Pampa Independent School District

Lamar Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

The mission of Pampa Independent School District is to produce learners who are compassionate, competent, confident, and future-ready!

Vision

Pampa Independent School District will become the premier destination school district in the Panhandle!

Core Beliefs

P **Purposefulness** - We believe that the core business of schools is to ensure that every student every day is provided challenging, engaging, and meaningful work; therefore, we will purposefully prepare ourselves and our students for authentic experiences that ensure they are future-ready.

A **Authentic Engagement** - We believe that students and adults learn best when they are actively involved in the learning process; therefore, we will promote engaging and active learning opportunities to staff and students that develop an attitude of being a life-long learner.

M **Mindset for Growth** - We believe that all students are capable of high achievement and that intelligence is developed and that achievement results from consistent and effective effort; therefore, we will support and encourage students and staff to have a growth mindset in order to meet expectations of excellence.

P **Preparedness**- We believe that students must be prepared for a future of rapid change; therefore, we will foster the abilities to reason, to solve problems, to be challenged, and to use technology as a significant tool for learning.

A **Assurances** - We believe we have a collective responsibility to create and sustain a safe environment that is respectful, caring, engaging, vibrant, and culturally responsive. We believe the alliance of home, school, and community promotes both school and student success; therefore, we will promote ongoing stakeholder communication and seek authentic, trusting relationships.

PISD's Guiding Question

What's your plan???

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lamar Elementary is a Title I school with approximately 600 PK-5th grade students. We are located at 1234 S.Nelson in Pampa, Texas. Lamar is one of four elementary schools in our community of almost 18,000. It is located on the south side of town and the majority of the students live within 1-2 miles of the school. Demographic data reflects that we have 91% Economically disadvantaged, 63% Hispanic, 29% White and 6% African American students. In addition, we have 57% at risk students, 38% Limited English Proficient students, and our mobility rate is 19%. We house the bilingual program for the district for grades PK, 3, 4, 5 that includes approximately 150 students. There are 50 (8%) of students in the Special Education program (including speech only students).

Demographics Strengths

We have bilingual teachers in PK, 3rd, and 4th grades who are instrumental in the growth of our bilingual students. All of the PK, 3rd, 4th, and 5th bilingual students in Pampa ISD attend Lamar. There are three bilingual teachers providing direct instruction, and most of the teachers at Lamar are ELL certified. Most of our staff is experienced, and almost 50% have more than 10 years experience. Our campus and district are conscious of class size and dedicated to keeping averages between 18 to 20 students per teacher in grades 1-4.

All staff members have a respect for cultural diversity and are highly qualified professionals with background training needed to be successful. Many local organizations support our economically disadvantaged population through needed donations.

Demographics Needs

High quality bilingual materials and intervention supplies are always needed. Hiring and keeping bilingual teachers is an ongoing concern as our ELL population continues to grow. We continue to need professional development for working with economically disadvantaged, at risk, and ELL students. Lamar has doubled the numbers of bilingual students in the standardized testing grades, we need extra support for interventions and tutorials, as well as classroom instruction for at risk students.

With the addition of iPads, Chromebooks, and interactive projectors to the classrooms, we need more training in implementing technology into instruction.

Special populations will be a focus at Lamar Elementary. Special education numbers are increasing (special education students are continuing to move into the district as well as our own being identified through the RTI process). With increasing number of Special Education students, a focus at Lamar will be to increase rigor while meeting the individual needs of each student. An emphasis will be placed on differentiated instruction, as well as modifying and accommodating work as needed. Additionally, there will be an intentional focus on the ELPS to help grow and exit our ELL population from the program.

The original design of our campus was not intended to serve 600 students, and we are reaching capacity at Lamar. Our superintendent and board will continue to look at options to determine the best ways to expand the elementary facilities to allow for continual increase in student population.

The ethnicity of Lamar's staff does not fully mirror the ethnicity of Lamar's students, so it is important that all staff be able to recognize and understand cultural differences and eliminate biases.

Student Achievement

Student Achievement Summary

The 2015-2016 school year brought significant gains in student acheivement. Lamar has received some Academic Distinctions for progress made on the Math STAAR. Additionally, Lamar has earned a Distinction for student progress on all tests. Lamar is currently ranked #3 in our list of cohorts as schools regarding student progress made on STAAR tests. Based on raw data, our math scores show to be our strong point as a campus. Our Head Start students achieved and exceeded all of the eleven Head Start School Readiness Goals. The testing is done at the beginning, middle and end of the year.

Students are instructed using TEKS based curriculum that is vertically aligned in the district. Students are offered opportunities for tutorials, enrichment, and intervention in order for them to meet goals.

Student Achievement Strengths

Our Head Start and PreK Programs are a definite strength at Lamar. The students make incredible improvement in school readiness skills through this program. The students exceeded 8 of 11 end of the year goals by mid year testing. By the end of year testing, all goals were exceeded.

A major focus in our district this year was that of early literacy. Our district (and each elementary campus) has collaborated with WTAMU to implement a structured phonics program in grades K-2. Our EOY campus data showed a big increase in phonemic awareness of our early readers. The data also indicated a huge increase in the number of students at K, 1, and 2 who were reading at grade level. We are very optimistic about how these reading gains will improve student success in the following years.

We are a district and campus dedicated to providing our teachers with opportunities to learn best practice instructional strategies. We have given ongoing support through PLC and staff development and offered numerous opportunities during the summer. We will continually be monitoring student performance to look for increases in achievement.

We offer a variety of programs to support the needs of students including: iStation, Read 180, System 44, Think Through Math, Reasoning Mind, and Imagine Learning.

Student Achievement Needs

Closing performance gaps in our Bilingual/ELL and Special Education groups are very challenging and will require ongoing and additional training of our staff to provide specific differentiated instruction.

We see that our students make tremendous strides throughout the year, yet many still fall short on state testing. Student achievement gaps in reading and writing are a concern and will require ongoing student and development of staff to increase effectiveness of instruction in these areas.

We would like to see a higher percentage reach Level III advanced STAAR measures in all population groups within all subject areas. We will continually disaggregate data and offer interventions to provide the instruction necessary for student success.

School Culture and Climate

School Culture and Climate Summary

Lamar has a very diverse population which brings a unique culture. Because of the large number of ELL students, we have many staff members who are bilingual. We hold an Open House at the beginning of the year with a parent meeting held for speakers of Englsih and a spearate meeting in Spanish. We have many parent involvement activities including: Meet the Teacher, open house in fall and spring, bilingual parent nights, book fair, fall festival, parent conferences, and many programs where the students perform. We strive to be an open and inviting campus which welcome all students and parents, regardless of our diversity here at Lamar.

The environment is organized, inviting, and positive at Lamar. Together we are committed to providing a safe and secure place for students to learn.

School Culture and Climate Strengths

We are very fortunate to have many Spanish speakers, which helps all students feel comfortable here. Almost 50% of our teachers have been at Lamar for more than 10 years. This helps with stability for programs and benefits students and parents. The diversity we have is a strength, as it helps us teach tolerance and respect. We have ongoing "sheltered instruction" training in best practices for teaching not only ELL students, but all students. The district adopted the CHAMPS discipline program, and it has been a great success at Lamar. There is now a common language and common expectations for discipline, but it still allows teachers to "put their individual spin" on the implementation.

Safety measures are in place which include keyless entry, check in system for visitors, halls accessible only through one door that must be unlocked by staff members, and playgrounds secured during the school day. We offer two way communication devices in classrooms and outside of the room that allow staff members to be safe in all situations. We also provide frequent safety drills that are evaluated to promote high level security.

School Culture and Climate Needs

We are very crowded here at Lamar. Many classes are near 22 students, and most of the bilingual classes are completely full. We do not have any extra classrooms. Two Reading Recovery teachers share one room, and our Special Education teacher is in need of a larger room. With the increase in ISTATION for our main intervention, we need more technology devices in order for all students to have an opportunity to spend the time needed for the intervention to be successful. Even with the over-crowding, we have a positive and supportive climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff is highly qualified, and most of them are ELL certified. The average years of experience of teachers is 11 years, and almost 50% have been here for more than 10 years. We are very fortunate to have a staff who is dedicated to working with these students. We send staff to job fairs at nearby colleges to search for new teachers each year.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified and most are ELL certified. Our district provides first and second year teachers with a mentor and academies to help them in the early stages of their career. Our teachers receive great district level training that allows them to be aligned horizontally and vertically.

On campus we provide time for teachers to collaborate during the school day. Each Tuesday we have PLC to look at student data and talk about best instructional practices. At least three other days per week teachers have the opportunity to plan and design engaging lessons.

Staff Quality, Recruitment, and Retention Needs

We are always in need of bilingual teachers. It is a constant need every year, and we cannot compete well with Amarillo. If we could start a "Grow Your Own Bilingual Teachers" program here in Pampa, it would help with the problem of finding bilingual teachers. Unless the teachers are from the Pampa area, many don't stay for more than a few years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have a bilingual teacher in each grade level PK, 3rd, and 4th. We have 2 English speaking Reading Recovery teachers. We have GT Enrichment for gifted students, the PPCD program for prek special needs students, a dyslexia program, Special Education and Speech teachers, and an RtI team. We have an Intervention Specialist and an Instructional Specialist full time on the campus.

PISD and Lamar Elementary are dedicated to a guaranteed and viable curriculum. The TEKS based curriculum helps our teachers stay on pace to teach all grade level TEKS. Our teachers understand they are responsible for the Instruction Focus Documents in the adopted curriculum. Teachers at all levels and core content areas give unit assessments and common assessments. These are used as tools to generate data and make changes to instruction, as well as providing information about which students need intervention.

We focus on this data analysis during PLC and horizontal alignment times. We have seen teacher growth from a data driven mindset over the past several years.

Curriculum, Instruction, and Assessment Strengths

All of our programs fill a special need for those students. The implementation of our curriculum is becoming more consistent and teachers understand the value of providing this curriculum. Teachers are becoming more self reflective on how to make changes to instruction and make intervention decisions for students.

Teachers at Lamar are increasing the rigor of content to increase student performance. Our instructional strategies are research based best practice.

Curriculum, Instruction, and Assessment Needs

We will continue to have an Intervention Specialist and Instructional Specialist full time. We feel this is a great help. We have a bilingual aide in all grade levels with bilingual students for extra support.

Teachers have fully transitioned into our Eduphoria system and are using these programs with more success.

Tier one instruction is not meeting the needs of at least 80% of the students and more effective instructional strategies must be developed and implemented. Teachers need to be provided more training in sheltered instruction and technology integration. We will work diligently as a leadership staff to provide our teachers with the tools they need to ensure our students are meeting state standards and developing into 21st century learners who will be ready for the global marketplace upon graduation.

Family and Community Involvement

Family and Community Involvement Summary

This will be the second year to have a Lamar Elementary booster club. With the help of our booster club we will host several events this year. We host Open House, PK-5th parent informational meetings, bilingual parent nights, and awards assemblies, and a "Science Night" to emphasize the importance of Science. We have also have a variety of parent involvement activities including a "Make & Take craft night for students and their fathers around the Holidays, and a canvas painting night for students and mothers around Mother's Day. Altrusa Club comes to Lamar to read to the Kindergarten and 1st grade classes once a month and present each student with a new book at the end of the year. Selected 4th grade students attend Lunch with Dignitaries which Altrusa sponsors. We have parent volunteers who help students and teachers.

We see that the citizens in Pampa are very interested in Pampa ISD. Together we have high expectations for students and staff and enjoy hearing about the great things happening in our district. The Pampa news and radio is very generous in helping us spread the word about upcoming events.

Parent feedback from surveys assist the district on ways we can better serve our parents and community. Lamar Elementary understands the importance of parental and community support and involvement.

Through Pampa ISD's VIPS program, Lamar has obtained some volunteers to help with events and academics.

Family and Community Involvement Strengths

Our campus is well respected within the community and parents feel at ease coming to our school. We continue to promote the importance of parental involvement and feel that our parents and community members know that their children are in good hands.

Each parent has the ability to view students' grades through Skyward Family Access. We provide monthly check in and reporting times so parents have every opportunity to know how their child is doing and what they can do to help. Multiple forms of communication are available for parents including social media, email, website, all-call, and Thursday folders.

A bilingual secretary is available and has been beneficial in our communication process. All school wide communication is sent in English and Spanish. Grade level communication is sent in Spanish when appropriate.

The Veteran's Day program is a community wide, celebrated event in Pampa. We will host a fall and spring open house, two bilingual parent nights, three designated parent/teacher conference dates, and several other events.

Family and Community Involvement Needs

Our campus booster club would like to continually grow and gain more members. We have recently started with zero funds and are constantly looking for partners and donations to help get our students things they normally wouldn't receive. We strive to gain parental support by providing opportunities for communication regularly.

We would also like more feedback from surveys that express parent suggestion and concern in their child's education. We continually want to determine the best ways the school can meet the needs of the families and equip them with skills to assist their children with school work.

School Context and Organization

School Context and Organization Summary

In Kindergarten through 2nd grade we have three regular education teachers in each grade level. In 3rd grade, we have five teachers, in 4th grade we have three regular education teachers and one bilingual teacher. In 5th grade, we have four regular education teachers. In 3rd, 4th, and 5th grades, we have a paraprofessional for bilingual support. We have 5 Head Start/PreK teachers on the Lamar campus: 2 teachers have a morning and an afternoon 4 year old class, 1 teacher has bilingual 4 year-old classes in the morning and afternoon, 1 teacher has 3 year-olds in the morning and 4 year-olds in the afternoon, and one teacher has a morning and afternoon section of 3 year-olds. We also have 2 Head Start teachers whose classrooms are at Community Day Care. One teacher has an all day class of 4 year-olds, and one has a morning 3 year-old regular class, and an afternoon bilingual 3 year-old class.

School Context and Organization Strengths

Our teachers are the strength in every grade level. They work closely together with English and bilingual classrooms to ensure good instruction for all students.

Safety procedures for crisis management have been implemented and are consistent school-wide.

The goals for the district and the campus mirror one another.

There is a strong sense of pride about our campus from within. Students and staff members feel proud of the school of which they have helped build.

School Context and Organization Needs

It is difficult having 2 teachers who are not housed at Lamar. If we could have all Head Start in the same place, it would benefit students as well as teachers and bus drivers.

Often at a large campus like Lamar, our staff members don't have enough time to collaborate vertically. We have implemented a learning walk professional development tool so that all teachers have opportunity to observe one another and have conversations about adding instructional practices they feel would benefit their classroom. Also, receiving detailed and consistent feedback or suggestions will improve our staff rapport with one another and exceed barriers we may not otherwise reach.

Technology

Technology Summary

We have Smart Boards in the Head Start classrooms. In each classroom, there are approximately 6 iPads (K-1) or 4 Chromebooks (2-5). Each room has a projector and document camera. We have two computer labs with 20 computers each. Each grade level (K-5) share an iPad cart with approxmately 20 iPads per cart. All K-2 classrooms, along with two 3rd grade classrooms, have interactive projectors, similar to a Smart Board.

Our labs are primarily used to instruct the students in the Technology Applications TEKS, Digital Citizenship, and for interventions. Our district and campus is taking all steps necessary to take our students into 21st century learners and provide them the opportunity to become successful in the global marketplace.

Technology Strengths

The addition of the iPads and Chromebooks this year has been a great step toward the technology our students and teachers need. We have included the computer lab time in our "specials" rotation this year. This insures each student K-5 is learning technology TEKS and spending time on computers. With the addition of the iPads and Chromebooks in each classroom, teachers will be able to use far more technology to enhance student learning.

Many teachers are slowly becoming more confident with project based learning, 21st century collaboration online, and many other technological advances to help students gain knowledge and tools they desperately need to become successful after graduation.

Technology Needs

With the addition of computer lab to our rotations, the computer lab is busy all day. There is no free time for teachers to take a class to work in the lab. We need additional devices in order for students to get their time in on the ISTATION program as well as learn the technology TEKS.

Even though we have acquired more technological devices, these devices still aren't easily accessible and available throughout the day for all students. Also, teachers will continually need to be trained for updates and how to integrate this technology into instruction. This takes time and financial support.

Air Server, iPad projector components, need to be implemented for maximum instructional use, and a protocol for updating apps on ipads should be determined.

Our campus is in need of 21st century library initiatives and restructuring. We would like to see our library transformed into a learning commons areas rich in technology and project based learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Lamar Elementary School will achieve excellence in academics.

Performance Objective 1: Lamar Elementary School will close academic performance gaps between PISD and our accountability cohort, our region, and our state.

Summative Evaluation: Comparison of state assessments from 2016 to 2017.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 1) Lamar will provide TEKS based curriculum delivery in core subjects.	1, 3, 4	Campus Principal(s), Instructional Specialist, Interventionist, Teacher(s)	Benchmark Assessments, State Assessment, AYP, Report Cards, Common assessments, OS, TELPAS, progress monitoring				
State System Safeguard Strategy **Critical Success Factors** CSF 1 2) Lamar Elementary will continue to use the Instructional Specialist, along with the campus interventionist, to help identify and monitor at-risk students and provide instruction and interventions.	1, 9	Campus Interventions, Counselor, Instructional Specialist, Interventionist, Principals, Reading Recovery Teachers, Teacher(s)	Analysis of identified student scores and improved academic progress with achievement gains, RTI				
	Funding Sources: 199 - General Fund - $55000.00						
Critical Success Factors CSF 1 CSF 2 3) Lamar Elementary will target the improvement of benchmark scores, learning check scores, and STAAR scores by analyzing data and providing instruction in weak areas throughout the year.	1, 9	Interventionist, Instructional Specialist, Principals, Teacher(s)	Benchmark assessments, State assessment scores, Individual student report cards, 5% gain in Benchmark assessment scores, System Safeguards				
Critical Success Factors CSF 1 CSF 2 4) Use Professional Learning Community time (weekly) to collaborate regarding benchmark results, learning checks, and at-risk students.(Target Group: All)	4, 8	Principals, Instructional Specialist, Teachers	PLC minutes, benchmark and common assessment data				

Critical Success Factors CSF 6 5) Lamar Elementary will host a "transition" visit for incoming Kindergarten students who attended Head Start or Pre-K. Also, Lamar 5th grade students will participate in a transition visit to Pampa Jr High.	7	Principals, PK Teachers, 5th grade teachers	Increase in student enthusiasm regarding next grade level. Decrease in student anxiety regarding transition to new building.				
Critical Success Factors CSF 1 6) Lamar Elementary will continue to provide a balanced approach to literacy with the continuation of the Go Phonics program.	1, 2	Instructional Specialist, K-2 classroom teachers, PISD curriculum department	Improved iStation results, Improved decoding skills, Progress monitoring reports				
Critical Success Factors CSF 1 CSF 5 CSF 6 7) Lamar Elementary will promote student literacy with an annual author visit, story teller, and a book reading from Lamar teacher, who authored a book, as well as the annual Scholastic book fair in the fall.	1, 6, 10	Librarian, Principals, Teachers	Sign in sheets for book fair, Pictures from book fair and author visit				
	Funding Sources: 199 - General Fund - $2000.00						
Critical Success Factors CSF 1 CSF 7 8) Use of PLC times to provide ongoing staff development for the purpose of improving instruction.	1, 4	Principals, Curriculum Department	Sign in sheets from weekly PLC's, Improved Lesson Plans, Increase in Engaging Instruction				
State System Safeguard Strategy **Critical Success Factors** CSF 1 9) Support personnel will provide early literacy support for 90 days throughout the school year.		Principal, Interventionist, Instructional Specialist, Support personnel	Improved academic performance				
	Funding Sources: Title 1, Part A - $2000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 10) Academic interventionist will provide student support.		Principal, Interventionist, Instructional Specialist	Increased academic performance				
	Funding Sources: Title 1, Part A - $2000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 11) Response to Intervention teams will continue to be trained to improve productivity and effectiveness.	1, 4, 9	Campus Principal(s), Campus RTI Team	Formative - Monitor students in RTI process				
Critical Success Factors CSF 1 12) Lamar Elementary will include instructional paraprofessionals in relevant training and development to ensure student success.	1, 4	Campus Principal(s)	Formative - Workshop evaluations, Usage level in classrooms, State Exam				

Critical Success Factors CSF 1 CSF 7 13) Lamar staff will continue to participate in the district literacy initiative/collaboration with WTAMU in order to implement a structured phonics program to PISD K-2 students.	2, 4	Principal, Teachers, District Curriculum Team	Increased reading levels in K-2 students				
Critical Success Factors CSF 1 CSF 7 14) Lamar staff will continue its work during the 2016-2017 school year on the "Fundamental Five" book of instructional strategies.	4	Principal, Teachers	Walk through data indicating increased use of Fundamental Five strategies				
Critical Success Factors CSF 1 CSF 7 15) Professional Learning Communities meet weekly so staff members can work collaboratively to analyze data including benchmarks, formative and summative assessments and universal screenings to determine direction for instructional changes. PLC's also offer a specific time for staff learning.	4	Principals, Teachers, Instructional Specialist	PLC minutes, Agendas for staff learning times				
Critical Success Factors CSF 1 CSF 7 16) Work with Gayla Wiggins from Lead4ward on figure 19 reading and writing strategies. This collaborative will continue with follow up on campus.			Increased effective reading and writing strategies on campus during walk-throughs and evidence on local and state assessments.				
Critical Success Factors CSF 1 CSF 7 17) All ELAR teachers will participate in a book study of Writing Workshop by Fletcher & Portalupi to support the campus writing plan.		Principal Instructional Specialist	Monitor Writing Collaborative through Google Classroom.				
Critical Success Factors CSF 1 CSF 4 18) Lamar will implement an enrichment plan targeting GT students and other Tier I students to increase Advanced Level III performance on the state assessment.		Principal Teachers Instructional Specialist	Enrichment plan Artifacts showing student work				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Lamar Elementary School will achieve excellence in academics.

Performance Objective 2: Lamar Elementary will develop and incorporate a comprehensive system to successfully serve special student populations such as special education, at-risk, economically disadvantaged, and English language learners.

Summative Evaluation: Comparison of PBMAS reports and TAIS reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Lamar staff will participate in ongoing SIOP training throughout the school year for the purpose of ensuring success with our large ELL population.	1, 2, 4, 10	Principal, Teachers, ESL/Bilingual coordinator, PISD Curriculum staff	Improved results on all assessment data				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 2) Lamar will continue to provide tutorials after school for additional intervention opportunities for at-risk students.	8, 9, 10	Core Subject Teachers, Curriculum Interventionist, Instructional Specialist, Principals, Teacher(s)	Identification of students, attendance records, and teacher assessments				
	Funding Sources: Title 1, Part A						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 3) Bilingual and ESL Summer School will be provided to students with language barriers.	9, 10	Bilingual/ESL Director, Principals, Teachers	Improved scores on TELPAS				
	Funding Sources: 263 - Title III, LEP - $15000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 7 4) Lamar Elementary will provide supplemental instruction and support to any student needing language acquisition and development. This help will be provided to our ELL students through Sheltered Instruction strategies, Imagine Learning, and small group instruction with a vocabulary focus.	1, 2, 3	Curriculum Interventionists, Literacy Specialists, Principal, Reading Recovery Teachers, Teacher(s)	State assessment, Observation protocol, Tutorial logs, Benchmarks, Report cards, TELPAS Ratings				

5) Lamar Elementary will provide training for inclusion support in classrooms for special populations. Lamar will also give an in depth overview of accommodations and modifications. We will use data and feedback from our special populations audit to help support these learners and their teachers.		Principal, Susan Furgason, classroom teachers, special education teachers					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 6) Tutorials and prescriptive interventions will be provided for all student groups. Groups will be based on individualized student need and will be specific in design.	1, 8, 9	Campus Principal(s), Interventionist, Instructional Specialist, Teacher(s)	Formative assessments, Benchmark assessments, Literacy Testing, State Assessment, Common assessments, Progress reports				
Critical Success Factors CSF 1 7) Lamar Elementary will continue to provide, monitor and measure the delivery of the Reading Recovery program.	8, 9	Campus Principal(s), Reading Recovery Teachers	Summative local data submitted to Collaborative, Formative individual Student Evaluation				
	Funding Sources: Title 1, Part A - $100000.00						
Critical Success Factors CSF 1 CSF 4 8) Lamar Elementary, with other district support, will continue to provide supplemental summer instruction (Jump Start) for identified incoming 1st and 2nd grade students.	9, 10	Principal, Teacher(s),	Report to TEA in September, Observation Survey, Teacher assessments, Benchmarks, iStation Reports				
	Funding Sources: 199 - General Fund - $2000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 9) Lamar will continue to provide identification, Wilson reading instruction, and progress monitoring for children with dyslexia and related disorders.	9	Campus RTI team, Counselor, Dyslexia Specialist, Instructional Specialist, Principals, Classroom Teachers	Summative- State Assessments, Benchmarks, Progress monitoring				
	Funding Sources: 199 - General Fund - $50000.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 10) Lamar will continue to provide supplemental instruction for at-risk students through the use of literacy groups/language nests (grades k-2)	9	Reading Recovery Teachers, K-2 Teachers, Principals	Improved iStation results, Increase in fluency				
State System Safeguard Strategy **Critical Success Factors** CSF 1 11) Lamar students will use, with fidelity, the iStation reading intervention, Imagine Learning and the Think Through Math math intervention to fill in learning gaps and promote academic growth.	1, 9	Principal, Teachers, Instructional Specialist, Campus Interventionist, RTI team	iStation and Think Through Math reports				

Critical Success Factors CSF 1 12) Lamar will articulate and utilize a systematic RTI process of meeting the academic and behavioral needs of all students	1, 2, 9	Campus Principal(s) Interventionist RTI Team	Intervention Options as noted on District Pyramid,				
Critical Success Factors CSF 1 CSF 6 13) Poverty training for all staff members during the 2016-17 school year for the purpose of relating to and understanding the special needs of economically disadvantaged students. This can be achieved through the use of the Edivate PD program.		Campus Principal	Edivate documentation Artifacts from staff development				
Critical Success Factors CSF 1 14) Lamar will have a "Homework Club" where students can go in the morning to get help with homework. On the spot tutoring and reteaching will be large part of what takes place in Homework Club.		Principal(s) Instructional Specialist Teachers working Homework Club	Formative feedback from students and teachers				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Lamar Elementary School will achieve excellence in academics.

Performance Objective 3: Lamar Elementary will continue systematically integrating technology into its classrooms that reflects the development of 21st Century Skills in lesson design.

Summative Evaluation: Analysis and comparison of annual Brite Byte surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 1) Lamar Elementary staff will use instructional strategies to target economically disadvantaged struggling students with tutorials and interventions. Instructional Specialist and Interventionist will assist teachers during these "in-school" tutorials.	1	Instructional Specialist, Interventionist, Principal, Teacher(s)	State assessment scores, Benchmarks, Tutorial Logs, Intervention Logs				
Critical Success Factors CSF 1 2) Lamar staff will continue to be trained in the integration of technology into our classrooms.	1, 4	Principal, Teachers, PISD Curriculum staff	Lesson Plans indicating increased use of technology				
Critical Success Factors CSF 1 3) Lamar Elementary will integrate technology in instruction through the use of iPads, Chromebooks, and interactive projectors in the classrooms.	2	Principals Teachers Curriculum Dept/Instructional Technology	Increase in student engagement, Lesson plans showing teachers using the technology in instruction				
4) Lamar Elementary will change the library into the "learning commons." Students will focus on the 5 Cs through research and technology. Project based learning needed for career readiness and engagement will be delivered.		Principal, librarian					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Lamar Elementary School will achieve excellence in academics.

Performance Objective 4: Lamar Elementary will develop and implement a plan to ensure that our students are college and career ready upon graduation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Enrichment instruction and opportunities for students identified as Gifted and Talented.	8	GT Teacher, Principal, Teacher(s)	Benchmarks, State Assessment, Program Assessments, Goals set by GT (PAAS), Program				
	Funding Sources: 199 - General Fund - $58000.00						
2) Contact local businesses to talk with students about careers. Implement guest speaker days and promote real world applications in lesson plans and activities.							
Critical Success Factors CSF 1 CSF 7 3) Increase number of teachers with Gifted and Talented certifications.		Principal Curriculum Team Teachers	Increase in teachers certified at all grade levels.				
Critical Success Factors CSF 1 CSF 5 4) Implement two career days at Lamar to encourage focus on the future.		Principal Counselor	Career day agenda				
5) Continue participation of College Days in which teachers wear college shirts to bring student awareness of college and school pride.		Principal Teachers	Increase participation in college days.				
Critical Success Factors CSF 1 6) Lamar will take on Pampa ISD's guiding question, "What's Your Plan?" as we fevelop students who are focused on their futures of college or careers.		Principal(s), Counselor, teachers	Students will be able to share a plan for their futures.				
Critical Success Factors CSF 1 7) Analyze data for Advanced Level III socres on learning checks and benchmarks. Identified students will participate in enrichment classes to deepen their understanding of TEKS.		Prinicpal(s), Instructional Specialist, Teachers	Learnign check/benchmark data. Lists of students to be served in enrichment classes. Artifacts from the enrichment classes.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Lamar Elementary School will achieve excellence in academics.

Performance Objective 5: Lamar Elementary will work to increase attendance.

Summative Evaluation: Attendance reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Each six weeks, our students are recognized for Perfect Attendance and A and AB Honor Roll.	2, 6	Principal, Teacher(s)	Increased attendance percentages campus wide, Increasing numbers of students who get Honor Roll recognition,				
Critical Success Factors CSF 5 CSF 6 2) A drawing will be held each six week that includes all students who had perfect attendance. The bike will be donated by the local Rotary Club.	2, 6	Principals, Counselors	Increasing numbers of students who get perfect attendance.				
3) Phone calls and letters to parents when students have excessive absences and tardies. Attendance meetings will be held per Pampa ISD policy	2, 6	Attendance Clerk, Principal	Documentation of phone calls to parents. Copies of letters to parents.				
4) A drawing will be held at the end of the year for students who had perfect attendance for the entire year. The winner will receive an iPad donated by the local Rotary Club.		Principal, Attendance Clerk	List of students who had perfect attendance for the year, Pictures of the student with their iPad.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Lamar Elementary School will build a quality staff with high morale.

Performance Objective 1: Lamar Elementary School will recruit and retain a quality teaching and administrative staff by providing a system of support and professional development to assist teachers and administrators in reaching their individual performance goals.

Summative Evaluation: T-TESS and T-PESS documentation
Turnover rate of employees

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Lamar staff will continue the district supported horizontal alignment initiative for the purpose of improving lesson design and creating engaging lessons that are consistent throughout PISD.	4	Principal, Teachers, District Curriculum staff	Lesson Plans, Horizontal Alignment Meeting agendas				
Critical Success Factors CSF 1 CSF 7 2) Continue the book study "Fundamental Five" from the 2015-16 school year for the purpose of improving instructional practices. This learning time will take place during weekly PLC's.	4	Principal, Teachers, PISD Curriculum staff	Walk throughs indicating increased use of Fundamental Five practices.				
Critical Success Factors CSF 1 CSF 7 3) Implementation of an on-line professional development system called Edivate, which will allow teachers to get specific, timely professional development that will be unique to each teacher's professional goals.		Campus Principal Teachers	Reports for Edivate that show the amount of professional development being delivered.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Lamar Elementary School will build a quality staff with high morale.

Performance Objective 2: PISD will ensure high teacher morale through district and campus systems that promote and model a growth mindset

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Students will be recognized each week for positive character, iStation growth, Think Through Math growth, and behavioral gains.	2, 6	Counselor, Principals, Teachers	Improved student behavior and character campus wide				
Critical Success Factors CSF 1 2) Growth is Intentional theme, along with the guiding question, "What's Your Plan?" will be continued throughout our classes. Within our "plan" each student and teacher will have goals and continued follow up conversations on making progress towards them.		Principal(s) Teachers	Student goal setting pages				
Critical Success Factors CSF 7 3) Continue participation in the PISD "Wellness" program, which encourages school personnel to pay attention to their physical and emotional well being. Healthy employees have better mindsets		Campus principal	Increased attendance from teachers, increased participation in the Wellness program.				
Critical Success Factors CSF 6 CSF 7 4) We will identify opportunities to celebrate our teachers! Teacher of the month, teachers reaching goals, campus successes, etc. will all be reason to celebrate.		Principal(s), Instructional Specialist					
Critical Success Factors CSF 5 CSF 6 CSF 7 5) Lamar will participate in a positive social media initative in which staff will post pictures tagged with #pampaproud. This will help bring awareness to our community of the great things happening at Lamar.		Prinicpal(s), Technology representative, Teachers					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Lamar Elementary School will build a quality staff with high morale.

Performance Objective 3: PISD will use the T-TESS/T-PESS evaluation systems, as well as teacher and principal standards to ensure that all educators understand their job expectations and to monitor and encourage individual educator growth.

Summative Evaluation: T-TESS and T-PESS documentation
Signatures of, as well as copies of job descriptions
Copies of teacher and administrator state standards
Teacher/Administrator self evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) PISD will provide initial TTESS training for in-service in the spring and fall. Professional development will ensure that teachers know expectations and set goals for improvement. Campus administration will conduct an initial goal setting meeting, pre-conference, observation, post-conference, and summative conference for each professional employee.		Lamar campus staff, principal	These meetings will be focused on growth and meeting goals and expectations.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Lamar Elementary School will build a quality staff with high morale.

Performance Objective 4: Lamar Elementary will ensure that each educator is provided with timely, quality, and individualized professional development to help them reach individual professional goals.

Summative Evaluation: Edivate Online Professional Development reports
Copies of summer professional development certificates
Eduphoria reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Continue providing support for Lamar's two first year teachers through First Year Teacher Academy, which meets six times a year and will focus on district initiatives.		Principal Curriculum team	Teacher participation				
Critical Success Factors CSF 1 CSF 7 2) Continue using PLC meeting times to reinforce teacher understanding of Best Practice Instructional Strategies Training (Marzano, Fundamental 5, High-Order Questioning)		Principal Instructional Specialist	PLC agendas artifacts from PLC meetings				
Critical Success Factors CSF 1 CSF 7 3) Second year teachers will continue to receive support from the district CIA team though classroom observations and nonevaluative feedback.		Principal(s), Instructional Specialist, District CIA team.	Documentation from CIA staff serving as SYT mentors.				
Critical Success Factors CSF 7 4) Teachers will utilize Edivate to received on-demand PD, which will be aligned with their T-TESS goals.		Principal(s), Instructional Specialist, Teachers.	Edivate report showing completed courses.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: Lamar Elementary will have increased support of the community.

Performance Objective 1: Lamar Elementary will provide various opportunities for community members/stakeholders to understand, evaluate, and promote the PISD vision and goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) The Student Code of Conduct and Student Handbook will be provided to all families for review. Parents may choose to receive a hard copy or access the digital copy.	1, 6	Campus Principal(s), Teacher(s)	Formative - Number of forms distributed and signed acceptance by parents				
Critical Success Factors CSF 5 2) Lamar will provide information in English and Spanish through the use of translators or translated materials.	1, 6	Bi-lingual/ESL Director, Campus Principal(s), Parental Involvement Liaison, Principal	Formative - Minutes from various meetings, Copies of Publications				
	Funding Sources: 263 - Title III, LEP - $600.00						
Critical Success Factors CSF 5 3) Lamar will provide information through radio, newspaper, Twitter, Facebook, email, all-calls, and campus website regarding Lamar activities.	1, 6	Campus Instructional Technologist, Campus Principal(s), Instructional Specialist, Parental Involvement Liaison	Copies of newspaper articles, Emails showing all-calls, Copies of newsletters Facebook/Twitter feed.				
Critical Success Factors CSF 5 4) Thursday folders are utilized school wide to provide weekly communication with parents concerning the academic progress of their student.	1, 6	Campus Principal(s), Teacher(s)	Thursday folder signatures, Parent surveys				
Critical Success Factors CSF 5 5) Weekly digital newsletter, called "Bobcat Blast" is provided to give parents information regarding important information and upcoming events.	1, 6	Campus Principal(s), Parental Involvement Liaison, Teacher(s)	Copies of Weekly Newsletters, Parent Surveys				

Critical Success Factors CSF 5 6) Parents will be notified of disciplinary action involving their child so parents can stay informed of their student's school behavior. Also, parents will be notified when students have outstanding school behavior.	1, 2, 6	Campus Principal(s), Teacher(s)	Formative - Discipline referral records, Communication log				
7) Parents will be notified of concerns with attendance either by phone or letter.	1, 2	Campus Principal(s), Paraprofessional, Teacher(s), Truancy Officer	Formative - Skyward Attendance reports, Attendance letter log, Documentation notebook				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Lamar Elementary will have increased support of the community.

Performance Objective 2: Lamar Elementary will provide and encourage meaningful, quality, and two-way communication using various means in order to inform parents/community members/stakeholders of events and opportunities involving students and the community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) The Window on a Wider World (WOWW) grants will allow for field trips and trunk shows to provide our students with cultural experiences.	1, 10	Administrators, Teachers, WOWW coordinator, Transportation	Lists of events that Lamar students are able to participate in, Increased appreciation of the arts				
Critical Success Factors CSF 6 2) Fourth grade students will participate in the Ag Fair in October to broaden their understanding of the community surrounding us.	2	Administrators, Teachers	New understanding and appreciation of agriculture, Positive student experience.				
Critical Success Factors CSF 5 CSF 6 3) Lamar students will have the opportunity to interact with the community by their participation in the "Pennies for CASA" program during the spring semester. This event will help our students understand the bigger picture of community.	6	Administrators, Teachers, Counselor	Amount of money raised by the penny drive				
Critical Success Factors CSF 6 4) Lamar students will have the opportunity to participate in the "Jump Rope for Heart" fundraiser. This will give our students the chance to interact with the community for a greater cause.	2, 6	Administrators, PE teacher, Teachers, Counselor	Amount of money raised by the fundraiser, List of students raising the most money for the charity, pictures of the event				
Critical Success Factors CSF 5 CSF 6 5) Lamar students will participate in the Salvation Army "Canned Food Drive" during the fall semester.	2, 6	Teachers, Counselors, Principals	Celebration of the success of the food drive, Student understanding of helping those in need				
Critical Success Factors CSF 1 CSF 5 CSF 6 6) Lamar students will participate in the annual "PISD Showcase". This event is open to the community and gives all stakeholders the opportunity to see examples of student work and hear the students explain their learning.	1, 2, 6, 10	Administrators, Teachers	Pictures from the event, Sign in sheets from the event, Examples of student work				

Critical Success Factors CSF 1 CSF 5 CSF 6 7) Parent/teacher conferences are held to discuss each student's progress at the end of the first six weeks and also in spring semester (and as needed throughout the year). This year we will also have summative parent/teacher conferences at the end of the school year to talk about the year in review and look towards setting goals for the summer and next year.	1, 6	Campus Principal(s), Parental Involvement Liaisons, Teacher(s)	Benchmarks, State assessment, ISIP, Report Card, Attendance Data				
8) Lamar will invite parents to attend awards assemblies, music programs and other activities in which their children are featured.	1, 6	Campus Principal(s), Paraprofessional, Teacher(s)	Formative - Event Sign in Sheets, Parent Surveys				
Critical Success Factors CSF 5 9) Lamar will host a "Meet the Teacher" opportunity prior to school starting allowing all parents and students to meet their teacher. This initial greeting allows for positive interaction and promotes a welcoming environment for all stakeholders.	6	Administrators, Teachers	Sign in sheets for the "Meet the Teacher" event				
Critical Success Factors CSF 1 CSF 5 10) Lamar Elementary will host an "Open House" event within the first month of school. This event provides parents and students the opportunity to see work that has been produced by the students and encourages communication between parents and teachers. This event is provided in conjunction with the PISD parent involvement team. Hot dogs are served and information regarding the Title 1 program, community services and booster club opportunities are disseminated.	1, 6, 10	Administrators, Teachers, Parent Involvement Team,	Sign in sheets from event, Title 1 agenda, Copies of student/parent/school compact				
Critical Success Factors CSF 1 CSF 5 CSF 6 11) Frequent, purposeful parent involvement events will be provided throughout the year, either at Lamar Elementary or at a district-wide location. These events will provide meaningful information to parents regarding how to help their children be more successful in school. Translators will be provided for each of these events.	1, 6	Administrators, Teachers, Parent Involvement Personnel	Sign in Sheets, Agendas, Handouts				
	Funding Sources: Title 1, Part A - $1000.00						
Critical Success Factors CSF 1 CSF 5 12) Lamar will host two bilingual parent nights this year. Students will be provided opportunity to work on crafts while parents will have a variety of classrooms to visit where they can learn more about how to help their children at home and mirror what we are working on at school.	1, 6, 10	Administrators, Teachers, Parent Involvement Team	Sign in sheets from Title 1 agenda, Copies of student/parent/school compact				

Critical Success Factors CSF 6 13) Lamar Elementary will continue to participate in the monthly "Lunch with Dignitaries" celebrations. Each 4th grade teacher picks a student each month to attend the community event sponsored by the Altrusa Club.	2	Principals, 4th grade teachers	Pictures showing the students enjoying the various activities.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Lamar Elementary will provide a healthy and safe school climate for all students and staff.

Performance Objective 1: Lamar Elementary will provide campus environments where students are physically safe

Summative Evaluation: documentation of all safety drills

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 1) CHAMPS, a district wide classroom management program that was adopted in August 2013, was implemented at Lamar Elementary. Training for new staff members will be consistent with previous trainings to ensure a consistent plan.	1, 2	Principals, Teachers, Curriculum Office	Fewer discipline referrals				
	Funding Sources: 199 - General Fund - $1500.00						
State System Safeguard Strategy **Critical Success Factors** CSF 6 2) The staff will develop guidelines based on CHAMPS for success in common areas of the school.	1, 2	Principals, Teachers	Fewer discipline referrals, Improved student control in the common areas.				
Critical Success Factors CSF 6 3) Lamar will follow Hazmat procedures and will provide scheduled safety drills. These drills will include fire, tornado, and lock down drills to be documented in the district's Rapid Responder program.		Principals, Teachers, Safety Committee	Documentation of all safety drills thorugh Rapid Responder.				
Critical Success Factors CSF 6 4) Protocols for visitors entering the building are established, and visitors must present a valid driver's license and be scanned using the Keep-n-Track system.		Principals, Office Staff	Visitor Tags on every non-staff member entering the building.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: Lamar Elementary will provide a healthy and safe school climate for all students and staff.

Performance Objective 2: Students in PISD will exhibit an appropriate level of physical, emotional, and social health that will allow for a happy and healthy school experience.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Elementary representative for SHAC will relay meeting minutes and pertinent information to campus after attending meeting.	1	Principal, Asst. Principal	Formative - Improvement in student fitness as demonstrated by Fitnessgram results.				
Critical Success Factors CSF 6 2) The Lamar counselor will continue to provide programs which teach students about the dangers of drugs and alcohol. Lamar will promote a healthy, drug-free lifestyle through Red Ribbon Week programs and guidance lessons.	10	Principal, Counselor, Teachers	List of events promoting health, List of events discouraging drug/alcohol use				
3) Lamar Elementary will provide staff training for conflict resolution and student bullying.	1, 4	Counselor, Curriculum Interventionists, Instructional Specialist, Paraprofessional, Principal, Teachers, Special Ed Teachers,	Formative - Counselor reports, Reduced discipline referrals				
Critical Success Factors CSF 6 4) The Lamar staff will receive continued CHAMPS training for the purpose of improving classroom management as well as student behavior in common areas.	1, 4	Principal, Teachers, PISD curriculum staff	Fewer discipline referrals during the 2016-17 school year				
5) Lamar Elementary will continue to identify homeless students and communicate the district benefits for those students. Also, teachers will receive annual training on the identification of homeless students.	1, 2, 10	Counselor(s), Drug and Alcohol Educator, Principal	Monitor identified homeless students' grades and attendance, Report needs to district homeless liaison				
Critical Success Factors CSF 6 6) All Lamar staff members will be instructed on how to identify students who might be eligible for Snack Pak 4 Kids, a program providing food over a weekend.		Counselor Principal	Student participation in Snack Pak 4 Kids.				

Critical Success Factors CSF 5 CSF 6 7) Lamar Administrators will participate in Pampa ISD's Bullying Awareness night. Lamar students will participate in bullying lessons/activities during the month of October.		Principal(s), Counselor	Agenda of Bullying Awareness Meeting Artifacts from October bullying lessons.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Lamar Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 1: Lamar Elementary supports student participation in extra-curricular activities (such as athletics, band, choir, fine arts, UIL academics and other special student organizations) will increase each school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Lamar provides a student leadership group, "backstage bobcats." This group provides opportunities for student leaders to peer mentor, organize school events, make announcements during morning assemblies, and listen to guest speakers talk about career opportunities.		Mrs. Oblesby, Campus principal, AP, counselor, Mrs. Murray.	Attendance, student and teacher feedback				
Critical Success Factors CSF 5 CSF 6 2) Students will be involved in various performances throughout the year. The Spring Choir Concert for 5th grade (an elementary collaboration), musical play performances for grades 1,3,& 5. Kindergarten and 5th grade end of year programs for promotion.	2, 6	Administrators, Teachers, Music Teachers, Counselors	Sign in sheets at the various events, Pictures from the various events				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Lamar Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 2: Lamar Elementary will improve performance and maintain excellence in all extra-curricular and academic activities by providing students with purposeful practice, coaching support, and by celebrating successes.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Lamar will increase the number of elementary UIL participants and number of participants that make it to the district level competition. Increase awareness of the competition and teaching strategies and enthusiasm for practice and event.		Principal, UIL coordinator, campus coaches	Increased numbers in UIL participation.				
Critical Success Factors CSF 6 2) Use our "Positive Media" campaign to celebrate the increased numbers of participants, as well as all the results of all the various contests these students are in. This public praise of their hard work will encourage others to participate!		Principal(s) Technology Representative	Formative: increased student participation in activities.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Lamar Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 3: Lamar Elementary will promote school pride and success through campus and district media campaigns.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Lamar Elementary will create a public relations committee to coordinate with our district committee. This group will be responsible for setting goals, incentives, and follow up in communicating through social media. Expectations and accountability will be set by the campus administration.		Campus principal Committee					
Critical Success Factors CSF 5 CSF 6 2) Superintendent student ambassadors will serve as district and campus representatives. These students will be involved in several committee meetings and help make decisions at Lamar.		Principal	Student participation				
Critical Success Factors CSF 6 3) Use our "Positive Media" campaign to celebrate the increased numbers of participants, as well as all the results of all the various contests these students are in. This public praise of their hard work will encourage others to participate!		Principal(s) Technology Representative	Formative: increased student participation in activities.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Lamar will provide TEKS based curriculum delivery in core subjects.
1	1	2	Lamar Elementary will continue to use the Instructional Specialist, along with the campus interventionist, to help identify and monitor at-risk students and provide instruction and interventions.
1	1	9	Support personnel will provide early literacy support for 90 days throughout the school year.
1	1	10	Academic interventionist will provide student support.
1	1	11	Response to Intervention teams will continue to be trained to improve productivity and effectiveness.
1	2	1	Lamar staff will participate in ongoing SIOP training throughout the school year for the purpose of ensuring success with our large ELL population.
1	2	2	Lamar will continue to provide tutorials after school for additional intervention opportunities for at-risk students.
1	2	3	Bilingual and ESL Summer School will be provided to students with language barriers.
1	2	4	Lamar Elementary will provide supplemental instruction and support to any student needing language acquisition and development. This help will be provided to our ELL students through Sheltered Instruction strategies, Imagine Learning, and small group instruction with a vocabulary focus.
1	2	6	Tutorials and prescriptive interventions will be provided for all student groups. Groups will be based on individualized student need and will be specific in design.
1	2	9	Lamar will continue to provide identification, Wilson reading instruction, and progress monitoring for children with dyslexia and related disorders.
1	2	10	Lamar will continue to provide supplemental instruction for at-risk students through the use of literacy groups/language nests (grades k-2)
1	2	11	Lamar students will use, with fidelity, the iStation reading intervention, Imagine Learning and the Think Through Math math intervention to fill in learning gaps and promote academic growth.
1	3	1	Lamar Elementary staff will use instructional strategies to target economically disadvantaged struggling students with tutorials and interventions. Instructional Specialist and Interventionist will assist teachers during these "in-school" tutorials.
2	1	1	Lamar staff will continue the district supported horizontal alignment initiative for the purpose of improving lesson design and creating engaging lessons that are consistent throughout PISD.
4	1	1	CHAMPS, a district wide classroom management program that was adopted in August 2013, was implemented at Lamar Elementary. Training for new staff members will be consistent with previous trainings to ensure a consistent plan.
4	1	2	The staff will develop guidelines based on CHAMPS for success in common areas of the school.

Title I

Schoolwide Program Plan

Lamar Elementary's Title One program is a detailed plan developed from our comprehensive needs assessment that ensures we provide quality education to all students. These assessments reveal priority focus areas by looking at student groups in detail. This information provides us with data to develop and maintain a successful title one program plan. In our plan we identify where needs are changing on our campus and where efforts should be concentrated for each school year.

The four steps that Lamar will be undertaking throughout this process will include:

1. Establishing training for our campus leadership team and providing professional development for all staff members that incorporate best instructional practices;

2. Clarifying the vision for school reform and creating our school's profile;

3. Gathering and analyzing data;

4. Reporting data findings to the entire school community and collecting feedback from this process.

Throughout the planning process, administrators and teachers identify student needs and interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The FLT's planning process is used as a district organizational strategy to guide program development, implementation, and evaluation and the campuses also follow this same process. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made at Lamar Elementary to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The yearly schoolwide planning process contains several important steps throughout the year. At the end of last year, administrators and teachers began collecting and analyzing data and then identifying needs. After the needs were identified, they were prioritized and reported to the Leadership Team. The team was given time to reflect on the data and ask clarifying questions. When the leadership team felt comfortable that all appropriate data had been disaggregated and analyzed, a comprehensive plan was developed to address the needs. Annual writing of the Comprehensive Needs Assessment with a focus on the requirements of Title 1 is always an extremely important step in the overall school improvement process. It also serves as an essential component to consider during all other campus planning processes. The Comprehensive Needs Assessment brings focus and coherence to student

achievement strategies and has helped to ensure unity of purpose, alignment, and clear accountability for our school.

2: Schoolwide Reform Strategies

The initiatives described in this improvement plan are in place in order to significantly impact student achievement and are based on scientifically-based research. Data indicates that they are strengthening the core academic program, increasing the quality and quantity of learning time, and addressing the learning needs of all students in the District. Examples of some of the interventions at Lamar include:

Reading Reform Strategies:

- Wilson Reading Program (for students with Dyslexia)
- System 44 (for students in 2-5 that are significantly behind grade level)
- Interventionist (K-5 support)
- Read 180 (3-5 grade students)
- I-Station (for all students to improve reading performance)
- Go-Phonics (K-2)
- Think Through Math (3-5)
- iStation Math (3-5)

Other Reform Strategies:

- Increase the amount and quality of learning time by providing RTI small-group instruction during school and Homework Club.

3: Instruction by highly qualified professional teachers

Instruction is provided by qualified professional teachers in all grade levels PK-5. Lamar elementary has a staff that is 100% highly qualified and the recruitment of highly qualified staff is a priority for all hires.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The plans for professional development are located in the body of this improvement plan under the appropriate goal and performance objective.

5: Strategies to attract highly qualified teachers

Highly qualified teachers are a priority at Lamar Elementary. The screening process for highly qualified staff members is being reassessed at the district level and assurances are made that will provide a process that allows highly qualified teachers to be an essential component of the hiring process.

6: Strategies to increase parental involvement

Multiple efforts are in place to increase parental involvement. These strategies are located in the needs assessment section of this document, as well as in the goals and objective section.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

PISD strives to help our youngest students have easy transitions from one campus to another. The following activities are in place to allow for easy transitions:

In Pampa ISD, all pre-kindergarten and Headstart programs are housed at Lamar Elementary. Each spring, the pre-k and Headstart teachers plan a visit to each elementary school and the students who will be attending kindergarten at each of the various campuses ride a schoolbus and visit the campus. They, along with their teachers and parents, visit their future campus. They are given a tour of the campus by the campus principal. They then visit each of the kindergarten classrooms and meet the teachers. Each kindergarten teacher does a little activity with the visiting students, along with their current kindergarten students. Once the visiting students have visited each kindergarten classroom and toured the school, they get to play on the playground for a few minutes. Then, they go the the cafeteria and eat lunch with their parents and teachers before returning to Lamar. Each of the private pre-kindergartens in Pampa also schedule a visitation and the same schedule as above is followed. If pre-k students are absent the day of their transition visit, principals allow those students to come up during the kindergarten conference period to meet the teachers and tour the school.

Our PreK teachers work diligently with our kindergarten teachers to ensure our children are ready for the next step. This collaborative effort helps give the PreK students in P.I.S.D. a jump start of knowledge that will prepare them for kindergarten and beyond. Students use the iStation program, and the pre-k and kindergarten teachers communicate to vertically plan curriculum.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers attend RtI and PLC meetings which are used to discuss assessments, instruction and academic progress of students. The curriculum interventionist, instructional specialist, counselor and principal all work together to insure student success. Horizontal alignment teams also use assessment data to determine instructional strengths and weaknesses and use that information while designing new lessons.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Teachers use Tier 1 instruction, interventions, and tutorials to insure academic progress of all students. All funding is used to purchase supplies, programs, and personnel with the purpose of continued improvement of academics.

RTI teams meet to look at individual student data. These teams meet on individual students (that have shown academic difficulty) three to five times a year and compare the assessment and intervention data and look for progress. Progress monitoring is done on a weekly or bi-weekly basis and students are given many opportunities for academic support.

10: Coordination and integration of federal, state and local services and programs

Our Title one campus leadership team makes sure that Title 1 rules and regulations are being followed. We will follow state and local policies. The administration has received training and will be updated as changes occur.

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$55,000.00
1	1	7			$2,000.00
1	2	8			$2,000.00
1	2	9			$50,000.00
1	4	1			$58,000.00
4	1	1			$1,500.00
				Sub-Total	$168,500.00
263 - Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$15,000.00
3	1	2			$600.00
				Sub-Total	$15,600.00
Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$2,000.00
1	1	10			$2,000.00
1	2	2			$0.00
1	2	7			$100,000.00
3	2	11			$1,000.00
				Sub-Total	$105,000.00
				Grand Total	$289,100.00

Addendums

TARGETED Improvement Plan/Lamar Elementary

Goal #1: Writing

- **Problem Statement: The Lamar 4th grade students had a 3.4 average on the compositions in STAAR writing**
- **Annual Goal: By May 2017, Lamar 4th grade students will average a 4.0 on the STAAR writing compositions**
- **Strategies: Develop, implement, and monitor a campus-wide writing plan**

Goal #2: Reading

- **Problem Statement: 60% of Lamar Elementary 3rd grade students met the state standard in reading**
- **Annual Goal: By May 2017, 70% of Lamar 3rd grade students will meet state standard in reading**
- **Strategies: Develop a plan to ensure that all Lamar teachers understand the rigor of the 3rd grade STAAR reading test**

Goal #3: Level III Advanced

- **Problem Statement: 9% of Lamar students scored at the Advanced III standard in reading**
- **Annual Goal: By May 2017, 12% of Lamar 3rd, 4th, and 5th grade students will meet Advanced Level III standard in reading**
- **Strategies: Develop a plan and schedule to support enrichment interventions for identified students**

Goal #4: Economically Disadvantaged/Science

- **Problem Statement: 58% of Lamar ECD students met state standard in science**
- **Annual Goal: By May 2017, 70% of Lamar ECD students will meet state standard in science**
- **Strategies: Develop a schedule and monitor the implementation of science instruction at all grade levels**