

Greenville Independent School District
Lamar Elementary School
2021-2022 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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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.	28

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 580 students with 14% being African American, 51% white, 27% Hispanic and 7% 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 2021-2022 school year has increased by approximately 40 students from the beginning of the year in 2020 - 2021. The campus has had a steady increase of students new to Greenville or returning to GISD.

The campus has 2 administrators, 1 Student Engagement Officer, 1 Academic Dean, 1 Lead Teacher, 1 counselor, 1 social worker (provided through Communities in Schools), 1 registered nurse, 31 classroom teachers, 7 specialists including TAG, speech, dyslexia, and interventionists, 2 inclusion teachers, 3 specials teachers and 13 instructional and clerical paraprofessionals. Ninety-three percent of classroom teachers are state certified; 3 teachers are completing alternative certification programs.

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

The core administrative staff remains constant including the principal, assistant principal, student engagement officer, nurse, social worker, secretary and receptionist. We added 2 new positions including the Lead Teacher and Academic Dean and we do have a new counselor.

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

We added 2 male teachers this year, which we previously have not had.

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 2021 for all students:

Approaches Grade Level	Meets Grade Level	Masters Grade Level
Reading 51%, down from 74% in 2019	28% down from 38%	14% down from 16%
Math 49%, down from 73% in 2019	23% down from 41%	13% down from 18%
Writing 40%, down from 55% in 2019	21% down from 25%	5% up from 4%
Science 49% down from 74% in 2019	19% down from 43%	5% down from 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

Students achieving masters grade level increased by 1% in 4th grade writing.

5th grade math and reading scores were consistent with 9 week assessments, given that there was only one administration, rather than 3.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Scores went down significantly in all subjects and all score thresholds except masters for 4th grade reading. **Root Cause:** 5th grade students are only group who had previously taken a STAAR exam (3rd grade); 4th and 5th grade tests were online for first time; Many issues regarding COVID.

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".

Problem Statement 3: 3rd grade scores considerably lower than other grades. **Root Cause:** 3rd grade missed end of 2nd grade due to school closure. 3rd grade cohort has struggled as a class with reading since kindergarten.

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. COVID has taken a toll but staff remain vigilant in safety protocols.

Student attendance has previously hovered around 96%, ending the 2018 - 2019 school year at 95.17% and the 2019- 2020 school year ended at 96.77%. However, the 2020 - 2021 school year ended low with 93.87% due to COVID.

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

Parent/community involvement has always been a strength and we continue to find ways for them to participate virtually and in person.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student attendance is very low for elementary school-93.87% **Root Cause:** The importance of attendance in elementary school is not stressed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently 93% of classroom teachers are certified by the state. Of the 31 classroom teachers, 20 have 3 or more years experience and 12 have more than 10 years experience.

The staff turnover rate was higher than in previous years for various reasons. We added 4 positions that campus teachers applied for and were hired for so their positions had to be replaced. Additionally 2 teachers earned promotions within the district. Others left for personal reasons and COVID reasons.

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

93% of Lamar teachers are fully certified by the State of Texas. One is pending certification based on taking and passing the certification exam.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a significant number of teachers new to Lamar/GISD who need quality PD. **Root Cause:** High turnover due to various reasons.

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. 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

Versatility with lesson plans/format

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 after a year of not allowing visitors on campus due to COVID. We partner with three local churches for on-going support.

Lamar hosts PTA meetings and some will be paired with other events such as Family Literacy Night, Family Math Night, and a STAAR information night for parents as well as music programs and fine arts nights.

At the end of each nine weeks, 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

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, 4 life-skills 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 laptop computers, overhead projectors and interactive whiteboards for instructional purposes. Each class has a set of chrome books for student use. 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.

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-93.87%

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

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 3: Teachers need additional support in planning rigorous lessons.

Root Cause 3: 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 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Parent involvement at Lamar is not representative of the demographics of the student body.

Root Cause 5: All parents are not aware of the opportunities to participate.

Problem Statement 5 Areas: Parent and Community Engagement

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 4: Teachers need additional support in understanding the TEKS and identifying what the student is being asked to do.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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
- STAAR EL progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Staff surveys and/or other feedback
- 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
- T-PESS data

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





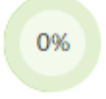



Goal 1: Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.


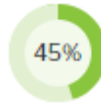










Performance Objective 1: Increase the academic performance of Economically Disadvantaged, African American, English Language Learners, Special Education students, students identified as dyslexic, and/or served through 504, at all grade levels in Math, Science, and Reading to 80%.

Targeted or ESF High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize teacher plan time to analyze student data and work samples and to identify research based strategies to create engaging, rigorous, TEKS appropriate lessons. Strategy's Expected Result/Impact: Increased percentage of meets and masters expectations Staff Responsible for Monitoring: Principal, Asst. Principal, Dean, Lead Teacher, Team Leads, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct intentional focused walkthroughs in each core teacher's classroom a minimum of 4 times per semester with immediate feedback provided. Strategy's Expected Result/Impact: Improve instructional practices and engagement strategies. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Analyze data to identify and address gaps in performance of under-performing populations. Strategy's Expected Result/Impact: Reduction of Achievement Gap Staff Responsible for Monitoring: Principal Asst. Principal Dean Teachers Intervention Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: During Meeting of the Minds, teachers will identify grade-level concerns based on a variety of data sources. They will then collaborate to determine a rigorous plan of action to address the concerns. Their plan will then be implemented by the demonstration teachers to gather data regarding the effectiveness of the plan prior to implementing across the grade level or campus. Strategy's Expected Result/Impact: Improvement in academic achievement and processes that impact academic achievement. Staff Responsible for Monitoring: Principal, Lead Teacher, Demonstration Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



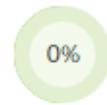


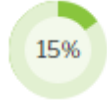






Goal 1: Lamar Elementary School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Team lesson planning and Meetings of the Mind (IGNITE process) Strategy's Expected Result/Impact: Increased student achievement. Increased teacher skills and knowledge Staff Responsible for Monitoring: Principal, Asst. Principals, Lead Teacher, Dean, Grade Level Leads, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct intentional focused walkthroughs in each core teacher's classroom a minimum of 4 times per semester with immediate feedback provided. Strategy's Expected Result/Impact: Ensure curriculum is taught with fidelity. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 to support student centered learning.

Targeted or ESF High Priority

Evaluation Data Sources: Continuing Education Coordinator
Interim Chief of Teaching and Learning
Principal
Asst. Principal
Lead Teacher
Academic Dean
Executive Director of School Leadership

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement 10 minute teacher learning walks within the campus to learn student centered strategies and techniques. Strategy's Expected Result/Impact: Increased teacher knowledge of educational strategies to implement in the classroom. Staff Responsible for Monitoring: Principal, Asst. Principals, Lead Teacher Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers Teach Teachers PD sessions once per nine weeks with breakout sessions that teachers choose. Strategy's Expected Result/Impact: Increased teacher knowledge of high quality instructional strategies. Staff Responsible for Monitoring: Principal, Asst. Principals, Lead Teacher, Dean Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

















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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide individual student, family and collective classroom incentives for daily attendance. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Principal, Asst. Principals, CIS Social Worker, Counselor, Student Engagement Officer Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Principal, Secretary, Asst. Principals, Counselor, Social Worker, and Student Engagement Officer TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Principal, assistant principal, student support officer, social worker, secretary	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 reading scores by 10% in Masters Grade Level category.

Targeted or ESF High Priority


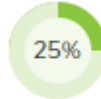










Evaluation Data Sources: STAAR Reading Scores - summative

Write Across Greenville- formative

DRA Scores - formative

9 week reading assessments - formative

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Professional Development for 2-5 teachers in rigor, logic, creative problem solving, etc. Strategy's Expected Result/Impact: Improved student reading. Staff Responsible for Monitoring: Principal, Asst. Principals, Lead Teacher, Dean, Team Leads, Continuing Ed Coordinator, Reading & Writing Strategists. Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will implement free reading time at various intervals throughout the year (Orange You Glad You Can Read - Halloween, Read Across America Day, Principal calls DEAR, etc.) to improve reading fluency and vocabulary. Strategy's Expected Result/Impact: Improved student fluency and vocabulary. Staff Responsible for Monitoring: Principal, Asst. Principals, Lead Teacher, Librarian, Academic Dean, grade level teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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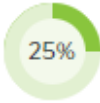
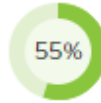










Goal 2: Lamar Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.









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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Fewer discipline referrals. Staff Responsible for Monitoring: Principal, Asst. principals Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Cool Down areas in classrooms. Strategy's Expected Result/Impact: Fewer discipline referrals Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to implement Capturing Kids' Hearts and MANDT relational strategies in all classrooms. Strategy's Expected Result/Impact: Stronger teacher/student relationships with fewer referrals Staff Responsible for Monitoring: Principal, assistant principal, student support officer, teachers	Formative			Summative
	Nov	Jan	Mar	June
				











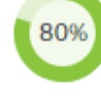





Strategy 4 Details	Reviews			
Strategy 4: Continue to utilize and implement new strategies for Social Emotional Learning and Support through counselor and social worker. Strategy's Expected Result/Impact: Stronger relationships for students with adults. Staff Responsible for Monitoring: Principal, Asst. Principal, counselor, social worker, teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.


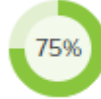






Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Student Engagement Officer to mentor challenging students. Strategy's Expected Result/Impact: Fewer student referrals. Staff Responsible for Monitoring: Principal, Asst. Principal, Student Support Officer.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Improving lock down procedures with better technology to lock doors and notify staff. Strategy's Expected Result/Impact: Safe environment for all. Staff Responsible for Monitoring: Principal, Asst. Principal, Student Support Officer, GISD PD	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize school nurse, counselor, and social worker to meet all needs of students including health, social emotional, and struggles due to poverty. Strategy's Expected Result/Impact: Increased attendance. Increased student participation in class/achievement. Increased parent participation. Staff Responsible for Monitoring: Principal Nurse Counselor Social Worker	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: Follow TEA/CDC suggested guidelines for social distancing, sanitizing, etc. Strategy's Expected Result/Impact: Less exposure to COVID 19; Students and staff are healthy. Staff Responsible for Monitoring: Principal, Asst. Principal, Student Support Officer, nurse, counselor, social worker, teachers, staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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 by end of year.

Targeted or ESF High Priority

Evaluation Data Sources: Certifications

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development/test preparation strategies for teachers needing to pass certification exams. Strategy's Expected Result/Impact: Teachers passing state certification exams. Staff Responsible for Monitoring: Principal, HR TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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: 85% 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.


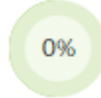






Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Improved student achievement and higher TTESS ratings. Staff Responsible for Monitoring: Principal, Asst. Principals, Team Leads, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Mentor Program Strategy's Expected Result/Impact: Increase knowledge and skills of first year teachers and retain those teachers. Staff Responsible for Monitoring: Principal, Asst. Principal, mentors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 20%.

Evaluation Data Sources: ESL Certification

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development and test taking strategies for teachers seeking ESL certification. Strategy's Expected Result/Impact: Higher number of teachers with ESL certification therefore improved student achievement for English Learners. Staff Responsible for Monitoring: Principal, Asst. Principals, HR Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.

Targeted or ESF High Priority

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize a system that provides Campus Improvement Priorities alignment with purchase requests. Strategy's Expected Result/Impact: Improved student achievement from proper resource allocation. Staff Responsible for Monitoring: Principal, Asst. Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.









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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will utilize the call-out system for big events and for any last minute changes. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Principal, Asst. principal Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Lamar will continue to use a digital format for the monthly campus newsletter while still providing paper copies upon request. Strategy's Expected Result/Impact: Increased parental awareness. Staff Responsible for Monitoring: Principal Asst. principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The campus will create a "good news" committee of teachers to improve the positive communication from the school. Strategy's Expected Result/Impact: More parents/community members aware of what is going on at Lamar	Formative			Summative
	Nov	Jan	Mar	June

<p>and increased parent participation.</p> <p>Staff Responsible for Monitoring: Principal AP Dean good news committee</p>	<div>0%</div>	<div>0%</div>	<div>0%</div>	<div>➔</div>
	<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>			


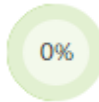






Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to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

Performance Objective 2: We will engage parents and staff as partners in the academic and social-emotional development of students.

Targeted or ESF High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide parent nights such as Tech Help, Family Literacy Night, Family Math Night, STAAR information for parents, etc. at least once a quarter. Strategy's Expected Result/Impact: Increased parent participation with the campus to improve student achievement and social emotional well being. Staff Responsible for Monitoring: Principal, Asst. Principals, GISD Pride Center, Counselor, Social Worker Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				