

# **Greenville Independent School District**

## **Lamar Elementary School**

### **2020-2021 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!

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# 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 560 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 2020 - 2021 school year remained constant from 2019 - 2020, even with students withdrawing due to COVID concerns. The campus has had a steady increase of students new to Greenville or returning to GISD.

The campus has 2 administrators, 1 Student Support Officer, 1 counselor, 1 social worker (provided through Communities in Schools), 1 registered nurse, 32 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

There is low teacher turnover at Lamar- the staff remains steady.

Strong parental support for many students, including strong PTA which supports all students.

# Student Achievement

## Student Achievement Summary

There were no STAAR tests given in the spring of 2020 due to schools providing distance learning as a result of COVID 19. Therefore we will utilize the previous/most current data we have available for planning purposes.

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 (Prioritized):** Student writing scores are low compared to state. **Root Cause:** Students have a difficult time connecting writing structures to writing prompts and staying on topic.

**Problem Statement 2 (Prioritized):** 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%. The 2019- 2020 school year ended at 96.77%, with a slight increase the 4th nine weeks due to distance learning.

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 has always been a strength and we continue to find ways for them to participate virtually.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Student attendance is very low for elementary school-96.48% **Root Cause:** The importance of attendance in elementary school is not stressed.

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

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

Currently 97% of classroom teachers are certified by the state. Of the 32 classroom teachers, 27 have 3 or more years experience and 13 have more than 10 years experience.

The staff turnover rate was a little higher than it was the previous summer. There was one retirement, one move to a different campus to help with a bilingual need, and one staying home with a baby, and one moving to a new district. There were some changes in the administration/office staff as well with the assistant principal intern moving to the assistant principal role, adding a Student Support Officer, new nurse, new counselor, new receptionist and previous receptionist promoting to campus secretary.

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**

Teacher retention-92%

97% 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 and other instructional practices to allow for social distancing and to include virtual learners. 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 (Prioritized):** 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 rather than using District provided curriculum guide.

**Problem Statement 2 (Prioritized):** 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 we are working on ways to keep that momentum while we are not allowing visitors on campus due to COVID. We partner with three local churches for on-going support.

Lamar hosts virtual PTA meetings and some will be paired with other virtual events such as Family Literacy Night, Family Math Night, and a STAAR information night for parents.

At the end of each nine weeks, virtual awards assemblies are held, by grade level, to recognize student achievement.

Monthly newsletters are sent home with upcoming events and information. We have moved to an electronic version to help eliminate the spread of germs as well as be more environmentally friendly. Newsletters are emailed to parent emails, placed on the campus website and also on the campus and grade level Facebook pages. Parents who request a paper copy can have one sent home with their student.

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 (Prioritized):** 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

TAG and Dyslexia students are pulled during Structured Intervention time. Students are supported at appropriate times during the day so that they are not pulled from other core content areas.

# Technology

## Technology Summary

Teachers are provided with chromebooks, overhead projectors and interactive whiteboards for instructional purposes. Each 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. Students check out chrome books for virtual learning either for a designated time selected by the parents or if/when the student is placed on quarantine. The teachers have cameras in their rooms now and have received 20 hot spots to help families that are having difficulties.

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.

# Priority Problem Statements

**Problem Statement 1:** Student attendance is very low for elementary school-96.48%

**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 are low compared to state.

**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 rather than using District provided curriculum guide.

**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

# 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

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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
- 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
- Violence and/or violence prevention 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

### **Parent/Community Data**

- Parent engagement rate

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources 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%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR/EOC, and Summative Exam Data,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PLC time to analyze student data and work samples and to identify research based strategies to create engaging, rigorous, TEKS appropriate lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of meets and masters expectations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Team Leads, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct intentional focused walkthroughs in each core teacher's classroom a minimum of 4 times per semester with immediate feedback provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve instructional practices and engagement strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze data to identify and address gaps in performance of under-performing populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of Achievement Gap</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 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 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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Summative, tutoring logs, intervention logs, lesson plans, PLC content.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Team lesson planning and PLCs.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Team Leads, Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Virtual teachers will meet with like grade-level virtual teachers as well as face to face grade-level teachers to plan and discuss concepts. In addition Lamar virtual teachers meet vertically to share virtual ideas that can be used across grade levels.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement with virtual learners. Equity in instruction for all learners.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Team leads, teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct intentional focused walkthroughs in each core teacher's classroom a minimum of 4 times per semester with immediate feedback provided.  <b>Strategy's Expected Result/Impact:</b> Ensure curriculum is taught with fidelity.  <b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**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 to support student centered learning.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Continuing Education Coordinator  
Deputy Superintendent  
Principal  
Asst. Principal  
Executive Director of School Leadership

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement 10 minute teacher learning walks within the campus to learn student centered strategies and techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge of educational strategies to implement in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Lead Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <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</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incorporate Virtual Teachers Teach Teachers PD sessions once per nine weeks with breakout sessions that teachers choose.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge of high quality instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Lead Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <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</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 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 96% or higher.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** ADA report





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide individual student, family and collective classroom incentives for daily attendance.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, CIS Social Worker, Counselor  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance.  <b>Staff Responsible for Monitoring:</b> Principal, Secretary, Asst. Principals, Counselor  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Student Support Officer and Social Worker to make calls, do home visits, and help parents with resources to be able to get to school.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance  <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, student support officer, social worker, secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 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 5:** Increase writing scores by 10% in Masters Grade Level category.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Writing Scores  
Write Across Greenville

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Development for K-2 teachers for writing.  <b>Strategy's Expected Result/Impact:</b> Improved student writing.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Team Leads, Continuing Ed Coordinator, Writing Strategist.  <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Improved student writing.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 4th Grade students will participate in virtual writing boot camps based on the structures of Gretchen Bernabei and Jeff Anderson, and using other research proven strategies.  <b>Strategy's Expected Result/Impact:</b> Improved student writing.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, 4th Grade Writing teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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%.

**Targeted or ESF High Priority**









**Evaluation Data Sources:** Discipline Referrals  
Climate and Culture Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will follow the Strike System, allowing face to face students opportunities to correct their mistakes before a referral is sent to office for minor offenses.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of Cool Down areas in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to implement Capturing Kids' Hearts and MANDT relational strategies in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger teacher/student relationships with fewer referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, student support officer, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to utilize and implement new strategies for Social Emotional Learning and Support through counselor and social worker.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger relationships for students with adults.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, counselor, social worker, teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Provide a safe and secure learning environment for all.









**Evaluation Data Sources:** 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Student Support Officer to mentor challenging students. <b>Strategy's Expected Result/Impact:</b> Fewer student referrals. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Student Support Officer.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improving lock down procedures with better technology to lock doors and notify staff. <b>Strategy's Expected Result/Impact:</b> Safe environment for all. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Student Support Officer, GISD PD	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Limit student and staff exposure to COVID 19.

**Evaluation Data Sources:** Number of students/staff testing positive; Number of students/staff quarantined.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow TEA/CDC suggested guidelines for social distancing, sanitizing, etc.  <b>Strategy's Expected Result/Impact:</b> Less exposure to COVID 19; Students and staff are healthy.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Student Support Officer, nurse, counselor, social worker, teachers, staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff, students (first grade and up), and visitors are required to wear face coverings.  <b>Strategy's Expected Result/Impact:</b> Less exposure to COVID  <b>Staff Responsible for Monitoring:</b> All</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				

**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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Certifications










Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development/test preparation strategies for teachers needing to pass certification exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers passing state certification exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, HR</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TTESS walk-through, observation and final summative.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC time, Wednesday PD sessions, Data Digs/Data Meetings, and Coaching Sessions will be used to provide teachers with strategies to improve student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement and higher TTESS ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Team Leads, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Mentor Program</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and skills of first year teachers and retain those teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, mentors</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

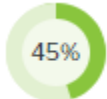
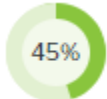




Curriculum, Instruction, and Assessment
<p><b>Problem Statement 2:</b> Teachers need additional support in understanding the TEKS and identifying what the student is being asked to do. <b>Root Cause:</b> Boxed or marketed lessons such as those found on Teacher Pay Teacher are the common go-to in lesson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



**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 Sources:** ESL Certification







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development and test taking strategies for teachers seeking ESL certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher number of teachers with ESL certification therefore improved student achievement for English Learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, HR</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Campus Budget reports  
Campus funds requests showing alignment of resources with Campus Improvement Priorities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize a system that provides Campus Improvement Priorities alignment with purchase requests. <b>Strategy's Expected Result/Impact:</b> Improved student achievement from proper resource allocation. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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 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 virtual campus events.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** PTA Membership

Number of parent and community volunteers.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will utilize the call-out system for big events and for any last minute changes. <b>Strategy's Expected Result/Impact:</b> Increased parent participation <b>Staff Responsible for Monitoring:</b> Principal, Asst. principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lamar will move to a digital format for the monthly campus newsletter while still providing paper copies upon request. <b>Strategy's Expected Result/Impact:</b> Increased parental awareness. <b>Staff Responsible for Monitoring:</b> Principal Asst. principal <b>Problem Statements:</b> Parent and Community Engagement 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**







<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Parent involvement at Lamar is not representative of the demographics of the student body. <b>Root Cause:</b> All parents are not aware of the opportunities to participate.

**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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Follower count for Facebook  
Increase in use of Parent Portal





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Facebook and Website for parent polls and giveaway contests. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for parent participation. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 both in-person and virtual.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Parent involvement activities. Staff development activities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide virtual parent nights such as Tech Help, Family Literacy Night, Family Math Night, STAAR information for parents, etc. at least once a semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation with the campus to improve student achievement and social emotional well being.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, GISD Pride Center, Counselor, Social Worker</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Virtual classrooms will have mystery readers from the community.</p>	Formative			Summative
	Nov	Jan	Mar	June
	5%	10%		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Addendums