledge of educational strategies to implement in the classroom.				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals  <b>ESF Levers</b>                      Lever 2: Effective, Well-Supported Teachers                      Lever 3: Positive School Culture                      Lever 5: Effective Instruction                      2) Incorporate Teachers Teach Teachers PD sessions with breakout sessions that teachers choose.</p>	2.5	Principal, Asst. Principals, Lead Teachers	Increased teacher knowledge of high quality instructional strategies.				
<p>  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

**Goal 1:** Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 4:** Attain an attendance rating of 97% or higher.

**Evaluation Data Source(s) 4:** ADA report

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Provide individual student and collective classroom/house incentives for daily attendance.	2.6	Principal, Asst. Principals, CIS Social Worker, Counselor	Increased student attendance				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Inform parents of importance of attendance and legal requirements through monthly newsletters, social media, call alerts, letters and personal meetings for those not meeting the 90% rule.		Principal, Secretary, Asst. Principals, Counselor	Increased student attendance.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 1:** Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 5:** Increase writing scores by 25% in approaches grade level category.

**Evaluation Data Source(s) 5:** STAAR Writing Scores  
Write Across Greenville

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Professional Development for K-2 teachers for writing.	2.5	Principal, Asst. Principals, Team Leads, Continuing Ed Coordinator, Writing Strategist.	Improved student writing.				
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) 4th Grade students will participate in 2 writing contests, to be graded by administrators using the STAAR rubric. After the contest, students will be given a detailed prescription of how to improve their writing by one level.	2.4, 2.5, 2.6	Principal, Asst. Principals	Improved student writing.				
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) 4th Grade students will participate in quarterly writing boot camps based on the structures of Gretchen Bernabei and Jeff Anderson, and using other research proven strategies.	2.4, 2.5, 2.6	Principal, Asst. Principals, 4th Grade Writing teachers	Improved student writing.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) 4th Grade students will participate in quarterly writing boot camps based on the structures of Gretchen Bernabei and Jeff Anderson, and using other research proven strategies.	2.4, 2.5, 2.6	Principal, Asst. Principals, 4th Grade Writing teachers	Improved student writing.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 2: Lamar Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 1:** Lamar Elementary will seek to reduce discipline referrals by 15%.

**Evaluation Data Source(s) 1:** Discipline Referrals  
Climate and Culture Survey

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) All teachers will follow the Strike System, allowing students opportunities to correct their mistakes before a referral is sent to office for minor offenses.	2.5	Principal, Asst. principals	Fewer discipline referrals.				
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Implementation of Cool Down areas in classrooms.	2.5	Principal, Asst. Principals, Counselor	Fewer discipline referrals				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							



**Goal 2:** Lamar Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 2:** Less than 5% of all discipline referrals will be for bullying as a result of implementation of Rachel's Challenge and/or Capturing Kids Hearts.

**Evaluation Data Source(s) 2:** Campus principals will develop a common definition of 'bullying' then with that consistent language - then will be measured through discipline entry data.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy ESF Levers</b> Lever 3: Positive School Culture 1) Kindness club will be implemented and sponsor monthly "kindness" events such as positive chalk drawings on side walks, paper chains of kindness, Random Acts of Kindness, etc.	2.5	Counselor, Principal	Less referrals for bullying.				
<b>Targeted Support Strategy ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Use Essential 55 to teach students basic manners and implement House System to award points for students using manners and being helpful and kind.	2.5	Principal, Asst. Principals, Counselor, Leadership Team	Less referrals for bullying.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 2:** Lamar Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 3:** Provide a safe and secure learning environment for all.

**Evaluation Data Source(s) 3:** All district personnel will be trained in the Standard Response Protocol and implement appropriate response procedures. Greenville ISD will partner with local and state law enforcement agencies to train district personnel in school safety.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

### Goal 3: Lamar Elementary School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

**Performance Objective 1:** 100% of Lamar Elementary teachers will meet the Texas certification requirements.

**Evaluation Data Source(s) 1:** Certifications

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 1) Provide professional development/test preparation strategies for teachers needing to pass certification exams.		Principal, HR	Teachers passing state certification exams.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 3:** Lamar Elementary School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

**Performance Objective 2:** 90% of Lamar teachers will rate proficient or higher on their TTESS summative evaluations.

**Evaluation Data Source(s) 2:** TTESS walk-through, observation and final summative.

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) PLC time, Wednesday PD sessions, Data Digs/Data Meetings, and Coaching Sessions will be used to provide teachers with strategies to improve student learning.	2.4, 2.5, 2.6	Principal, Asst. Principals, Team Leads, Teachers	Improved student achievement and higher TTESS ratings.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 3:** Lamar Elementary School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

**Performance Objective 3:** The number of teachers who have ESL certification will increase by 25%.

**Evaluation Data Source(s) 3:** ESL Certification

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Provide professional development and test taking strategies for teachers seeking ESL certification.	2.4, 2.5, 2.6	Principal, Asst. Principals, HR	Higher number of teachers with ESL certification therefore improved student achievement for English Learners.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 4: Lamar Elementary will support GISD's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)**

**Performance Objective 1:** Continue to ensure that the tax dollars invested into Greenville ISD are managed effectively and efficiently while abiding with all applicable standards, laws and regulations.

**Evaluation Data Source(s) 1:** Campus Budget reports  
Campus funds requests showing alignment of resources with Campus Improvement Priorities.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Utilize a system that provides Campus Improvement Priorities alignment with purchase requests.		Principal, Asst. Principal	Improved student achievement from proper resource allocation.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.**

**Performance Objective 1:** Lamar Elementary will maintain clear communication with families, students, staff, and community resulting in a 10% increase in those participating in campus events.

**Evaluation Data Source(s) 1:** PTA Membership

Number of parent and community volunteers.

Number of participants at campus events such as PTA meetings, Fall Festival, etc.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> 1) The campus will utilize the call-out system for big events and for any last minute changes.	3.1, 3.2	Principal, Asst. principal	Increased parent participation				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

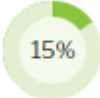







**Goal 5:** Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.

**Performance Objective 2:** Use of all communication opportunities that Lamar utilizes to communicate with all stakeholders will increase from Beginning of Year to End of Year.

**Evaluation Data Source(s) 2:** Follower count for Facebook  
Increase in use of Parent Portal

**Summative Evaluation 2:** Exceeded Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 3: Positive School Culture 1) Utilize Facebook and Website for parent polls and giveaway contests.	3.1, 3.2	Principal, Asst. Principals	Increased opportunities for parent participation.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



**Goal 5:** Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.

**Performance Objective 3:** Engaging parents and staff as partners in the academic and social-emotional development of students.

**Evaluation Data Source(s) 3:** Parent involvement activities. Staff development activities.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 3: Positive School Culture 1) Provide parent nights such as Family Literacy Night, Family Math Night, STAAR information for parents, etc. at least quarterly.	3.1, 3.2	Principal, Asst. Principals, GISD Pride Center, Counselor, Social Worker	Increased parent participation with the campus to improve student achievement and social emotional well being.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							