

New Braunfels Independent School District

Lamar Elementary

2021-2022 Campus Improvement Plan



Mission Statement

New Braunfels ISD provides an environment where all students are engaged and empowered to become self-reliant learners in a constantly changing world.

Vision

Every student. Every day

Core Beliefs

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Learning	7
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: District Goal I: Academic Performance & Growth The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2021 is an "A", with every school achieving a rating of "B" or better."	21
Goal 2: District Goal 2: Communication & Safety The Board of Trustees and NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent Schools District schools and endeavors.	34
Goal 3: District Goal 3: Policies & Employee Excellence In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices and training to support and recognize employees for excellence.	46
Goal 4: District Goal 4: Resource Allocation The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.	50
Goal 5: District Goal 5: Facilities & Environment In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.	54
Goal 6: District Goal 6: Long Range SMART Goal Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.	57
Goal 7: District Goal 7: Long Range SMART Goal Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.	62
Goal 8: Campus Goal 8: Additional Targeted Support Address STAAR Performance to ensure all students and subpopulations meet the Federal Accountability Ratings, thus removing Lamar Elementary from the Campus Needing Additional Targeted Support list.	68
State Compensatory	72
Personnel for Lamar Elementary	73
Title I Schoolwide Elements	73
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	74
1.1: Comprehensive Needs Assessment	74
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	74
2.1: Campus Improvement Plan developed with appropriate stakeholders	74
2.2: Regular monitoring and revision	74
2.3: Available to parents and community in an understandable format and language	74
2.4: Opportunities for all children to meet State standards	74

2.5: Increased learning time and well-rounded education	75
2.6: Address needs of all students, particularly at-risk	75
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	75
3.1: Develop and distribute Parent and Family Engagement Policy	75
3.2: Offer flexible number of parent involvement meetings	75
Title I Personnel	75
Campus Funding Summary	76

Comprehensive Needs Assessment

Needs Assessment Overview

Annual CNA Process:

- District and campus administrators review the goals set by the board of trustees.
- Each campus establishes teams to examine multiple sources of data.
- Teams analyze collected data to identify campus strengths and needs.
- Campus representatives bring summaries of their campuses identified strengths and prioritized needs to a meeting of the District Educational Improvement Committee (DEIC) to help develop the district's CNA.
- CNA findings are the foundation of the district and campus improvement plans which identify strategies and activities to address identified strengths and needs. Priorities and needs correlate with justifications for ESSA program expenditures.

The Lamar Campus Improvement Committee (CIC), which consists of campus administrators and teachers, parents, and community and business representatives, began conducting a comprehensive needs assessment for school year 2019-20 beginning in May of the 2018-19 school year. Updates and revisions occurred in September of the 2019-20 school year and will continue throughout the year as needed. Multiple data sources and transition information from the nine district elementary schools were reviewed, discussed and disaggregated. Strengths were identified to build upon. Needs and concerns were prioritized. On-going needs will be documented during the formative review process.

Demographics

Demographics Summary

Lamar Elementary is a K-5 elementary school in the New Braunfels ISD which originally opened in 1923. Located in Comal County, New Braunfels is situated in a high-growth area between San Antonio and Austin. As the area has grown, NBISD and Lamar have experienced years of high enrollment. As a result of this increasing enrollment, NBISD opened two new elementary schools in the 2017-2018 school year. As the district has expanded, attendance zones have changed, causing Lamar to temporarily reduce enrollment and staff. Lamar is anticipated to grow in enrollment and staff as NBISD continues to increase enrollment with the development of new housing. Lamar will continue to be one of four designated Life Skills campuses for grades K-5 in NBISD for the 2021-2022 school year.

Campus enrollment for the 2021-2022 school year is expected to be approximately 360 students with about 38% of those students being Economically Disadvantaged. It is also expected that Lamar Elementary will have over 40 Special Education students. Lamar will continue to be a Title 1 campus for the 2021-2022 school year.

Demographics Strengths

Lamar Elementary Strengths:

Support from parents, families, and community members - Lamar continues to experience a high level of family and community commitment and engagement, as evidenced by the attendance at school events, collaboration between parents and staff surrounding student progress, and multiple, consistently active volunteers.

Diverse populations on campus - The students and families at Lamar are supportive of all students, regardless of differences which may exist. Students partner together to achieve success, supported by staff.

History and Culture of the City - New Braunfels has a rich history and heritage. Local organizations, including the Sophienburg and the Wurstfest, provide experiences for Lamar students to learn more about how New Braunfels was settled and the various cultural celebrations.

Active and Supportive PTA - The Lamar PTA works side by side with administration and teachers to provide opportunities for students. They also support the school through volunteerism, and they facilitate fund raising for further campus improvements.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): District attendance rates are below 96%. Lamar campus attendance rate is 96.5%, with an overall goal of 97%. **Root Cause:** Lamar has a significant number of families who plan vacations which cause their child(ren) to miss several consecutive days of school. Lamar also serves Life Skills students who miss significant amounts of school for therapies and illnesses related to their disability, which effects the overall attendance rate.

Problem Statement 2 (Prioritized): Ensuring Campus culture and shared campus vision in maintained. **Root Cause:** Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Problem Statement 3 (Prioritized): Ensure appropriate integration of our LIFESKILLS program into daily campus routines that incorporates a program that focuses on every student's individual needs. **Root Cause:** Ensuring LIFEKSKILLS students in all grade levels, Kindergarten through 5th grade, are properly supported and integrated into the daily routines at Lamar Elementary.

Problem Statement 4 (Prioritized): Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails. **Root Cause:** Continued parent attendance and participation during our annual Title I Public Hearings.

Problem Statement 5 (Prioritized): Increase overall participation in our COACH program. **Root Cause:** Lack of program development and follow through with ensuring parents are participating.

Student Learning

Student Learning Summary

Due to the outbreak of COVID-19, schools were forced to close the campus and shift to a remote learning platform. While teacher and student participation during this process was commendable, there is still an expected regression of student growth due to the lack of consistent hands-on learning. In addition, due to this shift in learning, the State of Texas suspended all STAAR testing, thus giving us no new measurable data to use in terms of overall student/campus growth. Thus, all previous ratings and benchmarks are still our last point of consistent measure and will be used in development of our overall campus goals. Prior campus performance outlines are listed below:

Based off of the State of Texas accountability ratings, for the 2018-19 school year, Lamar Elementary is a campus who received an overall accountability rating of an 80 (Campus Grade = B). Below are the specific target breakdowns (Due to COVID 19, updated data was not able to be gathered due to no formal testing to end the school year) :

- Domain 1 -- Student Achievement Lamar Elementary Score: 82
- Domain 2 -- School Progress Lamar Elementary Score: 82
- Part A -- Academic Growth: 82
- Part B -- Relative Performance: 80
- Domain 3 -- Closing the Performance Gaps Lamar Elementary Score: 75
- OVERALL ACCOUNTABILITY SCORE Lamar Elementary Score: 80 (Campus Grade = B)

While receiving an accountability rating of B, Lamar Elementary School is still identified as a campus for additional targeted support. Specific areas needing to be addressed is the need to have our Hispanic sub-population of students reach the Targets Level of expectation in ALL areas outlined in the Achievement Indicators.

Lamar Elementary was also recognized as a campus with specific Distinction Designations in the areas of Science Performance and Comparative Academic Growth.

Lamar Student Performance Data

Math	Approaches	Meets	Masters
First Grade	63%	42%	19%
Second Grade	59%	34%	14%
Third Grade	79%	49%	25%
Fourth Grade	73%	48%	35%
Fifth Grade	90%	70%	40%

Reading	Approaches	Meets	Masters
First Grade	56%	53%	23%
Second Grade	71%	36%	12%
Third Grade	74%	33%	23%
Fourth Grade	71%	51%	35%
Fifth Grade	86%	56%	24%

When comparing these results with the previous year's performance, we see a general campus wide decrease in all areas. While most areas only showed minor fluctuations in scores, there were some areas that saw more dramatic drops in performance, especially in 1st Grade Reading Approaches Scores, 1st Grade Math scores in all areas, 2nd grade Reading and Math scores in all areas, and 4th grade reading scores in the Approaches and Meets levels. There were also areas that showed great growth from the previous year's data, including 3rd Grade Math scores in the Approaches and Meets level, 3rd Grade Math in the Meets and Masters level, 4th grade Writing across all indicators and 5th grade Science in the Meets and Masters levels. (Due to COVID 19, updated data was not able to be gathered due to no formal testing to end the school year)

In addition to looking at our overall scores, we make sure to look at the specific student groups and how they compare as well. Below is the comparison of our main three sub-populations, White, Hispanic, and ECO (Economically Disadvantaged) and what percent met the various Standards (Approaches/Meets/Masters)

ELA/Reading

- White (90%/62%/40%)
- Hispanic (62%/31%/16%)
- ECO (67%/42%/21%)

Mathematics

- White (93%/74%/47%)
- Hispanic (66%/38%/15%)
- ECO (72%/44%/ 22%)

Writing

- White (78%/59%/28%)
- Hispanic (36%/9%/0%)
- ECO (56%/22%/4%)

Science

- White (89%/85%/52%)
- Hispanic (67%/43%/33%)
- ECO (69%/62%/38%)

When addressing the variance in scores between groups, it is important to keep in mind that each group population and size vary as well. This adds additional weight to each individual student score. To address the specifics of each subgroup, the campus has analyzed the scores for each individual student and will provide appropriate intervention that targets those areas of need. (Due to COVID 19, updated data was not able to be gathered due to no formal testing to end the school year)

Student Learning Strengths

Lamar Elementary Strengths:

- Middle of the Year benchmarks showed great progress in overall student performance.
- Projections indicated student performance on STAAR performance would have removed Lamar Elementary from the Target Campus In Need Of Improvement list by the State.
- Overall teacher, student and family participation during the remote learning process was a huge success, with less than 1% of the campus students failing to participate during the process.

Lamar Elementary Strengths per prior year's data:

- 1st Grade Students maintained high Reading performance at the Meets and Masters levels of 53% and 23%.
- 3rd Grade Students showed an increase in Math performance by 3% on Approach Level and 5% on the Meets Level.
- 4th Grade Students showed an increase of 2% in the Reading Meets Level, 1% in the Math Meets Level and 14% on the Math Masters Level
- 4th Grade Writing Scores showed drastic increase across the board, 4% at the Approach Level, 15% at the Meets Level and 14% at the Masters Level
- 5th Grade Science Scores showed an increase of 6% on the Meets Level and 4% on the Masters Level.
- Lamar Elementary received Distinction Designations in the areas of Science Performance and Comparative Academic Growth.

(Due to COVID 19, updated data was not able to be gathered due to no formal testing to end the school year)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 2 (Prioritized): Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 3 (Prioritized): 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. **Root Cause:** Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.

Problem Statement 4 (Prioritized): 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. **Root Cause:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.

Problem Statement 5 (Prioritized): 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 6 (Prioritized): 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 7 (Prioritized): 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.

Problem Statement 8 (Prioritized): Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Problem Statement 9 (Prioritized): End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through Vertical Team and PLC meetings. **Root Cause:** Lack of time and planning where these meetings were developed with consistency.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Lamar Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student lead instruction, problem solving skills and cooperative learning.

In order to ensure our students are meeting these goals, a strong focus is placed on curriculum planning and instruction development. Our teachers will be provided a 90 minute planning period monthly that allows them to collaborate with one another, receive support from our District and campus Instructional Coaches, and spend time breaking down individual student data. In addition, this time allows for our teachers to better develop our lessons and ensure they support our Project Based Learning (PBL) approach, as well as our 90 Minute Shared Reading approach that allows us to provide instruction to all students at their appropriate reading levels.

Regular Student Success Team (SST) meetings will also be held to allow for the campus leadership team to focus on our At-Risk student population and better develop plans and supports for those students and teachers. This team is comprised of the Principal, Assistant Principal, Counselor, Campus Instructional Coaches and grade level teachers. Data derived from teacher developed assessments, DRA reading levels, district benchmarks, and prior student performances (as well as additional materials) are all taken into account during these meetings.

The addition of an Early Childhood Literacy Coach will be added to campus this school year in order to support the State of Texas Early Literacy Initiative. This Campus Instructional Coach will focus on the effective training of this initiative to all staff, especially our teachers in the Kindergarten through 3rd Grades who did not receive training the past year, as well as regularly coaching our teachers to ensure they are all "highly effective" in their reading and literacy instruction.

In order to address student behavior, a Positive Behavior Intervention Support Team has been developed. This team, lead by our Assistant Principal and Counselor, has already received in depth training on developing a positive program to address the needs of Lamar Elementary. They will be charged with training our campus staff and supporting the specific needs of our students and teachers throughout the school year.

Supporting and ensuring new staff members has always been a focus of Lamar Elementary. As new family members are added or moved to new grade level assignments, coaching plans and support are provided to help ensure instruction and overall organization of the classroom is present for our students. Additional new teacher meetings are held regularly and instructional coaches are regularly present in our teacher's classrooms for support, modeling and observation.

Staff at Lamar Elementary is regularly encouraged to seek out and attend staff development opportunities. Administration has dedicated campus funds to continue to support teachers in these endeavors and uses these opportunities to ensure teachers meet their required 5 days of annual staff development.

Focusing on overall student progress is how Lamar Elementary gages its overall success. All of our programs and supports are designed to add value to the student over the span of each school year, regardless of their academic abilities. LE utilizes a set daily schedule that includes "Unicorn Time" where students are able to receive intervention, academic support or positive differentiation without losing out on instructional time. This allows for teachers to address the specific needs of all of our students.

School Processes & Programs Strengths

Lamar Elementary Strengths:

-- The Student Success Team process has been refined and is an effective way to track student progress and make plans for intervention.

- 1:1 iPads are being implemented as learning tools, and instructional staff are collaborating with district technology specialists to enhance integration.
- K-2 teachers are successfully implementing the 90 minute literacy block structure, including the implementation of Foundations (phonics) in Kindergarten through second grades.
- All teachers are implementing weekly social-emotional lessons and restorative circles to enhance classroom and campus community. An Advisory Period Schedule has been developed to assist with fidelity of meetings.
- Teachers at Lamar are empowered to take on leadership roles, including team leader, committee chairs, and activity sponsors.
- Incorporated a common intervention time "Unicorn Time" to allow for At-Risk student support and differentiated instruction.
- Will provide teachers with a 90 minute planning period monthly to strengthen instruction through curriculum alignment and lesson plan development.
- Funds are allocated for Out of District Staff Development opportunities to increase teacher knowledge and skills.
- Campus wellness programs and fitness grams implemented and effective.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Continued funding of our Campus Interventionists and Instructional Aides through use of Title I funds is recommended. **Root Cause:** Data shows strong student progress to those who were served.

Problem Statement 2 (Prioritized): Funding of an Early Literacy Coach to the campus is needed to support the Early Literacy Initiative being implemented Statewide. **Root Cause:** State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.

Problem Statement 3 (Prioritized): Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders. **Root Cause:** Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.

Perceptions

Perceptions Summary

Lamar Elementary prides itself as Team Lamarvelous! This concept begins with the manner in which the staff treats one another, and extending to how Lamar Elementary values its students, families and surrounding community. This core value is evident in all aspects of the campus and is reflected in how parents and community reflect on the campus as a whole. In addition to this basic belief, we strive to teach our students our Lamarvelous values-Be respectful, responsible, and resourceful!

To further support our values, our campus has developed a Effective Behavior Intervention Support Team that will regularly evaluate our campus culture and create ways to highlight those values throughout the school year. This will include teaching and modeling these expectations to our students, but also by providing support and training to our teachers so they can better implement our campus ideals in their classrooms. One aspect that will be utilized by our team is the Restorative Discipline process. This program trains our students to more proactively deal with issues and includes classroom circle discussions to help facilitate the process. Currently, all of our teachers have been trained in this program and will be implementing this process throughout the school year.

The EBIS Team will directly support student behavior and provide training to help ensure teachers are provided the skills and tools to effectively shape student behaviors. While bullying was not viewed as a major issue on end of year surveys, Lamar Elementary always views this as an area that needs support. Continued focus on our bully awareness through teaching and counseling will be focus for our campus.

Parent communication is pivotal at Lamar Elementary. We utilize the School Messenger system and weekly newsletters to regularly inform our parents and families on activities taking place. In addition, our teachers regularly reach out and keep families informed as to how students are performing throughout the school year. To further build the relationship between the campus and families, regular events are held to bring our families together, including Bring Your Grandparent to Lunch Day, Fall Festival, and other events.

The overarching goal for Team Lamarvelous is to love kids and help them grow. By cheering each other on, taking risks and "failing forward", and partnering with all stakeholders, our students will continue to make progress and reach their goals.

Perceptions Strengths

Lamar Elementary Strengths:

- Students, teachers and parents all felt as though students truly like coming to school and learning.
- Students, teachers and parents all indicate they feel the campus was clean, well kept and promoted learning.
- Family programs received positive feedback.
- A strong partnership exists between Lamar Elementary staff and parents, as evidenced through strong PTA activities and that the campus does a good job of encouraging Parent and Family Engagement.
- The overarching goal of our school is to love kids and help them grow, which is embraced by all stakeholders.
- Excellent response to student activities including school dances, performances and programs.
- Great feedback on the implementation of counselor classroom meetings and other programs including Lunch Bunch and Canine Classmates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Organization of our campus EBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative Discipline, and provide behavior coaching and modeling for campus teachers showed a need for further attention. **Root Cause:** An increased effort to support teachers through coaching and modeling has begun to take place. Continued focus on this is recommended to further support teachers and staff through this process.

Problem Statement 2 (Prioritized): Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. **Root Cause:** National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.

Priority Problem Statements

Problem Statement 1: District attendance rates are below 96%. Lamar campus attendance rate is 96.5%, with an overall goal of 97%.

Root Cause 1: Lamar has a significant number of families who plan vacations which cause their child(ren) to miss several consecutive days of school. Lamar also serves Life Skills students who miss significant amounts of school for therapies and illnesses related to their disability, which effects the overall attendance rate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained.

Root Cause 2: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Ensure appropriate integration of our LIFESKILLS program into daily campus routines that incorporates a program that focuses on every student's individual needs.

Root Cause 3: Ensuring LIFEKSKILLS students in all grade levels, Kindergarten through 5th grade, are properly supported and integrated into the daily routines at Lamar Elementary.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails.

Root Cause 4: Continued parent attendance and participation during our annual Title I Public Hearings.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Lamar Elementary being identified as a campus for additional targeted support.

Root Cause 5: Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year.

Root Cause 6: Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels.

Root Cause 7: Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%).

Root Cause 8: Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas.

Root Cause 9: New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels.

Root Cause 10: Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas.

Root Cause 11: Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Problem Statement 11 Areas: Student Learning

Problem Statement 14: Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders.

Root Cause 14: Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 17: Organization of our campus EBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative Discipline, and provide behavior coaching and modeling for campus teachers showed a need for further attention.

Root Cause 17: An increased effort to support teachers through coaching and modeling has begun to take place. Continued focus on this is recommended to further support teachers and staff through this process.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis.

Root Cause 18: National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Continued funding of our Campus Interventionists and Instructional Aides through use of Title I funds is recommended.

Root Cause 19: Data shows strong student progress to those who were served.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: Increase overall participation in our COACH program.

Root Cause 20: Lack of program development and follow through with ensuring parents are participating.

Problem Statement 20 Areas: Demographics

Problem Statement 21: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process.

Root Cause 21: COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: Funding of an Early Literacy Coach to the campus is needed to support the Early Literacy Initiative being implemented Statewide.

Root Cause 22: State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.

Problem Statement 22 Areas: School Processes & Programs

Problem Statement 23: End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through Vertical Team and PLC meetings.

Root Cause 23: Lack of time and planning where these meetings were developed with consistency.

Problem Statement 23 Areas: Student 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: District Goal I: Academic Performance & Growth

The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2021 is an "A", with every school achieving a rating of "B" or better."

Performance Objective 1: Increase the percentage of ALL students achieving the Meets Grade Level standard on ALL subjects of state assessments. Baseline raw score from Domain 1 - 2019 is 54, target for 2021 is 59 or higher. (Due to COVID 19, updated Domain Scores are not able to be gathered due to no formal campus ratings for the past school year)

Evaluation Data Sources: The percentage of students at the Meets Grade Level on 3rd, 4th and 5th grade STAAR math assessments will increase by 5% per grade level to be 49%, 53% and 69% respectively.





The percentage of students at the Meets Grade Level on 3rd, 4th and 5th grade STAAR reading assessments will increase by 5% per grade level to be 56%, 48%, and 75% respectively.

Use District and Campus Level Assessments to gage student progress towards the objective.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Invest in curriculum to support student progress in all areas and help prepare students mentally for STAAR Assessments by becoming better problem solvers</p> <p>Strategy's Expected Result/Impact: Students will be better prepared to think critically when solving problems and better apply the information they have learned.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The librarian will provide a pull out program for all 3rd through 5th grade GT students weekly.</p> <p>Strategy's Expected Result/Impact: GT students will be challenged and increase their independent problem solving abilities.</p> <p>Staff Responsible for Monitoring: Librarian/GT Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the EOY Benchmarks, STAAR Data, and RTI Notes to identify student's needed early intervention and ensure those students are immediately served through Tier II classroom supports including specific support during Unicorn Time and before school tutoring.</p> <p>Strategy's Expected Result/Impact: Students should show a quicker recapture of lost knowledge due to regression from the time out of the classroom.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase classroom best practices and instructional planning through planned teacher professional development and campus scheduling to include:</p> <ul style="list-style-type: none"> -- Teacher Training in Fundamental 5, Cultural Awareness Training, Low Socio Economic Training. -- Development of 90 Minute Planning Block for teachers to plan accordingly -- Provide Funding for Staff Development throughout the school year. <p>Strategy's Expected Result/Impact: Teachers will better perform best practice activities in their classrooms as a way to further support higher levels of student learning.</p> <p>Staff Responsible for Monitoring: Administration Campus Curriculum Specialists/Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Develop campus wide Vertical Team and Professional Learning Community (PLC) meetings to allow teachers to look at TEKS vertically from grade level to grade level and ensure common practices and academic vocabulary is being used and consistent across the campus and to develop a deeper understanding of grade level curriculum. This will be accomplished through:</p> <ul style="list-style-type: none"> -- Monthly Vertical Team/PLC meetings after school (Groups - Kinder to 2nd and 3rd to 5th) -- Beginning of the Year Vertical Grade Level Discussions during Teacher Work Week -- 90 Minute "Curriculum Dive" conversations monthly with Curriculum Specialists by grade level -- "Vertical Observations" provided for teachers to observe their peers and develop a grasp of knowledge for surrounding grade levels. <p>Strategy's Expected Result/Impact: Increased teacher awareness of vertical progression of TEKS so that proper shared vocabulary and practices are implements consistently across all grade levels.</p> <p>Deeper teacher understanding of grade level curriculum.</p> <p>Staff Responsible for Monitoring: Administration Campus/District Curriculum Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. Root Cause: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.</p>
Student Learning
<p>Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. Root Cause: COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.</p>
<p>Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. Root Cause: Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.</p>
<p>Problem Statement 3: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. Root Cause: Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.</p>
<p>Problem Statement 4: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. Root Cause: Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.</p>

Student Learning

Problem Statement 5: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 6: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 7: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Problem Statement 9: End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through Vertical Team and PLC meetings. **Root Cause:** Lack of time and planning where these meetings were developed with consistency.

Goal 1: District Goal I: Academic Performance & Growth

The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2021 is an "A", with every school achieving a rating of "B" or better."

Performance Objective 2: Increase the percentage of ALL students demonstrating growth on Reading and Math state assessments. Baseline raw score from Domain 2, Part A - 2019 is 82. Target for 2021 is 87. (Due to COVID 19, updated Domain Scores are not able to be gathered due to no formal campus ratings for the past school year)





Evaluation Data Sources: The percentage of students at the Meets Grade Level on 3rd, 4th and 5th grade STAAR math assessments will increase by 5% per grade level to be 49%, 53% and 69% respectively.

The percentage of students at the Meets Grade Level on 3rd, 4th and 5th grade STAAR reading assessments will increase by 5% per grade level to be 56%, 48%, and 75% respectively.

Use District and Campus Level Assessments to gage student progress towards the objective.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to employ a Math and Reading Interventionist, Instructional Coaches and Instructional Assistants to coach teachers on best practices as well as pull students who are At-Risk and support them with individualized support. Reading interventionist will also serve those students who need Dyslexia support.</p> <p>Strategy's Expected Result/Impact: Increased student growth on Math and Reading Scores</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 266 - ESSER Grant - \$28,000, - 211 - Title I, Part A - \$71,151, Dyslexia Funding - 199 - General Fund - \$7,192, - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$116,928</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Invest in curriculum to support student progress in all areas and help prepare students mentally for STAAR Assessments by becoming better problem solvers</p> <p>Strategy's Expected Result/Impact: Students will be better prepared to think critically when solving problems and better apply the information they have learned.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teacher Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 211 - Title I, Part A - \$5,000, - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the EOY Benchmarks, STAAR Data, and RTI Notes to identify student's needing early intervention and ensure those students are immediately served through Tier II classroom supports including specific support during Unicorn Time and before school tutoring.</p> <p>Strategy's Expected Result/Impact: Students should show a quicker recapture of lost knowledge due to regression from the time out of the classroom.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase classroom best practices and instructional planning through planned teacher professional development and campus scheduling to include:</p> <ul style="list-style-type: none"> -- Teacher Training in Fundamental 5, Cultural Awareness Training, Low Socio Economic Training. -- Development of 90 Minute Planning Block for teachers to plan accordingly -- Provide Funding for Staff Development throughout the school year. <p>Strategy's Expected Result/Impact: Teachers will better perform best practice activities in their classrooms as a way to further support higher levels of student learning.</p> <p>Staff Responsible for Monitoring: Administration Campus Curriculum Specialists/Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Develop campus wide Vertical Team and Professional Learning Community (PLC) meetings to allow teachers to look at TEKS vertically from grade level to grade level and ensure common practices and academic vocabulary is being used and consistent across the campus and to develop a deeper understanding of grade level curriculum.</p> <p>This will be accomplished through:</p> <ul style="list-style-type: none"> -- Monthly Vertical Team/PLC meetings after school (Groups - Kinder to 2nd and 3rd to 5th) -- Beginning of the Year Vertical Grade Level Discussions during Teacher Work Week -- 90 Minute "Curriculum Dive" conversations monthly with Curriculum Specialists by grade level -- "Vertical Observations" provided for teachers to observe their peers and develop a grasp of knowledge for surrounding grade levels. <p>Strategy's Expected Result/Impact: Increased teacher awareness of vertical progression of TEKS so that proper shared vocabulary and practices are implements consistently across all grade levels.</p> <p>Deeper teacher understanding of grade level curriculum.</p> <p>Staff Responsible for Monitoring: Administration Campus/District Curriculum Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. **Root Cause:** Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Student Learning

Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 3: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. **Root Cause:** Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.

Problem Statement 4: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. **Root Cause:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.

Problem Statement 5: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 6: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 7: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

School Processes & Programs

Problem Statement 1: Continued funding of our Campus Interventionists and Instructional Aides through use of Title I funds is recommended. **Root Cause:** Data shows strong student progress to those who were served.

Problem Statement 2: Funding of an Early Literacy Coach to the campus is needed to support the Early Literacy Initiative being implemented Statewide. **Root Cause:** State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.

Goal 1: District Goal I: Academic Performance & Growth

The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2021 is an "A", with every school achieving a rating of "B" or better."

Performance Objective 3: Increase overall student performance at ALL grade levels and subject areas, demonstrating growth in all End of Year Assessments.





Evaluation Data Sources: End of Year District Assessments
STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kinder, 1st and 2nd grade teachers will implement Foundations instruction for which training was provided during inservice. All K-2 teachers will continue to utilize support and coaching from campus and district interventionist and curriculum coaches in order to sustain balanced literacy blocks with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased overall student instruction to all academic levels by appropriately grouping students into reading groups so instruction can be more efficiently applied.</p> <p>Staff Responsible for Monitoring: Campus Interventionists District Curriculum Specialists Classroom Teachers Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I, Part A - \$0, - 199 - General Fund, - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$0</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create monitor groups by grade level for students in minority, economically disadvantaged, special education and at-risk in order to carefully monitor progress on assessments.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance through appropriate allocation of intervention and Special Education resources.</p> <p>Staff Responsible for Monitoring: Instructional Interventionists Special Education Teachers Administration</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 211 - Title I, Part A - \$0, - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$0</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Coordinate closely with LPACS, SST Team and Interventionists to ensure students who are At-Risk and LEP are receiving appropriate accommodation and accessibilities to ensure increased classroom performance. Invest in LEP assessment tools to help support this process.</p> <p>Strategy's Expected Result/Impact: This should increase overall performance of students who are LEP and At-Risk, thus decreasing the performance gaps between subpopulations.</p> <p>Staff Responsible for Monitoring: LPAC Representative SST Team Interventionists Administration Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - 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 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199-PIC 25, 35 State Bilingual/ESL - \$986, - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The librarian will provide a pull out program for all 3rd through 5th grade GT students weekly.</p> <p>Strategy's Expected Result/Impact: GT students will be challenged and increase their independent problem solving abilities.</p> <p>Staff Responsible for Monitoring: Librarian/GT Teacher Administration</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: Supplies for Pull Out GT Program - 199-PIC 21 State gifted and Talented (G/T) - \$1,095</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure that school master schedules, event planning and educational opportunities take into account the needs of LIFESKILLS classrooms and students so that all students are provided learning opportunities.</p> <p>Strategy's Expected Result/Impact: Strong inclusion opportunities where students in the LIFESKILLS setting are exposed to their non-disabled peers and provided life learning experiences.</p> <p>Staff Responsible for Monitoring: Administration LIFESKILLS Teachers Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize the EOY Benchmarks, STAAR Data, and RTI Notes to identify student's needed early intervention and ensure those students are immediately served through Tier II classroom supports including specific support during Unicorn Time and before school tutoring.</p> <p>Strategy's Expected Result/Impact: Students should show a quicker recapture of lost knowledge due to regression from the time out of the classroom.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Hire and support an Early Literacy Coach to facilitate the Early Literacy Initiative from the State and support our Kinder through 3rd grade teachers to ensure they are "highly effective" in regards to reading and literacy teaching practices.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in all subject areas as a result of improved reading instruction, overall grade appropriate rigor and consistent implementation of appropriate guided reading practices.</p> <p>Staff Responsible for Monitoring: Administration District Early Childhood Specialist Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 199 - General Fund - Early Educational Allotment - \$10,088, - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Increase classroom best practices and instructional planning through planned teacher professional development and campus scheduling to include:</p> <ul style="list-style-type: none"> -- Teacher Training in Fundamental 5, Cultural Awareness Training, Low Socio Economic Training. -- Development of 90 Minute Planning Block for teachers to plan accordingly -- Provide Funding for Staff Development throughout the school year. <p>Strategy's Expected Result/Impact: Teachers will better perform best practice activities in their classrooms as a way to further support higher levels of student learning.</p> <p>Staff Responsible for Monitoring: Administration Campus Curriculum Specialists/Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Develop campus wide Vertical Team and Professional Learning Community (PLC) meetings to allow teachers to look at TEKS vertically from grade level to grade level and ensure common practices and academic vocabulary is being used and consistent across the campus and to develop a deeper understanding of grade level curriculum.</p> <p>This will be accomplished through:</p> <ul style="list-style-type: none"> -- Monthly Vertical Team/PLC meetings after school (Groups - Kinder to 2nd and 3rd to 5th) -- Beginning of the Year Vertical Grade Level Discussions during Teacher Work Week -- 90 Minute "Curriculum Dive" conversations monthly with Curriculum Specialists by grade level -- "Vertical Observations" provided for teachers to observe their peers and develop a grasp of knowledge for surrounding grade levels. <p>Strategy's Expected Result/Impact: Increased teacher awareness of vertical progression of TEKS so that proper shared vocabulary and practices are implements consistently across all grade levels.</p> <p>Deeper teacher understanding of grade level curriculum.</p> <p>Staff Responsible for Monitoring: Administration Campus/District Curriculum Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Invest in and utilize the July Jumpstart program to help bridge educational gaps due to remote learning, quarantining and all other elements brought on by COVID - 19.</p> <p>Strategy's Expected Result/Impact: Re-acclimate students with the educational setting while providing them not only some educational gaps support, but also providing a social/emotional support element for the student.</p> <p>Staff Responsible for Monitoring: Administration July Jumpstart Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 266 - ESSER Grant - \$10,300, - 199 - General Fund</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. Root Cause: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.</p>
<p>Problem Statement 3: Ensure appropriate integration of our LIFESKILLS program into daily campus routines that incorporates a program that focuses on every student's individual needs. Root Cause: Ensuring LIFEKSKILLS students in all grade levels, Kindergarten through 5th grade, are properly supported and integrated into the daily routines at Lamar Elementary.</p>
Student Learning
<p>Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. Root Cause: COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.</p>
<p>Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. Root Cause: Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.</p>
<p>Problem Statement 3: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. Root Cause: Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.</p>
<p>Problem Statement 4: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. Root Cause: Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.</p>
<p>Problem Statement 5: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). Root Cause: Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.</p>
<p>Problem Statement 6: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. Root Cause: New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.</p>

Student Learning

Problem Statement 7: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

School Processes & Programs

Problem Statement 2: Funding of an Early Literacy Coach to the campus is needed to support the Early Literacy Initiative being implemented Statewide. **Root Cause:** State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.

Goal 2: District Goal 2: Communication & Safety





The Board of Trustees and NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent Schools District schools and endeavors.

Performance Objective 1: Provide opportunities for parents and community members to participate in school activities and strengthen overall communication.

Evaluation Data Sources: Raptor Reports
 Parent Surveys
 Master Calendar

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Invite parents to Open House, Music Programs, PTA Meetings, Fall Fest, and other Family Engagement Activities. Strategy's Expected Result/Impact: Parents feeling more involved and welcomed at the campus. Staff Responsible for Monitoring: Student Council PTA Administration Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2, 4, 5 Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate our Annual Title 1 Meetings into our Open House event to encourage parent participation at the meeting, as well as offering a 2nd meeting during the day to provide options for parents. Strategy's Expected Result/Impact: Increased parent understanding of what it means to be a Title 1 Campus and what they can do to support both their children and the campus as a whole. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 4 Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Organize and implement a COACH program that encourages dads and other male family members to take an active role in education of our students.</p> <p>Strategy's Expected Result/Impact: Increased positive male role models on campus to support the overall learning environment for our students.</p> <p>Staff Responsible for Monitoring: Assistant Principal PTA</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parents will be made aware at the Fall Parent Conferences that the LE Campus Improvement Plan (CIP), Parent and Family Engagement policy (PF & E) for the school & district is posted to the district and campus website. These documents, as well as the School-Parent Compact, are available in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Since parents on the Campus Improvement Committee (CIC) help develop/revise/approve the PF & E they will be more involved with campus initiatives and events. By communicating often and in many ways parents will have a positive image of LE and higher level of parent engagement and understanding.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 4</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide additional parent/public communication and collaboration by holding regular "Virtual Lamar Town Hall Meetings" each 9-weeks where families will have to opportunity to log in to a group Zoom meeting held by the principal to get campus updates, ask questions about the campus/district and provide suggestions and feedback on overall programs.</p> <p>Dates/Times: 9/21 @ 7:00 pm 11/21 @ 12:00 pm 2/22 @ 7:30 pm 4/22 @ 12:00 pm</p> <p>Strategy's Expected Result/Impact: Increased communication and parent buy-in/support when creating campus plans and initiatives by offering open meetings in a variety of settings and times.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 4 - Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase overall student participation in campus wide Spirit Days, including "Tie Tuesdays", Thursday College/University Days and Friday Unicorn Pride Days by placing a larger emphasis on these days and recognizing student participation during Friday Assemblies.</p> <p>Strategy's Expected Result/Impact: Overall increase in campus ownership and pride.</p> <p>Staff Responsible for Monitoring: Administration PBIS Committee Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Develop a partnership with Communities in Schools by working with social worker on campus in order to offer support to all students and families.</p> <p>Strategy's Expected Result/Impact: Increased support provided to students and families to allow for stronger, healthier students. Overall family engagement will increase as well as student growth.</p> <p>Staff Responsible for Monitoring: Administration Communities in Schools Directors Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 4 - Student Learning 8</p> <p>Funding Sources: - 199 - General Fund, - 266 - ESSER Grant - \$21,250</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: District attendance rates are below 96%. Lamar campus attendance rate is 96.5%, with an overall goal of 97%. Root Cause: Lamar has a significant number of families who plan vacations which cause their child(ren) to miss several consecutive days of school. Lamar also serves Life Skills students who miss significant amounts of school for therapies and illnesses related to their disability, which effects the overall attendance rate.</p>
<p>Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. Root Cause: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.</p>
<p>Problem Statement 4: Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails. Root Cause: Continued parent attendance and participation during our annual Title I Public Hearings.</p>
<p>Problem Statement 5: Increase overall participation in our COACH program. Root Cause: Lack of program development and follow through with ensuring parents are participating.</p>

Student Learning

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Perceptions

Problem Statement 2: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. **Root Cause:** National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.

Goal 2: District Goal 2: Communication & Safety





The Board of Trustees and NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent Schools District schools and endeavors.

Performance Objective 2: Improve campus safety measures and increase the level of safety awareness, training and preparedness of all staff and students.

Baseline data is previous year training records and safety procedures.

Evaluation Data Sources: End of Year Safety Reports
Master Calendar

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All drills will be reviewed at the beginning of each semester and practiced throughout the school year, including monthly fire drills and practice lockdown and severe weather drills.</p> <p>Strategy's Expected Result/Impact: All students and staff will be prepared and know how to react in case safety protocols are needed.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Regular classroom meetings and counseling sessions will be held with each class to further teach mental and physical health and proper behaviors as well as apply required Character Traits Lessons.</p> <p>Strategy's Expected Result/Impact: Increased student awareness and understanding of the importance of both mental and physical health.</p> <p>Staff Responsible for Monitoring: Counselor Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with the Crisis Center of Comal County to provide mental and physical wellness trainings to our 4th and 5th Grade students.</p> <p>Strategy's Expected Result/Impact: Increased student awareness and understanding of the importance of both mental and physical health and what to do if placed in a difficult situation.</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. Root Cause: National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.</p>





Goal 2: District Goal 2: Communication & Safety

The Board of Trustees and NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent Schools District schools and endeavors.

Performance Objective 3: Increase implementation of the campus wide Effective Behavior Initiative Supports and values.

Evaluation Data Sources: Campus Surveys
 Educators Handbook Data
 Faculty Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff training and continued implementation of our Lamar Expectations where students are taught clear expectations for campus behaviors and are positively recognized for those behaviors.</p> <p>Strategy's Expected Result/Impact: Students will be positively supported and recognized for following school wide expectations.</p> <p>Staff Responsible for Monitoring: EBIS Committee Administration Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a EBIS Committee that utilized campus data gathered from surveys and Educational Handbook to address specific behavior needs on campus and support both Staff and Students.</p> <p>Strategy's Expected Result/Impact: Discipline data will show a noted decrease in specific behaviors.</p> <p>Staff Responsible for Monitoring: EBIS Committee Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop an Advisory Schedule for each Friday morning that included Friendship Friday Assemblies and Class Meetings to further increase campus culture and provide time for effective Restorative Discipline circles/discussions.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and decreased student behaviors.</p> <p>Staff Responsible for Monitoring: Administration EBIS Committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1, 2</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct regular EBIS grade level meetings where teachers will be taught specific behavior intervention skills and best practices that will further develop solid Tier I supports for the classroom and campus.</p> <p>Strategy's Expected Result/Impact: Increased amount of classroom skills and programs that support positive behaviors in the classroom, thus decreasing major incidents and disruptions.</p> <p>Staff Responsible for Monitoring: EBIS Directors Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. Root Cause: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.</p>
School Processes & Programs
<p>Problem Statement 3: Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders. Root Cause: Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.</p>
Perceptions
<p>Problem Statement 1: Organization of our campus EBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative Discipline, and provide behavior coaching and modeling for campus teachers showed a need for further attention. Root Cause: An increased effort to support teachers through coaching and modeling has begun to take place. Continued focus on this is recommended to further support teachers and staff through this process.</p>

Perceptions

Problem Statement 2: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. **Root Cause:** National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.





Goal 2: District Goal 2: Communication & Safety

The Board of Trustees and NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent Schools District schools and endeavors.

Performance Objective 4: Increase communication and transparency of annual and long range planning, goals and decision-making process to the staff, parents, community members and general public.

- Evaluation Data Sources:** CIC Committee Minutes
 CIC Plan
 Title 1 Meeting Sign-In Sheet
 Campus Report Card Sign-In Sheet
 Faculty, Team Leader Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct regular Team Leader Meetings, EBIS Meetings, and CARE Team Meetings where campus representatives provide leadership and decide on campus programs and funding.</p> <p>Strategy's Expected Result/Impact: Increased teacher involvement in the overall decision making process of the campus.</p> <p>Staff Responsible for Monitoring: Administrators Campus Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Invite parents to Open House, Music Programs, PTA Meetings, Fall Fest, and other Family Engagement Activities.</p> <p>Strategy's Expected Result/Impact: Parents feeling more involved and welcomed at the campus.</p> <p>Staff Responsible for Monitoring: Student Council PTA Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate our Annual Title 1 Meetings into our Open House eventing to encourage parent participation at the meeting, as well as offering a 2nd meeting during the day to provide options for parents.</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of what it means to be a Title 1 Campus and what they can do to support both their children and the campus as a whole.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase overall communication to parents and community members through effective use of various media methods, including Facebook and Instagram.</p> <p>Strategy's Expected Result/Impact: Increased student/family belonging and awareness of the great things taking place not only on campus, but with our students and staff.</p> <p>Staff Responsible for Monitoring: Media Team Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:





Demographics
<p>Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. Root Cause: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.</p>
<p>Problem Statement 4: Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails. Root Cause: Continued parent attendance and participation during our annual Title I Public Hearings.</p>
School Processes & Programs
<p>Problem Statement 3: Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders. Root Cause: Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.</p>

Goal 2: District Goal 2: Communication & Safety

The Board of Trustees and NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent Schools District schools and endeavors.

Performance Objective 5: Ensure all campus procedures adhere to recommendations outlined by the CDC and are routinely and effectively implemented as a result of COVID-19.

Evaluation Data Sources: Campus Safety Audits

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work with District Office to develop guidelines and procedures to keep students and staff safe as recommended by the CDC while on campus.</p> <p>Strategy's Expected Result/Impact: Students and staff will be able to effectively participate in education while attending class on campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 266 - ESSER Grant - \$541.53, - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a daily campus procedures that support appropriate social distancing, including seating arrangements in the cafeteria, walking in the hallways, recess, specials, during arrival, and during dismissal.</p> <p>Strategy's Expected Result/Impact: Students and staff will be able to effectively participate in education while attending class on campus.</p> <p>Staff Responsible for Monitoring: Administrators All Staff Members</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Perceptions
<p>Problem Statement 2: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. Root Cause: National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.</p>





Goal 3: District Goal 3: Policies & Employee Excellence

In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices and training to support and recognize employees for excellence.

Performance Objective 1: Employ and retain highly qualified teachers to ensure the highest quality instruction for our students.

Evaluation Data Sources: TTESS evaluations
Interviews
Coordination with NBISD Human Resources

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use Talent Ed system to study and evaluate applications for teaching positions in order to ensure highly qualified teachers are interviewed and hired for all open positions.</p> <p>Strategy's Expected Result/Impact: All staff positions will be filled with Highly Qualified personnel</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Appropriately use the TTESS evaluation system to ensure student growth and achievement is the focus of all teachers.</p> <p>Strategy's Expected Result/Impact: All staff members will show adequate growth in their professional goals, as will students show progress based off of Student Growth Measures.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hire additional Fine Arts staff, particularly Art Teachers to our campus staff to further enrich overall student education.</p> <p>Strategy's Expected Result/Impact: Increase in overall student engagement as well as providing a wider grasp of Fine Arts within the educational setting.</p> <p>Staff Responsible for Monitoring: Administration Art Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 266 - ESSER Grant - \$60,000, - 199 - General Fund</p>	Formative		
	Nov	Feb	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: Ensuring Campus culture and shared campus vision in maintained. Root Cause: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.</p>

Goal 3: District Goal 3: Policies & Employee Excellence

In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices and training to support and recognize employees for excellence.

Performance Objective 2: Continue to improve workforce quality and effectiveness with appropriate training and professional development in required and staff-selected areas for improvement. Baseline data is current training records/credentials and participation in professional development opportunities.

Evaluation Data Sources: eduphoria Staff Development Documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a Parent/Teacher Conference Plan and Assessment Support that offers classroom coverage to better facilitate these meetings.</p> <p>Strategy's Expected Result/Impact: Efficient use of teacher's time will allow for added time spent on curriculum development and other educational needs.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase classroom best practices and instructional planning through planned teacher professional development and campus scheduling to include:</p> <ul style="list-style-type: none"> -- Teacher Training in Fundamental 5, Cultural Awareness Training, Low Socio Economic Training. -- Development of 90 Minute Planning Block for teachers to plan accordingly -- Provide Funding for Staff Development throughout the school year. <p>Strategy's Expected Result/Impact: Teachers will better perform best practice activities in their classrooms as a way to further support higher levels of student learning.</p> <p>Staff Responsible for Monitoring: Administration Campus Curriculum Specialists/Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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>Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. **Root Cause:** Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Student Learning

Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 3: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. **Root Cause:** Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.

Problem Statement 4: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. **Root Cause:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.

Problem Statement 5: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 6: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 7: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.





Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Goal 4: District Goal 4: Resource Allocation

The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

Performance Objective 1: Increase student attendance rates. Baseline in 2018-19 rate of 96.5%, with a slight decrease in 2019-20 to 96%. The target is 97% for 2020-21 which is approximately 1.0% increase.

Evaluation Data Sources: 6 Week Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet regularly with attendance committee and our Leadership Team to discuss attendance and At-Risk students and communicate concerns with parents regarding attendance.</p> <p>Strategy's Expected Result/Impact: Increased Attendance Rates and overall student progress.</p> <p>Staff Responsible for Monitoring: Assistant Principal PIEMS Clerk Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extracurricular activities through various Clubs (Choir, Theater, Art, Dance, Reading, Safety Patrol, Student Council) to help build a desire for students to be at school.</p> <p>Strategy's Expected Result/Impact: Increased ownership and pride of students on campus, thus them wanting to remain at school.</p> <p>Staff Responsible for Monitoring: Administration Teachers/Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: District attendance rates are below 96%. Lamar campus attendance rate is 96.5%, with an overall goal of 97%. Root Cause: Lamar has a significant number of families who plan vacations which cause their child(ren) to miss several consecutive days of school. Lamar also serves Life Skills students who miss significant amounts of school for therapies and illnesses related to their disability, which effects the overall attendance rate.</p>

Demographics





Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. **Root Cause:** Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Goal 4: District Goal 4: Resource Allocation

The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

Performance Objective 2: Provide instructional materials to cover 100% of the TEKS through purchased and created resources; including digital, hardcopy and manipulative materials. Baseline is instructional Materials Allotment budget and purchases, NBISD developed e-books, and adoption cycle recommendations.

Evaluation Data Sources: Campus Budget Reports
Destiny/End of Year Reports
Guided Reading/Math Inventory

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Protect resources to improve student learning by maintaining campus resources to include textbooks, supplementary materials, technology equipment, and library materials.</p> <p>Strategy's Expected Result/Impact: The ability to provide enough resources yearly to ensure student success.</p> <p>Staff Responsible for Monitoring: Assistant Principal Librarian Administrative Assistant</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to allocate district Title 1 Federal and McKinney Vento state grant funds to identify and serve NBISD homeless students at every campus. Focus of funds include ensuring increasing levels of academic progress at the Elementary Level.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for identified students on end of year benchmarks and STAAR passing rates.</p> <p>Staff Responsible for Monitoring: Asst Supt. Director of Curriculum and instruction, NBISD Homeless Liasion.</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. Root Cause: COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.</p>

Student Learning

Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 3: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. **Root Cause:** Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.

Problem Statement 4: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. **Root Cause:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.

Problem Statement 5: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 6: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 7: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.





Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Goal 5: District Goal 5: Facilities & Environment

In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.

Performance Objective 1: Increase positive ratings on NBISD and Campus Staff, Parent and Student Survey questions related to safety.

Evaluation Data Sources: End of Year Staff, Parent and Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lamar Elementary will actively participate in NBISD Safety Committee to meet regularly to review facility needs and student safety and make recommendations for improvement.</p> <p>Strategy's Expected Result/Impact: Increased overall campus safety for all stakeholders.</p> <p>Staff Responsible for Monitoring: Administration CIC Committee DEIC Committee</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Student and staff safety while attending school both during the day and during school sponsored events is a continued point of emphasis. Root Cause: National safety events continue to highlight the need for a focus on how we can proactively ensure campus safety.</p>

Goal 5: District Goal 5: Facilities & Environment

In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.

Performance Objective 2: Increase positive ratings on NBISD and Campus Staff, Parent and Student Survey questions related to district and campus facilities.

Evaluation Data Sources: End of Year Staff, Parent and Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct comprehensive needs assessments on variety of programs to address the changing needs of the campus. Strategy's Expected Result/Impact: Bringing to light campus needs and effectiveness of current programs to ensure overall needs of campus are being met. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2, 4 - School Processes & Programs 3 Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Effectively implement the usage of the Plan4Learning software to increase the effectiveness of Campus Improvement Committee meetings and overall program assessments. Strategy's Expected Result/Impact: More efficient and effective CIC meetings that discuss in more detail the campus strengths and weaknesses as well as effectively assessing current campus programs. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2 Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to encourage parent involvement in the development of campus wide programs and decisions, including the Campus Improvement Plan, Parent/Teacher Compacts and Parent and Family Engagement Policy and Activities. Strategy's Expected Result/Impact: Larger parent buy in on campus wide activities and further campus success through</p>	Formative		
	Nov	Feb	May

shared vision by all stakeholders.

Staff Responsible for Monitoring: Administration

PTA President

CIC Committee

Title I Schoolwide Elements: 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture

Problem Statements: Demographics 2, 4 - School Processes & Programs 3

Funding Sources: - 199 - General Fund



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. **Root Cause:** Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.

Problem Statement 4: Continued parent and community awareness of Lamar Elementary being a Title I campus and what that entails. **Root Cause:** Continued parent attendance and participation during our annual Title I Public Hearings.

School Processes & Programs

Problem Statement 3: Teacher survey indicate a strong increase in overall teacher buy-in and campus ownership by all staff due to programs implemented this last year. Continue to develop those programs and procedures to further progress campus ownership by all stakeholders. **Root Cause:** Continue to make effective leadership and staff involvement in the campus decision making process a priority to ensure overall ownership of the campus.

Goal 6: District Goal 6: Long Range SMART Goal





Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

Performance Objective 1: Increase the percentage of third grade students performing at the Meets standard on STAAR Reading to 56%. Baseline for Lamar Elementary is 51% from 2021.

Evaluation Data Sources: STAAR Reading May 2022

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase third grade fidelity to literacy block implementation and continuation of Next Steps Forward in Guided Reading book study , including 'running record training' offered as needed.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency on or above grade level</p> <p>Staff Responsible for Monitoring: Administration Instructional Assistants Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5 - 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 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement adopted HMH and provide professional development with ongoing support</p> <p>Strategy's Expected Result/Impact: Support our new ELA TEKS, improved ELA mastery</p> <p>Staff Responsible for Monitoring: Elementary ELA Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop campus wide Vertical Team and Professional Learning Community (PLC) meetings to allow teachers to look at TEKS vertically from grade level to grade level and ensure common practices and academic vocabulary is being used and consistent across the campus and to develop a deeper understanding of grade level curriculum. This will be accomplished through:</p> <ul style="list-style-type: none"> -- Monthly Vertical Team/PLC meetings after school (Groups - Kinder to 2nd and 3rd to 5th) -- Beginning of the Year Vertical Grade Level Discussions during Teacher Work Week -- 90 Minute "Curriculum Dive" conversations monthly with Curriculum Specialists by grade level -- "Vertical Observations" provided for teachers to observe their peers and develop a grasp of knowledge for surrounding grade levels. <p>Strategy's Expected Result/Impact: Increased teacher awareness of vertical progression of TEKS so that proper shared vocabulary and practices are implements consistently across all grade levels.</p> <p>Deeper teacher understanding of grade level curriculum.</p> <p>Staff Responsible for Monitoring: Administration Campus/District Curriculum Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Ensuring Campus culture and shared campus vision in maintained. Root Cause: Campus Culture showed great progress this last year. Continued focus on a shared vision and encouragement of candid conversation and campus wide collaboration is needed.</p>
Student Learning
<p>Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. Root Cause: COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.</p>
<p>Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. Root Cause: Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.</p>
<p>Problem Statement 3: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. Root Cause: Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.</p>
<p>Problem Statement 4: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. Root Cause: Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.</p>

Student Learning

Problem Statement 5: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 6: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 7: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Goal 6: District Goal 6: Long Range SMART Goal

Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

Performance Objective 2: Increase the number of K-2nd grade students reading on or above level by May 2022. Baseline is 50% of students on or above grade level DRA. Target for May 2022 60%.

Evaluation Data Sources: DRA Levels May 2021

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue increasing fidelity of implementation of Foundations in K-2nd</p> <p>Strategy's Expected Result/Impact: Increased growth on DRA levels and NBISD assessments</p> <p>Staff Responsible for Monitoring: ELA Specialists Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 8 - School Processes & Programs 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement K-2nd literacy block fidelity and continue 'Next Steps Forward' in Guided Reading book study</p> <p>Strategy's Expected Result/Impact: Increased reading levels with accuracy, fluency and comprehension</p> <p>Staff Responsible for Monitoring: Administration Reading Interventionist Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 8 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all primary teachers complete required TEA PD for effective teaching of reading.</p> <p>Strategy's Expected Result/Impact: Improved understanding of early literacy by primary teachers.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	May

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Learning 1 - School Processes & Programs 2
Funding Sources: - 199 - General Fund

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

School Processes & Programs

Problem Statement 1: Continued funding of our Campus Interventionists and Instructional Aides through use of Title I funds is recommended. **Root Cause:** Data shows strong student progress to those who were served.

Problem Statement 2: Funding of an Early Literacy Coach to the campus is needed to support the Early Literacy Initiative being implemented Statewide. **Root Cause:** State mandates that all teachers, Kindergarten through 3rd Grade are "highly effective" in reading instruction and are fully trained in best practices.





Goal 7: District Goal 7: Long Range SMART Goal

Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

Performance Objective 1: Increase the percentage of third grade students performing at the Meets standard on STAAR Math to 50%. Baseline for Lamar Elementary is 44% from 2021.

Evaluation Data Sources: STAAR Math May 2022

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Guided Math as a structure to reach the needs of all students by implementing flexible small group instruction:</p> <ul style="list-style-type: none"> -- Teachers will form data driven flexible math groups using their district/ state data. -- Provide differentiated math activities and small group instruction for EL, SpEd, and GT students. -- Guided math groups meet at least 3 times a week <ul style="list-style-type: none"> i. The instruction will begin with concrete modeling and move on to pictorial and abstract models. ii. Teachers will use a gradual release model when needed. <ul style="list-style-type: none"> -- Instruction will include meaningful, purposeful "math talk". <p>Strategy's Expected Result/Impact: Improved math learning and understanding.</p> <p>Staff Responsible for Monitoring: Administration Math Instruction Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Intervention Time:</p> <p>1. Classroom:</p> <ul style="list-style-type: none"> -- Teachers meet with intervention groups at least 3 times per week. -- Groups based on current data from the classroom, district/state. -- Instruction includes reteaching past skills not yet mastered. <p>iv. Instruction begins with concrete modeling and move on to pictorial /abstract models.</p> <ul style="list-style-type: none"> -- Teachers use a gradual release model. <p>2. Intervention classroom:</p> <ul style="list-style-type: none"> -- Interventionists work with highest priority At Risk students on past skills that have not mastered based data. -- Focus is accuracy, fluency and comprehension (problem solving) <p>Strategy's Expected Result/Impact: Increased Math learning and understanding</p> <p>Staff Responsible for Monitoring: Administration Math Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Accuracy, Fluency Comprehension:</p> <p>Students will participate in activities to effectively develop their skills in:</p> <p>1. Accuracy</p> <ul style="list-style-type: none"> -- 2nd & 3rd grade students took a BOY Math screener on Computation. -- Teachers will spiral computation skills into their instruction daily based on screener (2nd & 3rd) and classroom data (K-5th). <p>2. Fluency</p> <ul style="list-style-type: none"> -- Instruction includes strategies for learning basic multiplication/division (3rd-5th). -- Practice facts daily. -- Students track their own progress. <p>3. Comprehension (Problem Solving)</p> <ul style="list-style-type: none"> -- Implement problem solving strategy daily. -- Use Think Up! Math resources 2nd-5th to guide instruction for practice. <p>Strategy's Expected Result/Impact: Increased Math learning and understanding</p> <p>Staff Responsible for Monitoring: Administration Math Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.





Goal 7: District Goal 7: Long Range SMART Goal

Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

Performance Objective 2: Increase the percentage of Kinder- 2nd grade students performing at /or above grade level on the NBISD End-of-Year Math Assessment by May of 2022 to 1st Grade 71% and 2nd Grade 49%. Baseline for Lamar Elementary is 1st Grade 66% and 2nd Grade 44% from 2021 EOY Assessments.

Evaluation Data Sources: NBISD End of Year Math Assessment K-2nd

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Guided Math as a structure for to reach the needs of all students by implementing flexible small group instruction:</p> <ul style="list-style-type: none"> -- Teachers will form data driven flexible math groups using their district/ state data. -- Provide differentiated math activities and small group instruction for EL, SpEd, and GT students. -- Guided math groups meet at least 3 times a week <p>i. The instruction will begin with concrete modeling and move on to pictorial and abstract models.</p> <p>ii. Teachers will use a gradual release model when needed.</p> <ul style="list-style-type: none"> -- Instruction will include meaningful, purposeful "math talk" <p>Strategy's Expected Result/Impact: Increased Math learning and understanding</p> <p>Staff Responsible for Monitoring: Administration Math Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom Intervention Time: -- Teachers meet with intervention groups at least 3 times per week. -- Groups based on current data from the classroom, district/state. -- Instruction includes reteaching past skills not yet mastered. -- Instruction begins with concrete modeling and move on to pictorial /abstract models. -- Teachers use a gradual release model. Focus is accuracy, fluency and comprehension (problem solving)</p> <p>Strategy's Expected Result/Impact: Increased Math learning and understanding Staff Responsible for Monitoring: Administration Math Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2, 8 Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 3) Accuracy, Fluency Comprehension: Students will participate in activities to effectively develop their skills in: 1. Accuracy -- 2nd & 3rd grade students took a BOY Math screener on Computation. -- Teachers will spiral computation skills into their instruction daily based on screener (2nd & 3rd) and classroom data (K-5th). 2. Fluency -- Instruction includes strategies for learning basic multiplication/division (3rd-5th). -- Practice facts daily. iii. Students track their own progress. 3. Comprehension (Problem Solving) -- Implement problem solving strategy daily. -- Use Think Up! Math resources 2nd-5th to guide instruction for practice.</p> <p>Strategy's Expected Result/Impact: Increased Math learning and understanding Staff Responsible for Monitoring: Administration Math Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2, 8 Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Goal 8: Campus Goal 8: Additional Targeted Support

Address STAAR Performance to ensure all students and subpopulations meet the Federal Accountability Ratings, thus removing Lamar Elementary from the Campus Needing Additional Targeted Support list.

Performance Objective 1: Increase overall Hispanic performance at the Meets Grade Level expectations for ALL Grades in Math and Reading. Baseline Data for Lamar was a 31% in Reading with a Target Goal of 38%. Baseline Data for Lamar was a 38% in Math with a Target Goal of 42%. (Due to COVID 19, updated Domain Scores are not able to be gathered due to no formal campus ratings for the past school year)

Targeted or ESF High Priority

Evaluation Data Sources: State of Texas Accountability Rating Report
STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Set regular campus benchmarks to take student data and analyze it to measure student performance and comparative growth, especially in the Hispanic subpopulation.</p> <p>Strategy's Expected Result/Impact: Ability to focus instruction to ensure all measured tasks are being adequately taught to all subpopulations and that scores improve above the Targeted Goal.</p> <p>Staff Responsible for Monitoring: Administration Instructional Assistants Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train staff on cultural diversity and how to better build relationships and reach students of different ethnical backgrounds, including Hispanic students.</p> <p>Strategy's Expected Result/Impact: Ability to reach students and further engage them in the learning process and thus</p>	Formative		
	Nov	Feb	May

increasing knowledge and mastery of TEKS.

Staff Responsible for Monitoring: Administration

Instructional Assistants

Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 8

Funding Sources: - 199 - General Fund



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.

Problem Statement 2: Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.

Problem Statement 3: 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. **Root Cause:** Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.

Problem Statement 4: 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. **Root Cause:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.

Problem Statement 5: 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.

Problem Statement 6: 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.

Problem Statement 7: 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.

Problem Statement 8: Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.

Problem Statement 9: End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through Vertical Team and PLC meetings. **Root Cause:** Lack of time and planning where these meetings were developed with consistency.





Goal 8: Campus Goal 8: Additional Targeted Support

Address STAAR Performance to ensure all students and subpopulations meet the Federal Accountability Ratings, thus removing Lamar Elementary from the Campus Needing Additional Targeted Support list.

Performance Objective 2: Increase overall Hispanic student performance demonstrating growth in Math and Reading for 4th and 5th Grade students. Baseline Data for Lamar was a 64 in Reading with a Target Goal of 66. Baseline Data for Lamar was a 68 in Math with a Target Goal of 70. (Due to COVID 19, updated Domain Scores are not able to be gathered due to no formal campus ratings for the past school year)

Targeted or ESF High Priority

Evaluation Data Sources: State of Texas Accountability Rating Report
STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Set regular campus benchmarks to take student data and analyze it to measure student performance and comparative growth, especially in the Hispanic subpopulation.</p> <p>Strategy's Expected Result/Impact: Ability to focus instruction to ensure all measured tasks are being adequately taught to all subpopulations and that scores improve above the Targeted Goal.</p> <p>Staff Responsible for Monitoring: Administration Instructional Assistants Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train staff on cultural diversity and how to better build relationships and reach students of different ethnical backgrounds, including Hispanic students.</p> <p>Strategy's Expected Result/Impact: Ability to reach students and further engage them in the learning process and thus increasing knowledge and mastery of TEKS.</p> <p>Staff Responsible for Monitoring: Administration Instructional Assistants Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

- Problem Statement 1:** Overall student regression in all academic areas is a concern because of COVID-19 remote learning process. **Root Cause:** COVID-19 remote learning has caused a break in the consistency of hands on learning provided by teachers, raising the likelihood of student regression upon their return to campus.
- Problem Statement 2:** Lamar Elementary being identified as a campus for additional targeted support. **Root Cause:** Hispanic students failed to reach the Targeted Indicators in all 5 measured areas for the 2018-19 assessment year.
- Problem Statement 3:** 3rd Grade STAAR Data shows a sharp decrease in student performance of (4%/9%/4%) in Reading in comparison to last year. **Root Cause:** Not properly preparing our student to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.
- Problem Statement 4:** 4th Grade STAAR Data shows a sharp decrease in student performance of (13% Approaches/ 12% Meets) in Reading and 11% in Math Approaches Levels. **Root Cause:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis.
- Problem Statement 5:** 4th Grade Writing STAAR Data shows great progress from previous year, yet still falls at (63%/39%/16%). **Root Cause:** Lack of writing practice incorporated into other curricular settings and increased focus on writing in earlier grade levels.
- Problem Statement 6:** 5th Grade STAAR Data shows a decrease in all Math (2%/21%/19%) student performance areas, as well as all Reading (3%/7%/5%) student performance areas. **Root Cause:** New teachers to campus and curriculum caused some loss of best practices within each curriculum. Continued guidance and experience will support future growth.
- Problem Statement 7:** 5th Grade Science STAAR Data shows a decrease of 7% in the Approaches level, while increasing at the Meets and Masters levels. **Root Cause:** Continued focus on high rigor, higher order thinking problem solving skills. Incorporate additional intervention.
- Problem Statement 8:** Performance between our White and Hispanic and White and ECO subpopulations shows a 20% to 30% variance in all areas. **Root Cause:** Lack of proper focus on reaching students of different ethnicities and poverty levels in order to teach effectively.
- Problem Statement 9:** End of Year Teacher Survey, along with T-TESS Discussions shows a need for consistent curriculum discussions through Vertical Team and PLC meetings. **Root Cause:** Lack of time and planning where these meetings were developed with consistency.

State Compensatory

Personnel for Lamar Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashton Klingbeil	Instructional Assistant	SCE	1
Mary Bowden	Instructional Assistant	SCE	1
Sondra Benson	ELA Intervention Program	(SCE/Dyslexia)	(0.9/0.1)

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Improvement Committee (CIC) began conducting a comprehensive needs assessment in May 2021 and updated the needs assessment in August-September 2021. Multiple data sources were reviewed, discussed and disaggregated. Strengths were identified to build upon/continue. Needs and concerns were prioritized. On-going needs will be documented during the formative review process.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Committee (CIC) developed a Campus Improvement Plan in September and October based on the late spring and early fall comprehensive needs assessment and consistent with the Goals set by the Board of Trustees. On-going improvement objectives, strategies/activities are added during the school year as they are needed.

2.2: Regular monitoring and revision

Campus improvement strategies/activities are evaluated formatively 3 times per school year (November, February, May). Revisions, additions and deletions are made as needed based on the activity's results. Progress of At Risk students is also reviewed at quarterly grading periods and additions/modifications considered.

Performance Objectives are evaluated summatively in May and August as year-end and state testing data becomes available.

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

The Campus Improvement Plan and NBISD District Improvement are posted to the campus and NBISD websites after Board of Trustee approval in the fall. Printed copies are available upon request. Oral translation in Spanish is available at the campus upon request.

2.4: Opportunities for all children to meet State standards

NBISD's Equity Plan findings for 2021 indicate that 100% of teachers are teaching in their content/certification area and most are experienced teachers. There is no equity gap between high and low poverty quartile schools nor is there an equity gap between high and low minority schools. As a high poverty school, LE has 100% experienced, fully certified teachers. LE teachers are engaging and highly effective. Professional development is a priority for NBISD teachers and the district is currently implementing Fundamental 5 training for all teaching staff.

Priority emphasis is on reading and math improvement for At Risk students. Campus Reading and Math Instructional Intervention teachers work directly with At Risk students at the elementary and middle school level. Intervention teachers also coach classroom teachers in effective instructional practices to improve foundational academic achievement. District content specialists provide on-going professional development in after school collaboratives, summer workshops and on-line book studies so that teachers are supported with research-based, effective instructional strategies.

2.5: Increased learning time and well-rounded education

Attendance for all students is closely monitored by administrators, teachers and office staff. Calls are made to homes when students are absent and NBISD has Parental Involvement staff who make home visits for chronic absent students.

Supplemental support is provided for At Risk students; including increased learning time as needed before school, during the day and after school. Summer school is provided for all K-1st grade bilingual students. Many on-line learning opportunities are provided with 1-to-1 iPads provided for 1st -5th graders. Both enrichment and remediation opportunities are available to students through a variety of software options and licenses.

Students participate in a variety of enrichment activities such as Maker Space, clubs, fine arts, physical education and educational field trips.

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

Primary emphasis for At Risk students is literacy development, reading and math improvement. Our school has dedicated Reading and Math Instructional Intervention teachers at school working directly with At Risk students. Intervention teachers also coach classroom teachers in effective instructional practices to improve foundational academic achievement.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our school developed a Parent and Family Engagement Policy with the involvement of parents, community members and school staff (as part of the campus site-based committee). The Parent and Family Engagement Policy is posted on the district and campus website. Each family is notified through NBISD School Messenger and at fall parent conferences when this policy is updated and re-posted annually. Parental and family support is also provided by NBISD Parental Involvement Liaisons who help families reduce barriers to educational opportunities and seek-out community resources.

Additional support is provided to Homeless students and their families by the NBISD Homeless parental liaison.

3.2: Offer flexible number of parent involvement meetings

All parents have the opportunity to serve on the NBISD Parent Advisory Committee (PAC), District Education Improvement Committee (DEIC), Student Health Advisory Committee (SHAC) and the District Safety, Facilities and Long-range Planning Committee. District Parental Involvement Coordinators and Homeless Liaison provide a wide range of services to LE families through coordinated efforts with campus based staff. Improvement of student attendance is a priority which requires constant communication with parents. Additionally, parents of students in special programs, such as SpEd, G/T and Dual Language, can participate in parent meeting groups specific to these programs.

LE offers a wide variety of campus Parent & Family Engagement Activities throughout the year as indicated on the PFE Activities schedule which is posted on the campus and district website.

This year an Ambassador program will begin its third year in providing an in-depth understanding of district programs, schools and operations. Membership is open by application for 25 district residents/parents each year. Parent engagement activities at every campus,

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Adkins	Math Intervention Program	Title I	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1	Dyslexia Funding		\$7,192.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7		Early Educational Allotment	\$10,088.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	3	10			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	4			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	2	3			\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
7	2	1			\$0.00
7	2	2			\$0.00
7	2	3			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
8	2	1			\$0.00
8	2	2			\$0.00
Sub-Total					\$17,280.00
199-PIC 21 State gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Supplies for Pull Out GT Program		\$1,095.00
Sub-Total					\$1,095.00
199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$116,928.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$116,928.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$986.00
Sub-Total					\$986.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$71,151.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$5,000.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$76,151.00
266 - ESSER Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$28,000.00
1	3	10			\$10,300.00
2	1	7			\$21,250.00
2	5	1			\$541.53
3	1	3			\$60,000.00
Sub-Total					\$120,091.53
Grand Total					\$332,531.53