

Sulphur Springs Independent School District

Lamar Primary

2019-2020 Campus Improvement Plan



Mission Statement

The mission of the Sulphur Springs Independent School District is to provide students with the skills that will prepare them to adapt and excel in a fast-changing world, enabling them to lead productive lives. The district shares with parents and the community the responsibility of promoting high standards and expectations as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.

Vision

Educating All Students to Their Fullest Potential

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Comprehensive Needs Assessment

Demographics

Demographics Summary

11.Lamar Primary is one of the four primary campuses in Sulphur Springs ISD. We are home to kindergarten, first, second, and third graders with a total enrollment of 317 students. We are located in Hopkins county just 80 miles east of the metroplex. Our campus sits just minutes from our town square and our current building was built in 1967. Lamar serves an ethnically diverse student population with economically disadvantaged and at-risk student populations similar to state averages per the 2017-2018 TAPR(Texas Academic Performance Report).

The following tables provide comparison from the 2019-2020, 2018-2019, and 2017-2018 school years.

Lamar Ethnic Distribution and Sub-Demographics 2019-2020

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	18.33%		Economically Disadvantaged	70.33%(Pending CEP forms)
Hispanic	21.67%		English Language Learners	4.67%
White	46.33%		At-Risk	61.0%
American Indian	0.0%		Gifted and Talented	2.0%
Asian	0.0%		Special Education	11.33%
Pacific Islander	0.33%			
Two or More Races	5.67%			

Lamar Ethnic Distribution and Sub-Demographics 2018-2019

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	17.67%		Economically Disadvantaged	82.0%
Hispanic	17.98%		English Language Learners	5.04%
White	55.83%		At-Risk	61.51%
American Indian	0.0%		Gifted and Talented	1.90%
Asian	1.0%		Special Education	10.09%

Ethnic Distribution	Percent		Sub-Demographic	Percent
Pacific Islander	0.0%			
Two or More Races	7.3%			

Lamar Ethnic Distribution and Sub-Demographics 2017-2018

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	20.6%		Economically Disadvantaged	77.4%
Hispanic	20.0%		English Language Learners	3.9%
White	54.2%		At-Risk	42.6%
American Indian	<1%		Gifted and Talented	1.9%
Asian	1.3%		Special Education	14.8%
Pacific Islander	0.0%			
Two or More Races	3.2%			

Lamar currently houses sixteen general education classrooms; four sections of kinder, first, second, and third. Twenty-two certified teachers including our Literacy Support Specialist, Music, Physical Education, Special Education resource teachers and Counselor provide instruction and daily support to students. Five paraprofessionals support instruction in our classroom setting in addition to What I Need (WIN) time. Our principal and academic specialist have a combined 69 years in education and support excellence in all.

The district utilizes state compensatory and federal Title funding to provide supplementary services to provide additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all SSISD students reach their fullest potential.

SSISD views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students.

Attendance Rate: Attendance rates are reported for the prior year and are based on the percentage of days students were present over the entire school year.

Attendance	2016-2017	2017-2018	2018-2019
All Students	96.0%	96.0%	96.0%

Demographics Strengths

Lamar Primary has many strengths. Some of the most notable demographic strengths include:

1. Highly qualified staff with 100% staff retention for the 2018-2019 school year which provides stability and on-going student support.
2. A supportive Parent/Teacher Organization (PTO) and vested stakeholders serve in many capacities on campus.
3. The campus Attendance Rates have consistently exceeded comparable campuses across the state.
4. Lamar Primary has numerous supportive community partners, businesses and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: More than 80% of our student population is economically disadvantaged with 61% at-risk. **Root Cause:** Our campus zoning includes a large number of lower income housing and poverty areas including a 6% homeless rate.

Problem Statement 2: On the 2018-2019 STAAR, 20% of Special Education students scored "Meets" or "Masters" in math while 0% scored "Meets" or "Masters" in reading. **Root Cause:** Teachers need additional training, targeted instructional strategies with a focus on fundamental five, and resources to meet all students' needs.

Student Academic Achievement

Student Academic Achievement Summary

The State of Texas Assessment of Academic Readiness (STAAR) was implemented in 2012 and includes annual assessments in reading, mathematics, writing, science, and social studies. 2019-2020 will be the second year for Lamar Primary to receive a STAAR rating independently but due to our feeder school, SSES, this is our second year as Improvement Required.

Lamar teachers and staff strive to excel in our variety of programs to ensure quality instruction is maintained so that all students succeed to their highest level.

Sulphur Springs ISD implements a balanced approach to teaching literacy and growing readers. Reading A to Z is one resource implemented to ensure a systemic and consistent reading leveling system for all students in grades K - 5. The following table indicates percentages of students reading on level, below level, or above level, based on the Reading A to Z levels.

Reading Levels (Reading A to Z)

2019-2020			2018-2019		
Kindergarten	Below Level	On/Above Level	Kindergarten	Below Level	On/Above Level
BOY	NA	NA	BOY	NA	NA
MOY	NA	NA	MOY	NA	NA
EOY	NA	NA	EOY	43%	57%
Grade 1			Grade 1		
BOY	62%	38%	BOY	60%	31%
MOY			MOY	34%	66%
EOY			EOY	48%	52%
Grade 2			Grade 2		
BOY	47%	53%	BOY	55%	45%
MOY			MOY	39%	61%
EOY			EOY	35%	65%
Grade 3			Grade 3		
BOY	36%	64%	BOY	56%	44%
MOY			MOY	34%	66%

2019-2020			2018-2019		
EOY			EOY	59%	41%

In addition, Lamar Primary administers TPRI for Kindergraten-1st grade students to assess phonoglogical awareness, phonics, and reading abilities. Our goals are to minimize the percentage of students below reading grade level and to increase the percentage of students on or above reading grade level by the end of 3rd grade. Our district and campus reading goal is to have 80% of each grade level reading on the specified reading level as deemed appropriate.

The table below reflects the previous years of Istation testing:

Istation ISIP (IStation's Indicators of Progress) Reading Assessment

2016-2017	Tier 1	Tier 2	Tier 3	2017-2018	Tier 1	Tier 2	Tier 3	2018-2019	Tier 1	Tier 2	Tier 3
Kindergarten	NA	NA	NA	Kindergarten	NA	NA	NA	Kindergarten			
September				September				October	37%	35%	28%
January				January				January	42%	32%	26%
May				May				May	45%	26%	29%
Grade 1				Grade 1				Grade 1			
September	40%	33%	27%	September	43%	36%	21%	October	44%	22%	34%
January	50%	26%	24%	January	52%	30%	18%	January	46%	21%	33%
May	51%	19%	30%	May	59%	21%	20%	May	50%	23%	27%
Grade 2				Grade 2				Grade 2			
September	67%	21%	13%	September	45%	25%	30%	October	61%	20%	20%
January	63%	22%	15%	January	47%	26%	27%	January	58%	20%	22%
May	70%	10%	20%	May	51%	23%	26%	May	58%	19%	22%
Grade 3	NA	NA	NA	Grade 3	NA	NA	NA	Grade 3			
September				September				October	49%	22%	29%
January				January				January	50%	26%	24%
May				May				May	53%	18%	29%

Math Curriculum Checkpoints – Percentage of students passing, met standards. NOTE: Checkpoints assess mastery of the content taught during a set time period, and are not growth indicators. The End of Year Assessment is a cumulative assessment.

2016-2017		2017-2018		2018-2019		
Grade 1		Grade 1		Grade 1		District
Checkpoint 1	82.30%	Checkpoint 1	83.32%	Checkpoint 1	86.68%	86.53%
Checkpoint 2	84.79%	Checkpoint 2	81.86%	Checkpoint 2	83.27%	84.72%
Checkpoint 3	83.26%	Checkpoint 3	81.87%	Checkpoint 3	87.60%	84.93%
End of Year	84.62%	End Of Year	81.30%	End of Year	81.72%	80.78%
Grade 2		Grade 2		Grade 2		District
Checkpoint 1	78.10%	Checkpoint 1	75.44%	Checkpoint 1	83.03%	78.35%
Checkpoint 2	80.15%	Checkpoint 2	84.59%	Checkpoint 2	85.15%	83.03%
Checkpoint 3	79.71%	Checkpoint 3	81.71%	Checkpoint 3	80.78%	81.80%
End of Year	73.11%	End of Year	75.16%	End of Year	75.58%	75.32%

Grade 3		Grade 3		Grade 3	Campus	District
N/A		N/A		Unit Assessment 1&2	47.83%	53.60%
				Unit Assessment 3	44.44%	49.34%
				Unit Assessment 4	52.60%	63.44%
				Unit Assessment 5	50.97%	63.42%
				Unit Assessment 6	57.79%	67.92%

STAAR

2017-2018 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	33%	67%	30%	19%
3 rd Math	41%	59%	27%	9%
2018-2019 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	32%	68%	38%	21%
3 rd Math	37%	63%	31%	9%

Student Academic Achievement Strengths

- Lamar Primary uses data-driven decisions to provide targeted instruction to meet individual student needs.
- Our staff supports high student achievement through our campus expectations that all students can learn.
- High-yield instructional practices focus on individual needs and our educators understand the importance of individualized instruction.
- Students have already shown growth in reading and we maintain our goal of 80% on grade level by EOY assessments.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 72% of Lamar students entering first grade are below grade level in reading; 58% of students entering second grade are below grade level. **Root Cause:** Students are not making adequate yearly progress to close the gaps in reading.

Problem Statement 2: On 2018-2019 STAAR, 39% of 3rd grade students scored "Meets" Grade level in Reading and 31% of 3rd grade students scored "Meets" Grade level in Math. **Root Cause:** 2018-2019 was the first year for STAAR to be administered on campus with a total of 65 students tested.

School Processes & Programs

School Processes & Programs Summary

Students will be encouraged and challenged to meet their full educational potential through a TEKS based curriculum. The curriculum will include depth and rigor to involve all students in learning opportunities. Supplemental programs and student opportunities in reading, math, writing, science, and social studies, as well as Elementary Summer School for those who are performing below grade level in reading, will be provided. A plethora of instructional strategies/programs and resources, including technology, Capturing Kids' Hearts, Fundamental Five, Daily Five, Reading A-Z, TPRI, MyOn and Brain Pop, Jr. will be implemented. Teachers team teach to allow them to deliver the curriculum in a more detailed and specialized manner.

Lamar Primary School PLCs meet weekly for ninety minutes. In addition, the district holds PLCs once per nine weeks period. This provides opportunities for the four primary campuses to collaborate. Campus staff will collaborate with the district Curriculum Department to develop formative and summative assessment tools that are used to measure student growth and success. Teachers have direct input through the district's professional learning environment model to affect and guide district and campus assessment practices. Assessment data is analyzed for purposes of specific, targeted instruction for differentiation and to drive the instruction. Additional data will be obtained once administered to all Kindergarten-3rd graders in the fall semester each year. The data obtained from the CogAT is used to help in determining eligibility for the Gifted and Talented program; serves as good predictors of success in school; and estimates the student's reasoning and problem-solving abilities, which is administered to Kindergarten-2nd grade students.

The Lamar staff will be certified and highly qualified. The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration will be offered. All faculty/staff will receive at least twelve hours of professional development to satisfy Exchange Time requirements. All teachers and campus administrators have attended Capturing Kids' Hearts, which promotes building relationships. In July 2018, campus administrators and eight classroom teachers participated in a two day district PLC Academy training. Lamar Primary will continue the implementation of Wildcat Walks which will allow teachers to observe other teachers effectively implementing best practices or strategies.

Highly qualified and certified instructional staff will participate in training to utilize technology to meet the needs of all students. Technology training will include Promethean boards, iPads, and software programs. The use of technology in the classroom will improve student performance in all areas. Faculty/staff will be proficient in using the Skyward and Eduphoria systems. The district technology initiative for a 1:1 student and device ratio has been attained through the district's purchase of iPads. All classrooms are equipped with Promethean boards; the dyslexia and Resource classrooms currently do not have Promethean boards to utilize.

Lamar implements the Response to Intervention (RtI) process to identify, intervene, and monitor students who are struggling academically and/or behaviorally to ensure that all students reach their full potential.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Fountas and Pinnell, TPRI, IXL, CogAT, Reading A-Z, Capturing Kids' Hearts, MyOn and Brain Pop.

Lamar Primary is committed to hiring and retaining highly-qualified teachers. Support systems, such as SSISD's New Teacher Academy as well as Lamar's New Teacher Mentor Program are implemented to support new teachers. The SSISD Leadership Team, Launching of Houses, Wildcat Walks, book studies, PLCs, Coffee and Conversation, Lunch and Learn, and other trainings will equip all teachers to be successful educators.

School Processes & Programs Strengths

Lamar Primary has identified the following strengths in school processes and programs:

- Teachers demonstrate a commitment to used data to drive instruction and are focused on effective instructional strategies to teach content.
- 100% of teachers participated in professional development opportunities focused on the content taught.
- Positive communication through monthly House Meetings, Wildcat Walks, Coffee and Conversation, and Lunch and Learn opportunities reinforce campus wide expectations.
- On-going communication with campus stakeholders through our Campus Site-Based Team.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: On the 2018-2019 Lamar Staff and Climate survey, many teachers indicate the need for continued training to improve the PLC process. **Root Cause:** Lack of overall understanding of the PLC process with campus and district teams.

Problem Statement 2: At times there has been a disconnect with what resources, programs, and staff development is available to newly hired teachers, as well as retained staff members. Awareness of this problem will help alleviate it. **Root Cause:** Previously, a plan for mentors and new teachers was not implemented.

Perceptions

Perceptions Summary

"School climate refers to the quality and character of school life...based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (National School Climate Council, 2015). Lamar Primary strives to meet the needs of our diverse population through a shared vision both at the district and campus level: "Educating All Students to Their Fullest Potential." This begins with building relationships supported by our Capturing Kids' Hearts process and our foundation that all students can learn. Our campus belief statement for this year and years to come is simply: Every Child, Every Chance, Every Day. In order for all students to achieve, we must target student behavior, character development, and the overall wellness of our students and staff.

We extend our CKH process with our schoolwide Wildcat Pride brag strip. Positive behavior is reinforced by moving up the chart while off-task behavior is redirected with an emphasis on self-managing through our CKH questions, warnings, and moves down the chart when needed. We celebrate on-task behavior daily with our "Hats Off" recognitions and weekly reward systems. We are launching HOUSES to promote an on-going team building and positive culture initiative to reinforce the "family model" needed by our campus population.

Lamar practices 21st century soft skills future success

The Wildcat Way

Work Ethic

Integrity

Listening

Demeanor

Communication

Adaptability

Teamwork

Sound Judgment

Our campus welcomes both parent and community volunteers through our Parent/Teacher Organization (PTO), our Book Buddies from the First United Methodist Church, and our Support our Campus and Kids (SOCK) from Clayton Homes. In order to maintain these relationships, we value communication. Typical methods of communication include: Cat Pride Binders, nine-week calendar/conduct card, notes home, contact by the teacher, contact by the school administrators and secretary, Skyward emails, Lamar Primary Facebook, SSIISD Facebook, Remind 101, Blackboard Connect, and Lamar Marquee.

We ensure student safety through our district-wide safety initiatives including our Emergency Preparedness Manual Log. Our district policy and Bully reporting system reinforces safety for all.

Perceptions Strengths

Lamar Primary celebrates these strengths as outlined through both teacher and parent climate surveys.

- 1) 100% of parents agree that high academic standards and expectations are set for all students, 100% of staff agrees.
- 2) 100% of parents believe all students can learn, 100% of staff agrees.
- 3) 97% of parents agree that campus staff treat children with respect and dignity, 93% of staff agrees.
- 4) 95% of parents are welcomed and encouraged to attend activities, 100% of staff agrees.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 60% of parents completed beginning of year Parent Interest survey as well as 12% of families attended Title I Parent Informational Meeting in September. **Root Cause:** A majority of parents have expressed to have information given to them electronically and/or through social media outlets only instead of face-to-face meetings.

Problem Statement 2: 86% of staff feel discipline is enforced fairly and equitably. **Root Cause:** Our campus wide implementation of Capturing Kids' Hearts utilizes a positive restorative behavior system vs. punitive discipline; therefore, continued communication and training is needed for teachers.

Priority Problem Statements

Problem Statement 1: 72% of Lamar students entering first grade are below grade level in reading; 58% of students entering second grade are below grade level.

Root Cause 1: Students are not making adequate yearly progress to close the gaps in reading.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: On 2018-2019 STAAR, 39% of 3rd grade students scored "Meets" Grade level in Reading and 31% of 3rd grade students scored "Meets" Grade level in Math.

Root Cause 2: 2018-2019 was the first year for STAAR to be administered on campus with a total of 65 students tested.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: More than 80% of our student population is economically disadvantaged with 61% at-risk.

Root Cause 3: Our campus zoning includes a large number of lower income housing and poverty areas including a 6% homeless rate.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 60% of parents completed beginning of year Parent Interest survey as well as 12% of families attended Title I Parent Informational Meeting in September.

Root Cause 4: A majority of parents have expressed to have information given to them electronically and/or through social media outlets only instead of face-to-face meetings.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: On the 2018-2019 Lamar Staff and Climate survey, many teachers indicate the need for continued training to improve the PLC process.

Root Cause 5: Lack of overall understanding of the PLC process with campus and district teams.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: At times there has been a disconnect with what resources, programs, and staff development is available to newly hired teachers, as well as retained staff members. Awareness of this problem will help alleviate it.

Root Cause 6: Previously, a plan for mentors and new teachers was not implemented.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 86% of staff feel discipline is enforced fairly and equitably.

Root Cause 7: Our campus wide implementation of Capturing Kids' Hearts utilizes a positive restorative behavior system vs. punitive discipline; therefore, continued communication and training is needed for teachers.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals


Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 1: 80% of all students will read on grade level by third grade according to district goals by end of year benchmark testing.

Evaluation Data Source(s) 1: A to Z Benchmark passages in May 2020.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Continued use of supplemental reading programs of instruction that include but not limited to the use of Fountas and Pinnell, Spalding, Reading A-Z, IXL, and TPRI. (Title I SW: 2,8,9) (Target Group: All, At risk, Dyslexia) (NCLB: 1)</p>	2.4, 2.5, 2.6	Academic Specialist Literacy Support Specialist	Teachers will increase rigor in the classroom and will provide quality reading instruction and practice. The expected impact will be for student reading levels and overall proficiency to increase by May 2020.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I, Part A - 8000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups.	2.4, 2.5, 2.6	Academic Specialist	Increase in student's academic achievement as demonstrated by: (1) teacher implementation of Daily 5 (2) the increased use of Reading A-Z books and passages (3) the use of data assessment from the Istation monthly testing (4) teacher implementation of IXL computer program as an intervention to student needs. (5) the use of master scheduling for optimum classroom instruction time				
	Problem Statements: Demographics 1						
							

Performance Objective 1 Problem Statements:



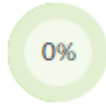

Demographics
Problem Statement 1: More than 80% of our student population is economically disadvantaged with 61% at-risk. Root Cause 1: Our campus zoning includes a large number of lower income housing and poverty areas including a 6% homeless rate.
Student Academic Achievement
Problem Statement 1: 72% of Lamar students entering first grade are below grade level in reading; 58% of students entering second grade are below grade level. Root Cause 1: Students are not making adequate yearly progress to close the gaps in reading.

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 2: With a focus on rigor in the classroom, at least 70% of all student groups will score at least satisfactory on district level assessments.

Evaluation Data Source(s) 2: District Based Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide supplementary services; including but not limited to Fountas and Pinnell, IXL, TPRI, Spalding, MTA, and Brain Pop to increase the academic achievement of special student populations in all core content areas by end of year.</p>	2.4, 2.5, 2.6	Principal	Special student populations will increase their academic achievement by 5% in all content areas according to EOY campus and district assessments.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 11300.00, 199 PIC 30 State Comp Ed, Title IA, Schoolwide - 5000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:


Demographics
<p>Problem Statement 1: More than 80% of our student population is economically disadvantaged with 61% at-risk. Root Cause 1: Our campus zoning includes a large number of lower income housing and poverty areas including a 6% homeless rate.</p>

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 3: With a focus on rigor in classroom instruction, student achievement will increase at least 10% in all groups on the 2020 STAAR.

Evaluation Data Source(s) 3: 2020 STAAR results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) 3rd grade classroom teachers and support staff will ensure that quality instruction is maintained in the classroom as well as WIN intervention time.</p>	2.4, 2.5, 2.6	Principal Academic Specialist	Increase achievement in all student population groups by 15% on STAAR 2020.				
<p>Problem Statements: Student Academic Achievement 2</p>							
							

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: On 2018-2019 STAAR, 39% of 3rd grade students scored "Meets" Grade level in Reading and 31% of 3rd grade students scored "Meets" Grade level in Math.</p> <p>Root Cause 2: 2018-2019 was the first year for STAAR to be administered on campus with a total of 65 students tested.</p>

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: During the 2019-2020 school year, Lamar Primary will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Source(s) 1: Emergency Preparedness Manual Log

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ongoing safety support systems including but not limited to; school officer, emergency preparedness plan, safety drills, raptor management system, security cameras, and two-way radios.		Principal Campus Security Officer	To ensure 100% safe and secure campus for all students and staff.				
Problem Statements: Perceptions 2							

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 2: 86% of staff feel discipline is enforced fairly and equitably. Root Cause 2: Our campus wide implementation of Capturing Kids' Hearts utilizes a positive restorative behavior system vs. punitive discipline; therefore, continued communication and training is needed for teachers.

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Utilize programs that increase the percentage of time spent with students regarding academic, social, and mental health needs by 5%.

Evaluation Data Source(s) 2: Counseling logs, Office referral data, Behavioral Support documentation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continued implementation of Capturing Kids' Hearts school wide; Begin implementation of campus Houses.	2.4, 2.5, 2.6	Principal	Increase positive learning environments through the CKH process and our team-building positive culture initiative. Increase quality instruction for students with minimal disruptions by decreasing disciplinary issues.				
Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 2000.00							
							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 2: 86% of staff feel discipline is enforced fairly and equitably. Root Cause 2: Our campus wide implementation of Capturing Kids' Hearts utilizes a positive restorative behavior system vs. punitive discipline; therefore, continued communication and training is needed for teachers.

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

Performance Objective 1: Increase use of high-yield instructional practices per Fundamental Five processes by 20%.

Evaluation Data Source(s) 1: Strive appraisal system

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from Fundamental Five book study components.	2.4, 2.5, 2.6	Principal Academic Specialist	Increase in overall student academic performance across content areas.				
Problem Statements: School Processes & Programs 1							
2) Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas.	2.4, 2.5, 2.6	Principal	Staff members will be trained effectively and efficiently use the campus designed instructional delivery to students of all levels.				
Problem Statements: School Processes & Programs 2							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: On the 2018-2019 Lamar Staff and Climate survey, many teachers indicate the need for continued training to improve the PLC process. Root Cause 1: Lack of overall understanding of the PLC process with campus and district teams.
Problem Statement 2: At times there has been a disconnect with what resources, programs, and staff development is available to newly hired teachers, as well as retained staff members. Awareness of this problem will help alleviate it. Root Cause 2: Previously, a plan for mentors and new teachers was not implemented.

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

Performance Objective 2: Increase in instructional rigor to promote student achievement across content areas.

Evaluation Data Source(s) 2: District Benchmark assessments; 2020 STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implementation of supports through District of Innovation, New Teacher Academy and Mentor program.	2.4, 2.5, 2.6	Principal	On-going retention of quality staff				
Problem Statements: School Processes & Programs 2							

Performance Objective 2 Problem Statements:


School Processes & Programs
<p>Problem Statement 2: At times there has been a disconnect with what resources, programs, and staff development is available to newly hired teachers, as well as retained staff members. Awareness of this problem will help alleviate it. Root Cause 2: Previously, a plan for mentors and new teachers was not implemented.</p>

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

Performance Objective 1: Lamar Primary will effectively communicate meaningful information to ensure the community of stakeholders is well informed.

Evaluation Data Source(s) 1: Lamar Primary Parent and Staff Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities.	3.1, 3.2	Principal, Academic Specialist, Counselor	Increase in overall support and positive interaction with all stakeholders.				
Problem Statements: Perceptions 1							
ESF Levers Lever 3: Positive School Culture 2) 2) Campus will provide positive parental opportunities including but not limited to: PTO and EPIC.		Principal, Academic Specialist, Counselor	Increase in overall Home to School connection supporting both social and academic growth for students.				
Problem Statements: Perceptions 1							
Funding Sources: 211 Title I, Part A - 2000.00							
							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 60% of parents completed beginning of year Parent Interest survey as well as 12% of families attended Title I Parent Informational Meeting in September. Root Cause 1: A majority of parents have expressed to have information given to them electronically and/or through social media outlets only instead of face-to-face meetings.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continued use of supplemental reading programs of instruction that include but not limited to the use of Fountas and Pinnell, Spalding, Reading A-Z, IXL, and TPRI. (Title I SW: 2,8,9) (Target Group: All, At risk, Dyslexia) (NCLB: 1)
1	1	2	Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups.
1	2	1	Provide supplementary services; including but not limited to Fountas and Pinnell, IXL, TPRI, Spalding, MTA, and Brain Pop to increase the academic achievement of special student populations in all core content areas by end of year.
1	3	1	3rd grade classroom teachers and support staff will ensure that quality instruction is maintained in the classroom as well as WIN intervention time.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Element 1. Comprehensive Needs Assessment (CNA): Sec. 1114(b)(6)

1.1 The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Lamar Primary CNA was reviewed and revised on September 30, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Element 2. Campus Improvement Plan Requirement (CIP)

Schoolwide Plan Development: Sec. 1114(b)(1-5)

2.1 The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The following individuals assisted with the review of the CIP: Rowena Johnson, Principal; Chandra Crawford, Academic Specialist; Kim Gillem, Classroom teacher; Jamie Rhoades, Classroom teacher; Patricia Aulbaugh, Classroom teacher; Patricia Cooper, Classroom teacher; Megan Ricker,

2.2: Regular monitoring and revision

2.2 The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Lamar Primary CNA was reviewed and revised on September 30, 2019.

2.3: Available to parents and community in an understandable format and language

2.3 The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Lamar Primary CIP is available on the SSISD website as well as the Lamar Primary campus website.

The Lamar Primary CIP is distributed in English.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii)

2.4 Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

2.5 Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide

an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

2.6 Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement: Sec. 1116(a)(2) and Sec. 1116 (2)(c)(2)

3.1 Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The Lamar Primary Parent and Family Engagement Policy was distributed on August 27, 2019.

The Lamar Primary Parent and Family Engagement Policy was distributed in English.

3.2: Offer flexible number of parent involvement meetings

3.2 Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

The Lamar Primary campus Parent and Family Engagement meeting was held at Lamar Primary on August 27, 2019. Math and Literacy strategies with take-home games were given to families in attendance. An upcoming "Family Night at the Movies" on our downtown square is scheduled for November 5 at 6:00 p.m.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Perdue	Academic Paraprofessional	Title I Schoolwide	1.0
Brandi Perez Vega	Academic Paraprofessional	Title I Schoolwide	1.0
Chandra Crawford	Academic Specialist	Title I Schoolwide	1.0
Kara Argenbright	Teacher	Title I Schoolwide	1.0
Mystie Wilson	Academic Paraprofessional	Title I Schoolwide	1.0
Pamela Hooten	Academic Paraprofessional	Title I Schoolwide	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Rowena Johnson	Principal
Administrator	Chandra Crawford	Academic Specialist
Classroom Teacher	Nickole Brown	Kindergarten
Classroom Teacher	Kim Gillem	Second
Classroom Teacher	Jamie Rhoades	Third Grade
Classroom Teacher	Patricia Cooper	Third Grade
Classroom Teacher	Tricia Aulbaugh	Third Grade
Classroom Teacher	Megan Ricker	Third Grade
Parent	Stacey Moore	PTO
Parent	Sarah Horrocks	PTO
Community Representative	Sharon Burney	Community Member
Community Representative	Pat Cooper	Communtiy Member
Business Representative	Teresa Nelson	Business Representative
Business Representative	Sandi Wallace	Business Representative
District-level Professional	Brandi Boles	District diagnostician

Campus Funding Summary

199 PIC 30 State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Summer Acceleration		\$5,000.00
Sub-Total					\$5,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$3,000.00
1	1	1	IXL		\$3,000.00
1	1	1	TPRI		\$2,000.00
1	2	1	Brain Pop		\$1,000.00
1	2	1	CogAT		\$3,000.00
1	2	1	SuccessEd		\$300.00
1	2	1	Education Galaxy		\$4,000.00
1	2	1	Reflex Math		\$3,000.00
2	2	1	Capturing Kids' Hearts Training		\$2,000.00
4	1	2	Parent and Family Engagement Funding		\$2,000.00
Sub-Total					\$23,300.00
Grand Total					\$28,300.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Office of Assistant Superintendents, Eduphoria, Skyward, SHAC Minutes
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Campus Principal	AAC Office

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
5. Dropout Prevention	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		High School Counselors	High School Office
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4) TEC 11.252(3)(G)	Director of College and Career Readiness	District Improvement Plan Goal 1

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent for Elementary Education, Assistant	Student Handbooks, Employee Handbook

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
		Superintendent for Secondary Education	
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	Assistant Superintendent for Elementary Education	Student Handbooks
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
<p>14. Texas Behavior Support Initiative (TBSI)</p>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 			
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria