

Ector County Independent School District

Lamar Early Education Center

2022-2023 Campus Improvement Plan



Mission Statement

The mission of the Lamar Early Education Center is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

- *We value the development of the whole child
- *We value a safe, supportive, and caring learning environment
- *We value respect, honesty and integrity
- *We value the pursuit of excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at Lamar for 2021-2022 are as follows:

African American - 1.76%

Hispanic - 87.48%

White - 9.01%

American Indian - 0%

Asian -.44%

Pacific Islander 0%

Two or more races - 1.32%

Economically Disadvantaged - 95.6%

Bilingual - 25%

Special Education - 12%

At-Risk 82.8%

Lamar Early Education Center is a dedicated Prekindergarten only school serving PK3 and PK4 students. The school has a total of 20 classrooms with the following programs: 2 Pre-K 3 Bilingual, 2 Pre-K 3 Monolingual, and One Pre-K 3 Employee Classroom. There are 4 Pre-K 4 Bilingual, 7 Pre-K 4 Monolingual and 4 Special Education Classes. In the classes for children with special needs, we serve students with Autism, Down Syndrome, Intellectual Disabilities, and student who are medically fragile.

Pre-K 3 students attend school in a half-day program and Pre-K 4 students attend full-day. Each general education classroom has a teacher as well as one teaching assistant. The special education classes have two teaching assistants.

We are a school-wide Conscious Discipline campus, which is a brain-researched classroom management, anti-bullying program that is based on three main components-Safety, Connections and Problem-Solving. As a school we focus on self-regulation, self-awareness, social awareness and relationship building, for both students and adults.

All learning at Lamar is intentional and designed based on the Texas Prekindergarten Guidelines using the district approved curriculum, Frog Street Press, Conscious Discipline, Handwriting Without Tears, Istation and Imagine Math.

Our students have P.E. each day and Music and Library once a week. This year they will also have a STEM lab time, as we are participating in the Cal Ripken STEM Grant.

Lamar had an average of 450 students in the 2021-2022 school year with an average attendance rate of 85.5%.

Our students who are economically disadvantaged, and their families need assistance in a variety of areas. The students come to us with little preparation for learning Prekindergarten standards. Providing more hands-on type learning and making connections with learning and real life are important. These students come to us unprepared to engage in many developmentally age appropriate activities. This creates a need for basic skill development for our young students and training for their parents.

In the classroom, our students need manipulatives to help develop many basic skills and this is done through small groups and learning centers. The learning centers need age appropriate materials to engage our students and create a desire to learn. It is also necessary for our staff to involve the parents and to create a school family. Parents typically want to learn how to help their children and it is our responsibility to build good parent engagement activities.

Demographics Strengths

The following Demographic strengths help our school to be successful.

Lamar is a dedicated early childhood center in the district to serve our PK (3 and 4 year old's) students.

We serve a diverse variety of students-Second Language, homeless, foster, economically disadvantaged and tuition students as well as students with special needs.

Parents taking the initiative to enroll their children in Prekindergarten. Children are eager to learn and want to be in school. Teachers and staff work hard to build strong relationships with students and parents. English Language Learners enrolled in a strong bilingual program are At Risk and the Prekindergarten curriculum gives them a good foundation for their education. We have strong bilingual teachers who work closely with the parents of our bilingual children.

Lamar had a staff retention rate of 90.91% which is a reflection of the dedication of the staff to our early education center. We have a

teaching assistant in every classroom and the teaching assistants receive the same professional development as the teachers. Several of the assistants are currently going to school to obtain a degree to become a teacher.

Because Prekindergarten is not required, parents have to take initiative to enroll their students in Prekindergarten. Most do this because they know Prekindergarten will provide their child with a solid foundation for future school success. Prekindergarten students are eager and motivated to learn which makes for a very positive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lamar's daily attendance lags well behind the state and district average. **Root Cause:** PK students generally have the lowest attendance rates due to it being their first time in school. The parents are also unaware that once they enroll their student in public school prekindergarten they are required to follow the compulsory attendance laws.

Problem Statement 2 (Prioritized): Academics are not fully supported at home **Root Cause:** Families of Prekindergarten students do not always know how or have the skills needed to work with students at home to support what is learned at school.

Problem Statement 3 (Prioritized): An average of 90% of our families are new to the campus each year and require for us to develop strong relationships quickly in order to build a strong school culture. **Root Cause:** Lamar is a Pre-K only school and most students only attend one year.

Student Learning

Student Learning Summary

At the Prekindergarten level, our students come to us with various levels of understanding. The Beginning of the Year Assessment shows what our students have learned at home and what level they are at when they enter school. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute are a perfect combination to address all of the Prekindergarten standards.

Student Learning Strengths

Category	LAMAR								
	English								
	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support	BOY-MOY GROWTH (for students on track)	EOY On Track	EOY Needs Support	MOY-EOY GROWTH (for students on track)	BOY-EOY GROWTH (for students on track)
Phonological Awareness/ELAR-	53%	47%	59%	41%	+6%	58%	42%	-1%	+5%
Overall									
Math-Overall	69%	31%	68%	32%	-1%	64%	36%	-4%	-5%
SEL-Overall	78%	22%	78%	22%	=	91%	9%	+13%	+13%

Category	English		Spanish		BOY-MOY GROWTH (for students on track)	Spanish		MOY-EOY GROWTH (for students on track)	BOY-EOY GROWTH (for students on track)
	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support		EOY On Track	EOY Needs Support		
Phonological Awareness/SLAR-	64%	36%	86%	14%	+22%	91%	9%	+5%	+27%
Overall Math-Overall	93%	7%	91%	9%	-2%	99%	1%	+8%	+6%
SEL-Overall	98%	2%	89%	11%	-9%	88%	12%	-1%	-10%

The Lamar EEC staff work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons are hands-on and include Large Group, Small Groups, One-on-One and Independent Practice. The beauty of working with the young child is that they are learning from the entire environment all of the time. Every encounter in their environment is new and filled with opportunities for learning. Students at this age learn by doing and this stands as the fundamental method of teaching and learning on the Lamar campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most of our students are new to the school system and have never been away from their families. Social-emotional learning, routines and procedures take at least 6 weeks for full implementation. **Root Cause:** Most students are new to the school system.

Problem Statement 2 (Prioritized): Pre-K students enter school lacking skills to use technology successfully to advance their academic journey. **Root Cause:** Prekindergarten is a child's first experience with school and families often do not know how to use technology for academic purposes.

School Processes & Programs

School Processes & Programs Summary

Curriculum: Lamar Early Education Center intentionally follows the Texas Prekindergarten Guidelines using the Frog Street Press Curriculum, Conscious Discipline, Handwriting Without Tears, Estrellita and Istation.

Conscious Discipline is implemented school-wide and is the driving force for all social-emotional learning. Through the Conscious Discipline lens, we view conflict as an opportunity to teach new skills. We provide an environment where students (and adults) feel safe enough to make mistakes and learn from those mistakes. We are not a reward and punishment system. We believe that we must all be intrinsically motivated.

The School Family component of Conscious Discipline increases connections between adults and children at all levels, ensuring optimal development and learning for all. School Family members include students, teachers, staff, parents as well as our community. A School Family culture is built through consistent modeling of routines, rituals, and structures.

The Seven Skills of Discipline transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior.

Personnel:

For the 2022-2023 school year, Lamar will have 7 monolingual Pre-K 4 teachers and 4 bilingual Pre-K 4 teachers. All Pre-K4 teachers are highly-qualified. We will have 4 special education teachers and all are highly-qualified, as well. The Employee Pre-K 3 classroom is taught by a highly-qualified teacher. The two bilingual and two monolingual Pre-K 3 classrooms will be led by an Instructional Facilitator with a certified teacher serving as the Teacher of Record.

All teachers are a part of a team and attend weekly Professional Learning Committee meetings in order to increase staff learning and ultimately, increase student outcomes. Teaching Assistants will also participate in an Aide PLC's for the 2022-2023 school year.

Lamar has a very dedicated Campus Improvement Team who works closely with Administrators to lead the campus and help students and families have a successful Prekindergarten experience.

School Processes & Programs Strengths

Lamar is a Conscious Discipline school with a dedicated staff that is firmly rooted in developmentally-appropriate practices focused on developing the whole child.

We are a model school for Pre-K teachers from around the district as well as teachers from other districts, to observe and grow their own skills. We also have student observers from the ECISD CTE program, Odessa College and UTPB Education classes.

Lamar has many parent engagement activities in place such as Academic Parent Teacher Team Meetings, Family Game Night, Book Character Parade, Family Valentine Dance, Transportation Parade and Parent Training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are varying levels of experience and understanding of Conscious Discipline among the Lamar staff. **Root Cause:** Not all staff have had the same amount of Conscious Discipline training.

Problem Statement 2 (Prioritized): Teachers use Frog Street Press curriculum but do not always implement with fidelity **Root Cause:** This is the second year of implementation of Frog Street Press and teachers have not had enough training.

Perceptions

Perceptions Summary

Research shows that 90% of a child's brain development happens before age 5. This makes our job as Early Educators the most important job in the school district! We focus on the whole child—we teach the social-emotional skills, oral language skills and physical development skills as well as the academic skills needed for students to be successful life-long learners. We also prepare students to build a firm foundation for technology skills to be built upon.

Another important piece of the Lamar culture and climate is the strong parent presence in our school. Lamar has many activities that encourage parents to be truly engaged with their children. Parents have the opportunity to be a part of Academic Parent Teacher Teams and utilize the Parent Resource Room.

Spring Panorama Survey Data for the 2020-2021 school year indicated only 55% of the Lamar staff felt a sense of belonging. While the 55% was very low, it is a 14% increase from Fall 2020 data.

Spring Panorama Survey Data for the 2021-2022 school year indicated _____

Perceptions Strengths

Students are happy and excited to come to school because the staff embraces their uniqueness and works to create strong connections with each student. Effective procedures are in place to ensure that students arrive in class safely and are entrusted to a teacher and/or teaching assistant daily. Students are greeted warmly and welcomed to school each day when getting off the bus or arriving at the classroom door.

Parents are welcomed to the school and the staff works hard to develop effective working relationships with the parents.

Parents always comment that they feel welcomed at Lamar.

The Lamar staff celebrates the accomplishments of one another, as well as supports others when difficulties arise.

Lamar is committed to the use of Conscious Discipline to help us create strong connections with others, teach self-regulation skills and assist with student emotional management.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lamar students come to school with very little foundation in technology. **Root Cause:** We are the students first experience with school.

Problem Statement 2 (Prioritized): Not all Lamar staff has a strong foundation and understanding of developmentally-appropriate practice. **Root Cause:** Not all staff has an education in Early Childhood practices.

Priority Problem Statements

Problem Statement 1: Lamar's daily attendance lags well behind the state and district average.

Root Cause 1: PK students generally have the lowest attendance rates due to it being their first time in school. The parents are also unaware that once they enroll their student in public school prekindergarten they are required to follow the compulsory attendance laws.

Problem Statement 1 Areas: Demographics

Problem Statement 4: Most of our students are new to the school system and have never been away from their families. Social-emotional learning, routines and procedures take at least 6 weeks for full implementation.

Root Cause 4: Most students are new to the school system.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There are varying levels of experience and understanding of Conscious Discipline among the Lamar staff.

Root Cause 5: Not all staff have had the same amount of Conscious Discipline training.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lamar students come to school with very little foundation in technology.

Root Cause 6: We are the students first experience with school.

Problem Statement 6 Areas: Perceptions

Problem Statement 2: Academics are not fully supported at home

Root Cause 2: Families of Prekindergarten students do not always know how or have the skills needed to work with students at home to support what is learned at school.

Problem Statement 2 Areas: Demographics

Problem Statement 9: Pre-K students enter school lacking skills to use technology successfully to advance their academic journey.

Root Cause 9: Prekindergarten is a child's first experience with school and families often do not know how to use technology for academic purposes.

Problem Statement 9 Areas: Student Learning

Problem Statement 8: Teachers use Frog Street Press curriculum but do not always implement with fidelity

Root Cause 8: This is the second year of implementation of Frog Street Press and teachers have not had enough training.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 7: Not all Lamar staff has a strong foundation and understanding of developmentally-appropriate practice.

Root Cause 7: Not all staff has an education in Early Childhood practices.

Problem Statement 7 Areas: Perceptions

Problem Statement 3: An average of 90% of our families are new to the campus each year and require for us to develop strong relationships quickly in order to build a strong school culture.

Root Cause 3: Lamar is a Pre-K only school and most students only attend one year.

Problem Statement 3 Areas: Demographics

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 1: Lamar student attendance will increase from 85.5% to 94.7% by the end of the 2022-2023 school year.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, Academic Parent Teacher Team meetings, through social media and teacher communication app. Classes with highest attendance will ring attendance bell.</p> <p>Strategy's Expected Result/Impact: Parents and students will understand the importance of regular school attendance.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Lamar will provide incentives for perfect attendance goals met monthly and every nine weeks.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Attendance Clerk and Administrator</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Each classroom will utilize the Conscious Discipline job chart or similar structure to ensure that each student has a "classroom job".</p> <p>Strategy's Expected Result/Impact: Students will want to come to school everyday because they feel they are of service to others by doing their job.</p> <p>Staff Responsible for Monitoring: Classroom teachers and administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Principal will create a standard message about the importance of attendance through School Status to be sent weekly.</p> <p>Strategy's Expected Result/Impact: Parents will understand the importance of regular school attendance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Lamar's daily attendance lags well behind the state and district average. Root Cause: PK students generally have the lowest attendance rates due to it being their first time in school. The parents are also unaware that once they enroll their student in public school prekindergarten they are required to follow the compulsory attendance laws.</p>

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: 90% of Pre-K 4 students will be able to rote count to 30 in the EOY CLI assessment.

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Students will be able to successfully rote count from 1-30 or beyond.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrator and Team Leads</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their child at home.</p> <p>Strategy's Expected Result/Impact: Parents will be supported with strategies and ideas for working with their child at home.</p> <p>Staff Responsible for Monitoring: Classroom teacher, administrator and Team Leads.</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize the Promethean boards to provide hands-on, developmentally appropriate math activities.</p> <p>Strategy's Expected Result/Impact: Students will achieve satisfactory growth in math.</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: A focused review of students' performance on CLI Math will be conducted at the end of each Wave to determine needs in particular areas within the math assessment.</p> <p>Strategy's Expected Result/Impact: Student progress in math development</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers and administrator



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Academics are not fully supported at home **Root Cause:** Families of Prekindergarten students do not always know how or have the skills needed to work with students at home to support what is learned at school.

Perceptions

Problem Statement 1: Lamar students come to school with very little foundation in technology. **Root Cause:** We are the students first experience with school.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 3: Lamar EEC campus administrators will do 5 documented walk-throughs a week for the instructional year.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective transitions will be planned, practiced, modeled and implemented with the support of visuals and routine books for all classes.</p> <p>Strategy's Expected Result/Impact: Improvement in student academic and social-emotional growth</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrator and Lead Teacher</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The Lamar Conscious Discipline Action Team will create Routine Books, Visuals and Social Stories to be used daily in classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and students will be successful with routines and procedures.</p> <p>Staff Responsible for Monitoring: Conscious Discipline Action Team, Administrator</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will assist with transition to Pre-K 4 or Kindergarten by completing a Transition form for the receiving teacher/school on high priority students.</p> <p>Strategy's Expected Result/Impact: The transition to the next grade levels will be made smoothly and effectively for each student.</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Parent Orientation and Meet the Teacher will be held prior to the first day of school for all students.</p> <p>Strategy's Expected Result/Impact: Increased student and parent comfort and confidence in the transition to Pre-K.</p> <p>Staff Responsible for Monitoring: Teachers, Teaching Assistants, Administrator</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: An average of 90% of our families are new to the campus each year and require for us to develop strong relationships quickly in order to build a strong school culture. Root Cause: Lamar is a Pre-K only school and most students only attend one year.</p>
Student Learning
<p>Problem Statement 1: Most of our students are new to the school system and have never been away from their families. Social-emotional learning, routines and procedures take at least 6 weeks for full implementation. Root Cause: Most students are new to the school system.</p>

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.





Performance Objective 1: 90% of Pre-K 4 students will be able to identify 20 upper case and 20 lower case letters by the end of the 2022-2023 school year.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: BOY and EOY CLI scores, MOY and EOY Report Card Data, Monthly PLC Data Conversations. Lesson Plans, Istation Data and Observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Pre-K 4 students will leave PreK with a strong emerging reader foundation.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrator and Pre-K 4 Team Leader</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will send home weekly "Homework" with developmentally-appropriate letter activities for parents and students to work on at home.</p> <p>Strategy's Expected Result/Impact: Students will develop strong literacy foundation to prepare them for Kindergarten.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrator and Lead Teacher.</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administrator will conduct weekly walkthrough observations/coaching sessions and provide effective feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and student achievement will increase</p> <p>Staff Responsible for Monitoring: Campus Administrator and Team Leaders</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Promethean boards will be utilized to intentionally teach and support language development, letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Students will use technology to support their academic journey.</p> <p>Staff Responsible for Monitoring: Teachers, administrator</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Promethean Boards - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Academics are not fully supported at home Root Cause: Families of Prekindergarten students do not always know how or have the skills needed to work with students at home to support what is learned at school.</p>
School Processes & Programs
<p>Problem Statement 2: Teachers use Frog Street Press curriculum but do not always implement with fidelity Root Cause: This is the second year of implementation of Frog Street Press and teachers have not had enough training.</p>
Perceptions
<p>Problem Statement 1: Lamar students come to school with very little foundation in technology. Root Cause: We are the students first experience with school.</p>





Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Increase student performance between the CLI Wave 1 and Wave 3 to have 90% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: CLI Data Istation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment.</p> <p>Strategy's Expected Result/Impact: Students will get additional support as needed in the area of Phonological Awareness</p> <p>Staff Responsible for Monitoring: Administrator and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet with Administrator each nine weeks for Progress Monitoring of each student's academic performance.</p> <p>Strategy's Expected Result/Impact: Students will get additional support as needed in the area of Phonological Awareness</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Academic Parent Teacher Team Meetings will be conducted in the Fall and Spring so teachers can model effective Phonological Awareness strategies for parents to work with their child at home.</p> <p>Strategy's Expected Result/Impact: Parents will be given strategies to work with their child at home.</p> <p>Staff Responsible for Monitoring: Teachers and administrator</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Materials for Make and Take for APTT Meetings - Title One School-wide - \$1,532</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Academics are not fully supported at home **Root Cause:** Families of Prekindergarten students do not always know how or have the skills needed to work with students at home to support what is learned at school.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 1: Lamar student attendance will increase from 85.5% to 94.7% by the end of the 2022-2023 school year.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be greeted at the door each day. Children will be given a choice of how they wish to be greeted.</p> <p>Strategy's Expected Result/Impact: Students will feel welcomed and experience a sense of belonging.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrator and Team Lead</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will be taught breathing strategies to help self-regulate when they come upset.</p> <p>Strategy's Expected Result/Impact: Students will be able to self-regulate and manage their emotions.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrator and Team Lead.</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Each classroom, Specials Areas and Offices will have a Safe Place area for students to compose themselves when emotional upset occurs.</p> <p>Strategy's Expected Result/Impact: Students will understand that it is OK to feel angry and upset and have strategies to self-regulate.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrator and Team Lead</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom teachers, administrators will participate in Conscious Discipline coaching.</p> <p>Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Development - Title One School-wide - \$5,800</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.</p> <p>Strategy's Expected Result/Impact: Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors.</p> <p>Staff Responsible for Monitoring: Administrator, Secretary</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Development - Title One School-wide - \$65,500</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: An average of 90% of our families are new to the campus each year and require for us to develop strong relationships quickly in order to build a strong school culture. Root Cause: Lamar is a Pre-K only school and most students only attend one year.</p>
School Processes & Programs
<p>Problem Statement 1: There are varying levels of experience and understanding of Conscious Discipline among the Lamar staff. Root Cause: Not all staff have had the same amount of Conscious Discipline training.</p>





Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: 90 percent of Lamar families will participate in Parent and Family Engagement opportunities to increase school to home connections.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Lamar will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters.</p> <p>Strategy's Expected Result/Impact: Parents will feel supported and empowered to work with their children at home.</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Academic Parent Teacher Team materials - Title One School-wide - \$1,532</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Lamar will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, Transportation Parade, Valentines' Day Dance.</p> <p>Strategy's Expected Result/Impact: More positive image of Lamar EEC and higher level of parent engagement.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: An average of 90% of our families are new to the campus each year and require for us to develop strong relationships quickly in order to build a strong school culture. Root Cause: Lamar is a Pre-K only school and most students only attend one year.</p>

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Promethean Boards		\$40,000.00
2	2	3	Materials for Make and Take for APTT Meetings		\$1,532.00
3	1	4	Professional Development		\$5,800.00
3	1	5	Professional Development		\$65,500.00
3	2	1	Academic Parent Teacher Team materials		\$1,532.00
Sub-Total					\$114,364.00