
District

LAMARCISD

A PROUD TRADITION | A BRIGHT FUTURE

Improvement

2020-2021

Submitted for Board Approval October 2020

**Alignment between Strategic Priorities, Objectives and Superintendent SMART Goals
or House Bill 3 Requirements**

Strategic Plan Priority	District Improvement Objective	Superintendent SMART Goals or House Bill 3 Requirements
1 – Evolve the Student Learning Experience	1.1	1
	1.2	2
	1.3	3
2 – Equip Students with Knowledge and Skills to Succeed in a Changing World	2.1	4
	2.2	5
	2.3	HB 3 – CCMR 6
3 – Promote a Safe and Healthy Environment	3.1	7
	3.2	8
	3.3	9
4 – Plan for Rapid Growth While Preserving District Culture	4.1	10
	4.2	11
	4.3	12
	4.4	13
5 – Focus on Talent	5.1	14
	5.2	15
	5.3	16
	5.4	17

Please Note: The Early Childhood Plan required by House Bill 3 is included at the end of the 2020-2021 District Improvement Plan.

Comprehensive Needs Assessment

Data Sources Reviewed

PASA Demographic Report	Texas Academic Performance Reports (TAPR)	PEIMS Reports
CCMR Datasets	Early Childhood Reading Indicators	Discipline Data
Special Education Data	Failure Rate Data	ELL Performance Data
College Board AP Scores	Industry Based Certifications	Master Planning Principles
Strategic Plan	Superintendent's SMART Goals	House Bill 3

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed strategies sections below.

Teaching and Learning

Identified Issues

Proposed Strategies

Student Achievement

Differentiated instruction is needed to meet all learner needs and increase student performance for all campuses to earn an “A” or “B” rating by August 2021.	Objective 1.1
Special Education failure rates are higher than those of the general student population.	Objective 1.3
Changes brought about by House Bill 3 require new teacher training and assessments for early childhood reading in order to align PK-2 students for success in Grade 3 and beyond.	House Bill 3 – Early Childhood Plan

At-Risk Student Services / Drop-Out Prevention

Students identified as At-Risk require highly effective Multi-Tiered Systems of Supports (MTSS) implementation process to help keep them engaged in school.	Objective 1.3
At-Risk students require solution focused socio-emotional supports in order to be successful in the school environment.	Objective 3.1

College, Career and Military Readiness

In order to increase the number of students earning Industry Based Certifications, CTE teachers will receive training on higher order questioning and aligning certification exam content into instruction.	Objective 2.2
Increasing the number of students meeting CCMR criteria requires greater implementation of rigorous instructional practices that better align to College Board expectations as well as an expansion of Dual Credit offerings.	House Bill 3 – College, Career and Military Readiness Plan

School Culture, Climate and Leadership Effectiveness

Identified Problems

Proposed Strategies

Students with disciplinary issues require behavior focused, highly effective Multi-Tiered Systems of Supports (MTSS) in order to lower the number of serious disciplinary incidents.	Objective 3.2
Ensuring students are safe at school requires consistent implementation of drill requirements.	Objective 3.3
A review of master planning principles is needed to ensure district schools reflect community needs and continue to support growth.	Objective 4.1
The District will need to continue engaging in a talent identification process that builds a leadership pipeline to prepare teacher leaders for principal and other leadership roles.	Objective 5.3

Teacher Quality and Retention

Identified Problems

Proposed Strategies

Professional development is required to establish consistent, high quality instructional delivery to all students regardless of whether the student is receiving instruction virtually or on campus.	Objective 2.1
In order to ensure quality teacher and student support, the District will need to engage in a staffing study with TASB to continue to identify staffing needs before they become critical.	Objective 4.4
The District will survey teachers and employees in order to plan incentives to stimulate retention and incentivize top talent to choose the District as a place to work and live.	Objective 5.1
In order to ensure the retention of teachers new to the profession, the District is working to establish mentoring and new teacher support programs.	Objective 5.2

Community and Student Engagement

Identified Problems

Proposed Strategies

Expansion of Pre-K early childhood programs have necessitated expansion of parental engagement opportunities from Title I and Title III programs.	Objective 1.2
Parents require expanded opportunities to access information to College, Career and Military Readiness (CCMR) through the new SchoolLinks system.	Objective 2.3
In order to seek and expand community partnerships and increase the profile of the District, more resources will be provided for realtors and developers.	Objective 4.2
The District needs to inform the community of the upcoming 2020 bond issue.	Objective 4.3
Expansion of community partnerships, engagement and outreach will help shape the District's image as a destination district.	Objective 5.4

District

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Improvement

**STRATEGIC
PRIORITY 1**

Evolve the Student Learning Experience

Strategic Priority: Evolve the Student Learning Experience

Objective 1.1: Ensure access to engaging, rigorous, real-world learning opportunities and up-to-date technology.

Superintendent SMART Goal: *The District will cultivate expertise in teaching and learning as a means for improving student achievement through high-quality professional development, therefore teaching will become strengthened and more students will learn in deeper ways. In August of 2021, all campuses in Lamar CISD will receive an “A” or “B” overall performance rating from TEA.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Campus coaches, facilitators and District-level coaches/administrators, and at least one administrator from each campus will be trained on Instructional Coaching protocols.	Exec. Director of Teaching and Learning, Content Coordinators, Dir. of Accelerated Language Program	October 2020 - May 2021	Title II funds	Completion of coaching protocols showing completed goals and improved outcomes in student learning in relation to the goals.
Campus coaches and facilitators will participate in a book study, along with monthly support and practice on instructional coaching techniques.	Exec. Director of Teaching and Learning, Content Coordinators, Dir. of Accelerated Language Program	October 2020 - May 2021	Utilize existing staff and resources	Implementation of Instructional Coaching protocols at the campus level with teachers.
Thirty-six staff members composed of elementary and secondary principals, instructional support staff and central office administrators will be trained on the Instructional Rounds protocol.	Chief Academic Officer, Exec. Dir. of Teaching and Learning, Dir. of Staff Development	October 2020	Title II funds	A report on the documentation developed from each walk, providing reflection and instructional practices at the Tier I level to guide staff growth and PD.

Three campus leadership teams will receive targeted coaching around their Problem of Practice and Internal Rounds Momentum Plan.	Chief Academic Officer, Exec. Dir. of Teaching and Learning, Dir. of Staff Development	October 2020 - December 2020	Title II funds	Documentation of progress on Rounds Momentum Plan and progress towards student growth goals indicated in each campus' CIP.
Continued implementation of the internal rounds processes in order to strengthen campus and District-level administrators' capacity to provide high-quality instructional support and feedback to teachers.	Chief Academic Officer, Academic Leadership Team, Campus Administrators	October 2020 - March 2021	Utilize existing staff and resources	Report on the documentation developed from each walk, providing reflection and instructional practices at the Tier I level to guide staff growth and PD.
Continued implementation of the internal rounds processes in order to guide campus and District-level administrators in determining needs of high-quality professional development based on the identified problems of practice.	Chief Academic Officer, Academic Leadership Team, Campus Administrators	October 2020 - March 2021	Utilize existing staff and resources	Report on the documentation developed from each walk, providing reflection and instructional practices at the Tier I level to guide staff growth and PD.
Teachers in grades K-5 teaching English learners will be provided a series of trainings on how to provide high impact reading and writing strategies for virtual and face-to-face students. In addition to trainings, District facilitators will provide ongoing coaching to support implementation of sheltered strategies and assist in mentoring student progress.	Dir. of Accelerated Language Program	August 2020 - June 2021	Title III funds	Student progress with Tejas Lee, TPRI, GRA, EDL, campus and District assessments, observation checklists and student writing samples.
Teachers in grades K-12 teaching English learners will be provided training on sheltered instructional strategies to support and increase students' linguistic and academic proficiencies in all content areas.	Dir. of Accelerated Language Program	August 2020 - June 2021	Title III funds	An increase in student academic and linguistic progress as measured by PMA, campus assessments, STAAR and TELPAS.

Professional development related to virtual and blended learning best practices and tools will be offered to staff both synchronously and asynchronously regularly throughout the school year.	Dir. of Digital Learning	September 2020 - May 2021	Utilize existing staff and resources	Attendance for synchronous trainings; sample audits of teacher Canvas courses throughout the year to evaluate implementation of best practices; review usage data for featured tools (ex: Nearpod for student engagement).
Provide professional development opportunities to support implementation of close observation and analysis, evidence-based writing, higher order questioning and academic conversations in Tier I instruction.	Exec. Dir. of Teaching and Learning, Content Coordinators	September 2020 - August 2021	Title II funds Local funds	Monitor survey results after each PD opportunity.
Support teachers in understanding and implementing the new state standards for secondary ELAR by offering professional development and self-paced resources in Canvas and by creating documents to aid in effective planning.	Secondary ELAR Curriculum Coordinator	June 2020 - June 2021	Utilize existing staff and resources	Observation during teacher planning meetings and learning walks will provide evidence of implementation and application of new standards.
Provide professional development and self-paced modules in Canvas for individual teacher or team/department use that focus on the workshop model, such as integration of reading and writing, use of mentor texts, and effective planning.	Secondary ELAR Curriculum Coordinator	September 2020 - June 2021	Utilize existing staff and resources	An increase of implementation of Reading and Writing workshop methods and strategies in lesson plans and observed on campuses.
The Teaching and Learning Department will send approximately 130 teachers and campus leaders to the state conference, CAST, where they can continue their professional growth. The conference is being held virtually and "On Demand" to allow for a wider reach and impact.	Science Coordinator	November 2020	Local Funds	Attendance at conference and observations of the strategies and resources being applied in PLC's and planning. Also, we will be asking teachers to bring what they learn back to share with their teams during PLC's.

Utilize Progress Monitoring Assessments and TEA Interim Assessments to track campus and student progress in each of the STAAR assessed areas.	Dir. of Research, Assessment & Accountability, Asst. Supts. of Elementary and Secondary Ed., Principals, Teachers	October 2020 - April 2021	Local funds	Systemic performance improvements in STAAR scores as compared to 2019.
Design and evaluate middle and junior high GT curriculum through collaboration by specialists in content areas, special populations, instructional techniques and GT education. (Shifts GT State Plan to Exemplary in accountability standard 1.91)	Dir. of Gifted and Talented; GT Facilitators	September 2020 - June 2021 (<i>Each six weeks</i>)	Local funds	Meeting notes each six weeks with specialists and campus contacts.
Evaluate and update elementary GT curriculum units used for the GT Pull-Out Program using the four questions of PLCs.	Dir. of Gifted and Talented; GT Facilitators	September 2020 - June 2021 (<i>Each nine weeks</i>)	Local funds	Meeting notes each nine weeks with GT Facilitators and GT Unit Assessment Rubric each semester.
Add focus/priority objectives (TEKS) to GT curriculum units to support campuses with curriculum challenges in STAAR courses.	Dir. of Gifted and Talented; GT Facilitators	Ongoing	Utilize existing staff and resources	Focus/priority objectives (TEKS) added to ELA, Math, Science and Social Studies curriculum.
Create/advertise options that meet the needs of GT students and are available on a continuous basis outside of the school day through: <ul style="list-style-type: none"> - UIL participation; and - Family/community engagement lessons added to Canvas. (Shifts GT State Plan to Exemplary in accountability standard 3.61)	Dir. of Gifted and Talented; GT Facilitators	October 2020 - January 2021	Local funds, UIL	Documentation of sharing information to GT parents and students in multiple ways throughout the school year. Participation of 25% of GT students in grades 1-8 in UIL events.

Provide professional development opportunities and collaboration (in-person and virtual) for AP and Pre-AP teachers, utilizing the four corollary questions of PLCs, based on rigorous instructional and College Board strategies and content/curriculum/resources (mentorships).	Dir. of College and Career Readiness; Advanced Academics	October 2020 - August 2021	Title IV funds, Local funds	AP classroom progress checks, monitoring survey results after each PD opportunity, and AP scores/trend data, lessons and assessment that utilize instructional strategies to increase student engagement/rigor.
Provide professional development opportunities to campus teachers, utilizing the four corollary questions of PLCs, to develop higher-level questions (Blooms II), develop success indicators and plan remediation/extension.	Dir. of College and Career Readiness; Advanced Academics	August 2020 - April 2021	Local funds	Instructional Rounds and Learning Walk observations, monitoring survey results after each PD opportunity, lessons and assessment that utilize instructional strategies to increase student engagement/rigor.
Monthly high school campus visits to collaborate with teams on Advanced Academics enrollment through outreach, support, instructional strategies, quality interventions and/or acceleration of learning and student/teacher mindsets.	Dir. of College and Career Readiness, Advanced Academics	August 2020 - June 2021	Local funds	Implementation of campus teams, survey data, enrollment data and AP/DC scores/credit.
Partnering with Mercury Chamber Orchestra of Houston to implement student coaching and mentoring in the orchestra program.	Dir. of Performing & Visual Arts	October 2020 - May 2021	Title IV funds	Increased student enrollment and retention in the orchestra program by at least 5%.
Campus administrators will work collaboratively with District and campus support staff to ensure proper implementation trainings provided by District content staff throughout the school year.	Chief Academic Officer, Academic Leadership Team, Campus Administrators, Campus Instructional Support Staff	August 2020 - May 2021	Utilize existing staff and resources	Information obtained from Instructional Walks, PLC's, T-TESS Walk-Throughs and observations documenting implementation of professional development.

Objective 1.2: Equip all parents and guardians with the tools to support student learning and growth.

Superintendent SMART Goal: *Full implementation of all-day Pre-K is being implemented in the 2020-2021 school year and the District will seek a 10% increase in participation in parent and family engagement opportunities, including Project Learn, Pre-K and EL Family Engagement events and Summer Connect.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Title I campus contacts will provide opportunities for increased parental involvement by offering multiple family engagement sessions on a variety of platforms.	Dir. of Federal Programs, Title I Campus Contacts, Campus Administrators	October 2020 - August 2021	Title I funds	Monitor family participation and spring 2021 Title I survey results.
Launch early childhood family “Connect” web portal that will provide high-quality early childhood educational resources, videos, parenting strategies and ideas to support early childhood learning at home while strengthening the family/school partnership.	Pre-K Family Engagement Specialist, Project Learn Facilitator, Title I Special Project Coordinator, Campus Administrators	August 2020 - June 2021	Title I funds, SCE	Analytics data of website usage and parent surveys.
Project Learn will continue to build strategic partnerships with community partners (Houston Food Bank, Memorial Hermann, WCJC, etc.) to provide virtual trainings, ESL classes, health/parenting classes and referrals to families.	Project Learn Facilitator	August 2020 - June 2021	Title I funds, Title III funds	Attendance, sign-in sheets, registration forms and parent surveys.
Early Childhood Connect and Project Learn will offer Districtwide virtual family engagement events during the fall, spring and summer to support and strengthen the family and school partnership. Participating families will receive instructional resources along with strategies and tools to support their children at home.	Pre-K Family Engagement Specialist, Project Learn Facilitator, Title I Special Project Coordinator	August 2020 - June 2021	Title I funds, Title III funds	Attendance, sign-in sheets, registration forms and parent surveys.

<p>The Accelerated Language Program Title III team, in collaboration with campus EL coaches, will offer parent, family and community engagement opportunities. Guidance on allowable activities will be provided and required documentation will be collected through the Title III Canvas course.</p>	<p>Dir. of Accelerated Language Program, Accelerated Language Program Newcomer Facilitator, Accelerated Language Program Bilingual Facilitator, Campus Administrators</p>	<p>August 2020 - June 2021</p>	<p>Title III funds</p>	<p>Attendance, sign-in sheets, registration forms and parent surveys.</p>
<p>Title III Extended Learning Language Academies will be offered to engage students and families in developing academic language and through participation in STEM activities. These events may be offered at the campus or District level after school or during the summer months.</p>	<p>Dir. of Accelerated Language Program, Accelerated Language Program Newcomer Facilitator, Accelerated Language Program Bilingual Facilitator, Campus Administrators</p>	<p>August 2020 - June 2021</p>	<p>Title III funds</p>	<p>Attendance, sign-in sheets, registration forms, parent surveys, and STAAR and TELPAS results.</p>
<p>Family experience events, including Summer Connect enrichment activities, will be offered for Title I students and families virtually and in person. These events will be focused on developing a love of reading, inquiry and strengthening technology skills.</p>	<p>Dir. of Accelerated Language Program, Dir. of Federal Program, Dir. of Digital Learning, Title I Special Projects Coordinator</p>	<p>June 2021 - August 2021</p>	<p>Title I funds, Title III funds, LEAF Grants</p>	<p>Attendance, sign-in sheets and family surveys.</p>

Objective 1.3: Expand available resources to provide learning that is personalized to each student's interests and abilities in order to eliminate gaps in achievement.

Superintendent SMART Goal: *Highly effective professional learning communities will be utilized as a vehicle for examining school, classroom and individual student progress. As a result, intervention opportunities for students receiving special education will be targeted in more focused ways, resulting in a 5% decrease in failures in special education at the elementary and secondary levels.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
PLC's will meet regularly to share expertise in improving instructional practices resulting in academic reteaching, quality interventions and/or acceleration of learning.	Exec. Dir. of Teaching and Learning, Campus Administrators	September 2020 - May 2021	Utilize existing staff and resources	Documented implementation of structured PLC's at the campus level.
Continue to provide Professional Development on PLC's to identified assistant principals, new principals, instructional support staff and teachers in Spring and Summer of 2020.	Chief Academic Officer, Asst. Supts. for Elementary and Secondary Ed., Exec. Dir. of Teaching and Learning	November 2020 - June 2021	Title II	Documented implementation of structured PLC's at the campus level.
Year 2 PLC coaching for principals and leadership teams at Smith, Jackson, Travis, Bowie, and Pink elementary schools and Navarro Middle School, George Jr. High, Terry High School, Wessendorff Middle, Lamar Junior High and Lamar Consolidated High School.	Chief Academic Officer, Asst. Supts. for Elementary and Secondary Ed., Exec. Dir. of Teaching and Learning	October 2020 - March 2021	Title I	Documented implementation of structured PLC's at each campus.
Implement highly effective MTSS (RTI) practices at the campus level that provide targeted support for struggling students, including students identified as At-Risk.	Campus Principals, District MTSS Coordinator, Campus Administrators	September 2020 - May 2021	Title I Funds, SCE	Intervention documentation in SuccessED will be current and complete for all students being supported through the MTSS process. Records will be audited by Teaching and Learning.

Special education and general education teacher pairs across the District will receive comprehensive professional development on differentiated instructional strategies.	Exec. Dir. of Special Education, Dir. of Special Education, Sped Compliance Coordinators	September 2020 - January 2021	Local Funds	Improved Tier 1 instruction measured by a decrease in failing grades at all elementary and secondary campuses.
Coaching and feedback on implementation of differentiated instructional strategies will be provided in a collaborative approach including campus, District and consultant participation.	Exec. Dir. of Special Education, Dir. of Special Education, Sped Compliance Coordinators	October 2020 - February 2021	Local Funds	Improved Tier 1 instruction measured by a decrease in failing grades at all elementary and secondary campuses.
Provide assistant principal training that increases knowledge of how the ARD process can ensure student success, self-contained programs and how to best support students and teachers. Training will also focus on implementation and development of behavior improvement plans and teaching strategies to support special education students at the Tier I level.	Exec. Dir. of Special Education, Asst. Supts. of Elementary and Secondary Ed., Dir. of Special Education, Sped Compliance Coordinators	September 2020 - December 2020	Utilize existing staff and resources	Improved Tier 1 instruction measured by a decrease in failing grades at all elementary and secondary campuses.
Special education failure reports will be run and analyzed every three weeks for secondary and every 4.5 weeks for elementary to identify trends and professional development needs for general and special education teachers.	Exec. Dir. of Special Education, Asst. Supts. of Elementary and Secondary Ed., Dir. of Special Education, Sped Compliance Coordinators	September 2020 - May 2021	Local Funds	Individualized training for teachers based on identified trends.
Campus administrators will work collaboratively with District and campus support staff to ensure proper implementation trainings provided by District content staff throughout the school year.	Chief Academic Officer, Academic Leadership Team, Campus Administrators Campus, Instructional Support Staff	August 2020 - May 2021	Utilize existing staff and resources	Information obtained from Instructional Walks, PLC's, T-TESS Walk-Throughs and observations documenting implementation of professional development.

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STRATEGIC PRIORITY 2

**Equip Students with Knowledge and
Skills to Succeed in a Changing World**

Strategic Priority: Equip Students with Knowledge and Skills to Succeed in a Changing World

Objective 2.1: Ensure Lamar CISD graduates have effective critical thinking, problem solving and communications skills in order to be successful in professional and personal relationships.

Superintendent SMART Goal: *The District will provide professional development opportunities to support implementation of high yield teaching strategies such as close observation and analysis, evidence-based writing, higher order questioning and academic conversations at the Tier I level. Consequently, more students will learn in deeper ways resulting in all campuses in Lamar CISD receiving an “A” or “B” overall performance rating from TEA in August of 2021.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Instructional Walks will be conducted based on rigorous instructional strategies: close observation and analysis, evidence-based writing, higher order questioning and academic conversations.	Campus Administrators, Exec. Dir. of Teaching and Learning, Exec. Dir. of Student Programs	September 2020 - June 2021	Utilize existing staff and resources	A report on the documentation developed from each walk providing reflection and instructional practices at the Tier I level to guide staff growth and PD.
Provide professional development opportunities to support implementation of close observation and analysis, evidence-based writing, higher order questioning and academic conversations in Tier I instruction.	Exec. Dir. of Teaching and Learning, Content Coordinators	September 2020 - August 2021	Title II funds, Local funds	Monitor survey results after each PD opportunity.
Provide professional development opportunities and collaboration (in-person and virtually) for AP and Pre-AP teachers, utilizing the four corollary questions of PLCs based on rigorous instruction and College Board strategies and content/curriculum/resources (including AP mentorships and College Board Workshops).	Dir. of College and Career Readiness; Advanced Academics	October 2020 - August 2021	Title IV funds, Local funds	AP classroom progress checks, monitoring survey results after each PD opportunity, and AP scores/trend data, lessons and assessment that utilize instructional strategies to increase student engagement/rigor.

Training for K-5 teachers and literacy coaches on integration of reading and writing to promote higher order thinking will be offered through Zoom using <i>Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities</i> .	Elementary ELAR Coordinator	October 2020 - November 2020	Local funds	Submission of completed assignments, including lessons and discussion responses.
Training designed to introduce teachers and coaches to the <i>7 Steps to Language Rich Classroom</i> and <i>Talk, Read, Talk, Write</i> structures that are aligned to sheltered instruction will be offered throughout the year. The focus will be on embedding high level questioning and strategies to engage students in academic discourse, reading and writing.	Dir. of Accelerated Language Program	August 2020 - June 2021	Title III funds	Student data from PMA, District and campus assessments, STAAR, TELPAS. Teacher observations and feedback.
Virtual sheltered instruction coaching cycle will be offered to teachers working with ELs in collaboration with campus principals. Teachers will set goals, participate in planning meetings, record their instruction and receive feedback with an ALP facilitator. The focus is on supporting academic discourse, high level questioning and evidence-based writing instruction.	Dir. of Accelerated Language Program	August 2020 - June 2021	Local funds	Student data from PMA, District and campus assessments, STAAR, TELPAS. Teacher observations and feedback.
Provide Number Talks training for K-5 teachers and math facilitators. Participants will learn how to engage students in meaningful math discussions that promote critical thinking and encourage students to use various problem-solving skills.	Elementary Math Coordinator	October 2020 - December 2020	Local funds	Observations during learning walks will show evidence of the students' improved communication, critical thinking and problem solving.
Provide higher order questioning strategies training at monthly department head and facilitator meetings to improve student discourse and deep thinking.	ELAR, Math and Science Coordinators	Monthly	Local funds	Observations during PLC's at the campus, progress on PMAs, and improvement on STAAR.

<p>Provide support and training for campus leaders on how to analyze data from campus formative assessments, District progress monitoring assessments and TEA Interim Assessments to identify areas of need, and plan targeted instructional intervention and enrichment opportunities.</p>	<p>ELAR, Math and Science Coordinators</p>	<p>October 2020 - May 2021</p>	<p>Local funds</p>	<p>Improvement on District PMAs, teacher exams and STAAR.</p>
<p>Campus administrators will work collaboratively with District and campus support staff to ensure proper implementation of trainings provided by District staff throughout the school year.</p>	<p>Chief Academic Officer, Academic Leadership Team, Campus Administrators</p>	<p>August 2020 - May 2021</p>	<p>Utilize existing staff and resources</p>	<p>Information obtained from Instructional Walks, PLC's, T-TESS Walk-Throughs and observations documenting implementation of professional development.</p>

Objective 2.2: Ensure the curriculum equitably prepares students to achieve their preferred career aspirations by enhancing both rigorous Career and Technical Education (CTE) and college preparatory programs.

Superintendent SMART Goal: *The District will cultivate expertise in teaching and learning as a means for improving student achievement, so teaching will become strengthened and more students will learn in deeper ways resulting in a 5% increase in the number of students receiving college credit in dual credit and dual enrollment programs, AP Scholar and NMSQT honors and CTE industry certification passing performance by August of 2021.*

*The strategies listed below will also be used for Lamar CISD’s House Bill 3 5-Year **College, Career and Military Readiness (CCMR) Plan:** *By 2024, the District will increase the percentage of students meeting one or more criteria in the TEA CCMR standard to 82%.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Instructional Walks will be conducted based on rigorous instructional strategies: close observation and analysis, evidence-based writing, higher order questioning, academic conversations in CTE, AP and GT classrooms.	Exec. Dir. of Student Programs, Dir. of Career and Technical Education, Dir. of College and Career Readiness, Dir. of Gifted & Talented	October 2020 - May 2021	Utilize existing staff and resources	Report on the documentation developed from each walk, providing reflection and instructional practices at the Tier I level to guide staff growth and PD.
Video AP, GT and CTE teachers who demonstrate rigor and share their instructional techniques. Show the techniques in a Zoom workshop to assist teachers with implementing higher order questioning and academic conversations in CTE, AP and GT classrooms.	Exec. Dir. of Student Programs, Dir. of Career and Technical Education, Dir. of College and Career Readiness, Dir. of Gifted & Talented	October 2020 - May 2021	Utilize existing staff and resources	Videos are created for multiple teachers from AP, GT and CTE. These videos are integrated into Canvas and shared during PD times with other AP, GT and CTE teachers.

Using the CTE Professional Development Action Team and information collected on Instructional Walks, professional development on designated District days will be utilized for PLCs with course-specific groups to discuss certification exam content, feedback from instructional walks, and alignment of instruction to assessments.	Exec. Dir. of Student Programs, Dir. of Career and Technical Education	August 2020 - May 2021	Utilize existing staff and resources	Increase of positive survey responses of CTE teachers participating in PD. Increased student performance on Industry Based Certifications (IBCs).
Create a campus scorecard for all high schools for appropriate planning for improvement and monitor progress of CCMR indicators by providing monthly status updates.	Chief Academic Officer, Exec. Dir. of Student Programs, Dir. of Research, Assessment, & Accountability, Dir. of College & Career Readiness, Dir. of Career and Technical Education, Asst. Supt. of Secondary Education, High School and Associate Principals	August 2020 - August 2021	Utilize existing staff and resources	The use of campus scorecards at each high school resulting in an implemented plan of improvement.
Advanced Placement teachers will attend the College Board AP National Conference (either in person or virtually) to participate in high quality PD and learn from some of the chief readers of AP exams	Exec. Dir. of Student Programs, AP Teachers	July 2021	Local funds	Greater understanding of AP curriculum and exam requirements, resulting in an increased number of qualifying exam scores.
Continued recruitment and retention of Dual Credit Certified Teachers by increasing participation rates in the Lamar CISD Dual Credit Credentialing Program and through professional learning for principals about importance of hiring teachers with dual credit certification.	Exec. Dir. of Student Programs, Dir. of College and Career Readiness	July 2021	Title IV funds	Increased number of dual credit certified staff (dual credit and/or On Ramps) by 10 teachers.

Advanced Placement (AP) teachers will participate in Professional Learning Communities, based on content area, and will meet two times during the school year to review/analyze data, plan with resources, align instruction to the AP exams, and develop a community of continuous improvement and learning.	Dir. of College and Career Readiness, Exec. Dir. of Student Programs	October 2020 - June 2021	Title IV funds	Monitor survey data, AP classroom engagement and enrollment reports.
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Objective 2.3: Increase students', families', and community members' awareness of and access to all available academic programs.

Superintendent SMART Goal: *Secondary campuses will inform parents and guardians about the SchoolLink program through parent and guardian training opportunities. Participation in these trainings will increase by 10% when compared to Naviance and Xello parent/guardian events in the 2019-2020 school year.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Provide SchoolLinks training for school counselors, college and career facilitators and registrars.	Exec. Dir. of Student Programs, Dir. of Student Services, Dir. of Research, Assessment, & Accountability, Dir. of College and Career Readiness	July 2020 - August 2021	Local funds	Use of SchoolLinks by school counselors, CFFs, and registrars for student post-secondary planning.
Provide information to parents/guardians on student tasks, financial planning information and other resources available in SchoolLinks through parent nights for each high school and junior high/middle school. At least one parent night will be held that targets Spanish-speaking families.	Exec. Dir. of Student Programs, Dir. of Student Services, Dir. of College and Career Readiness	November 2020	Utilize existing staff and resources	Parent nights held for each high school and middle school/junior high and one Spanish parent night.

Create informational section of Lamar CISD website dedicated to information about SchoolLinks for parents, guardians and students.	Exec. Dir. of Student Programs, Dir. of Student Services, Dir. of College and Career Readiness	November 2020	Utilize existing staff and resources	Lamar CISD website is updated with information that parents, guardians and students can use to guide them using SchoolLinks.
College and career facilitators at each high school share SchoolLinks information with students during class time, in small groups, or during one-on-one student conversations to ensure students complete identified grade level tasks and understand how to use SchoolLinks to plan for post-secondary.	Exec. Dir. of Student Programs, Dir. of College and Career Readiness, Asst. Supt. of Secondary Ed., High School and Associate Principals	October 2020 - May 2021	Utilize existing staff and resources	Student usage of SchoolLinks is at or above the usage of previous year with Naviance.
Title I secondary campus contacts will receive training on SchoolLinks and will deliver training to parents on how to access the online tool.	Dir. of Federal Programs, Campus Administrators, Title I Campus Contacts	February 2021	Title I funds	Student usage of SchoolLinks is at or above the usage of previous year with Naviance.
Campus administration will work collaboratively with CCF's, school counselors and teachers to ensure all students (6-12) have accessed the SchoolLink program.	Chief Academic Officer, Asst. Supt of Secondary Ed., Exec. Dir. of Student Programs, Campus Administrators, Campus Instructional Support Staff	August 2020 - May 2021	Utilize existing staff and resources	Student usage of SchoolLinks is at or above the usage of previous year with Naviance.



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Improvement



STRATEGIC PRIORITY 3

Promote a Safe and Healthy Environment

Strategic Priority: Promote a Safe and Healthy Environment

Objective 3.1: Increase mental and emotional health supports and resources to improve social and emotional well-being among students and staff.

Superintendent SMART Goal: *Professional school counselors will provide two faculty and two assistant principal Solution Focused skill-building trainings and monthly Character Counts classroom guidance lessons for each pillar (trustworthiness, respect, responsibility, fairness, caring and citizenship) by June of 2021.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Implementation of a Socio-Emotional inventory to gage the emotional health of students and assist counselors in identifying students in need of assistance.	Dir. of Student Support Services, Dir. of Research, Assessment & Accountability, Coordinator of Student Assessment	August 2020 - September 2020	Utilize existing staff and resources	Decrease in the number of students in need of urgent assistance by 10% from 2019-2020.
Execute two Solution Focused Approach trainings for administrators to build skills that increase self-efficacy for students and result in greater self-regulation and student engagement.	Dir. of Student Support Services, School Counselors	August 2020 - December 2020	Utilize existing staff and resources	Two Solution Focused Approach training sessions are held for administrators.
Execute two Solution Focused Approach trainings for campus faculty to build skills that increase self-efficacy for students and result in greater self-regulation and student engagement.	Dir. of Student Support Services, School Counselors	August 2020 - December 2020	Utilize existing staff and resources	Two Solution Focused Approach training sessions are held for campus staff.
Guidance will be provided in classrooms highlighting the Six Pillars of Character PK-12 to build awareness and integration of the Six Pillars of Character into campus culture.	Dir. of Student Support Services, School Counselors	August 2020 - September 2020	Title IV funds	Documentation of guidance lessons being provided within the classrooms in all grade levels.

Objective 3.2: Ensure that disciplinary interventions consistently address the root causes of behavioral issues and staff understand how to implement disciplinary practices in a clear and equitable way for the well-being of all students.

Superintendent SMART Goal: *Highly Effective MTSS (formerly RTI) processes will be utilized as a vehicle to determine high-quality disciplinary interventions at each campus resulting in a 5% decrease in placements at the Alternative Learning Center (ALC) for persistent misbehavior.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Provide two Solution-Focused Approach trainings for administrators.	Dir. of Student Services, School Counselors	October 2020 - May 2021	Local funds	Sustained decrease in the number of serious disciplinary incidents.
Provide weekly campus-specific discipline reports to campus administrators to identify students who have multiple discipline referrals to begin MTSS intervention process.	Campus Administrators, Asst. Supts. of Elementary and Secondary Ed., Admin. of Student Discipline and Placement	October 2020 - May 2021	Local funds	Sustained decrease in the number of serious disciplinary incidents.
Provide campus administrators with the MTSS interventions/resources to provide aid and support for those identified students.	Campus Administrators, Asst. Supts. of Elementary and Secondary Ed., MTSS Coordinator, Admin. of Student Discipline and Placement	October 2020 - May 2021	Local funds	Sustained decrease in the number of serious disciplinary incidents.
Provide training for MTSS intervention strategies for campus administrators.	Campus Administrators, Asst. Supts. of Elementary and Secondary Ed.	October 2020 - May 2021	Local funds	Sustained decrease in the number of serious disciplinary incidents.

Each campus will keep appropriate documentation of at-risk students with multiple disciplines outlining the implementation of MTSS interventions and progress of the intervention.	Campus Administrators, Asst. Supts. of Elementary and Secondary Ed.	October 2020 - May 2021	Local funds	Sustained decrease in the number of serious disciplinary incidents.
Provide quarterly discipline reports to measure campus trends for disciplinary incidents that can lead to ALC placements and work with campuses on appropriate intervention and response.	Dir. of Research, Assessment, & Accountability, Asst. Supts. of Elementary and Secondary Ed.	October 2020 - May 2021	Local funds	Sustained decrease in the number of serious disciplinary incidents.
Assistant principals will be trained in how to appropriately implement a student's Behavior Intervention Plan (BIP) to ensure the use of positive behavioral strategies.	Exec. Dir. of Special Education, Dir. of Special Education, Asst. Supt. for Secondary Ed., Sped Compliance Coordinators, Principals, Assistant Principals	October 2020 - November 2020	Utilize existing staff and resources	Decreased number of ISS and OSS placements from 19.2% to less than 15%.

Objective 3.3: Ensure facility safety remains a priority through up-to-date technology and that all facilities provide a safe, inclusive and effective learning environment for all.

Superintendent Smart Goal: *Campuses will maintain 100% monthly compliance with the updated pandemic safety drill guidance by June of 2021.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Track the monthly drill requirements.	School Safety Coordinator	June 2021	Utilize existing staff and resources	Monthly progress report by campus.
Track the semester drill requirements.	School Safety Coordinator	December 2020 - June 2021	Utilize existing staff and resources	Monthly progress report by campus.
Provide software training and support to campus administrators and staff.	School Safety Coordinator	June 2021	Utilize existing staff and resources	The training schedule is completed.

District

LAMARCISD

A PROUD TRADITION | A BRIGHT FUTURE

Improvement

STRATEGIC PRIORITY 4

**Plan for Rapid Growth While
Preserving District Culture**

Strategic Priority: Plan for Rapid Growth While Preserving District Culture

Objective 4.1: Maintain neighborhood school structure and a unified community feeling during rapid growth and expansion.

Superintendent Smart Goal: *The District will provide a comprehensive review of the Lamar CISD Master Plan Principles by June of 2021.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Provide a Board Information Item outlining the historical context of the Master Plan Principles.	Deputy Supt. of Administrative Services & Leadership Development; Dir. of Community Relations	October 2020	Utilize existing staff and resources	Feedback from the Board of Trustees.

Objective 4.2: Actively seek to engage and involve all stakeholder groups as community partners as the District grows.

Superintendent Smart Goal: *The District will create a webpage with information specifically for realtors/developers in the area by June of 2021. This will include information pertinent to realtors such as enrollment information, District statistics, new student information, a District map, attendance zones and more.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Gather existing information and create additional resources and documents for the realtor/developer page on the District's website.	Dir. of Community Relations	February 2021	Utilize existing staff and resources	Feedback from District staff and local realtors/developers.
Create webpage on the District's website that houses pertinent information for area realtors and developers.	Dir. of Community Relations, Web Developer	March 2021	Utilize existing staff and resources	Complete webpage under the Community Relations section of the website.

Promote webpage with local realtors, developers, etc. through email, face-to-face meetings and social media.	Dir. of Community Relations, Communications Coordinator	March 2021 - June 2021	Email, Constant Contact, Social media	Informational webpage to direct realtors, developers and other local organizations.
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Objective 4.3: Continue to build and maintain equitable campus buildings and shared District support facilities commensurate with the District’s growth.

Superintendent Smart Goal: *The District will create a voter information campaign that will result in the successful passage of all four propositions that comprise the \$792.5 million bond referendum on November 3, 2020.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Community Relations will create a Bond 2020 strategic action plan that includes tasks, descriptions, the medium, completion date and the individual responsible for carrying out the task through the Nov. 3 bond election.	Dir. of Community Relations	September 2020	Utilize existing staff and resources	A completed action plan.
Create and distribute an information video for Bond 2020.	Dir. Community Relations, Multimedia Specialist/Videographer	September 2020	Utilize existing staff and resources	Video is shared and views are tracked.
Create and distribute Bond 2020 materials, including informational flyers, posters, printed newsletters and yard signs for the Lamar CISD community.	Community Relations	September 2020 - November 2020	Utilize existing staff and resources, Region 4 Print Shop, Outside vendors for printing	Finalized, printed newsletter and other bond materials.
Create a digital Bond 2020 campaign that includes information on the website, on the District and campus social media accounts and included in the District’s monthly enewsletter.	Community Relations	September 2020 - November 2020	District website, Skylert, Social media	Track engagement online, in the enewsletter and on social media.

Objective 4.4: Ensure that budget and staffing plans equitably meet the changing student and staff needs as the District grows.

Superintendent Smart Goal: *This District will partner with TASB to conduct a Staffing Review study during the 2020–2021 school year. The study will compare Lamar CISD staffing with a group of peer districts.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Conduct a staffing study to evaluate and identify District staffing needs.	Supt., Chief HR Officer, Chief Academic Officer, Dir. of Staffing, CFO, Budget/Treasury Dir., Dir. of Information Services	September 2020 - October 2020	TASB Human Resources Consultant, Human Resources, Information Services	Staffing kickoff, data collection and conduct department director and principal interviews.
Review first draft of TASB's findings and any recommendations provided in the study.	Supt., Chief HR Officer, Chief Academic Officer, Dir. of Staffing, CFO, Budget/Treasury Dir., Dir. of Information Services	September 2020 - November 2020	TASB Human Resources Consultant, Human Resources	Review and complete necessary changes to the recommendations.
Prepare final report for Board presentation with TASB findings and recommendations.	Supt., Chief HR Officer, Chief Academic Officer, Dir. of Staffing, CFO, Budget/Treasury Dir., Dir. of Information Services	November 2020 - December 2020	TASB Human Resources Consultant	Final report will be presented.
Review and analyze staffing study findings and implement recommendations that are feasible.	Supt., Chief HR Officer, Chief Academic Officer, Dir. of Staffing, CFO, Budget/Treasury Dir., Dir. of Information Services	January 2021 - May 2021	Utilize existing staff and resources	Updated staffing guidelines and allocations.

District

LAMARCISD

A PROUD TRADITION | A BRIGHT FUTURE

Improvement

STRATEGIC PRIORITY 5

Focus on Talent

Strategic Priority: Focus on Talent

Objective 5.1: Prioritize competitive compensation and benefits for all employees using available resources.

Superintendent Smart Goal: *As recruitment and retention of top talent becomes more challenging and competitive, Lamar CISD will conduct two surveys by June 2021 to obtain insight from current and prospective teaching candidates to enhance the way top talent is incentivized to teach and lead in the District.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Create and conduct two polls to identify incentives for current and prospective employees.	Human Resources Recruiters, Community Relations	September 2020 - June 2021 <i>(Fall 2020 and Spring 2021)</i>	K-12 Insight	Virtual meeting to create questionnaires.
In conjunction with K-12 Insight, Human Resources Recruiters and Community Relations will create a set of questions for the survey.	Human Resources, Community Relations, K-12 Insight,	November 2020	K-12 Insight	First collection of surveys and data analysis.
Interpret and evaluate the data to create a targeted marketing campaign using survey results.	Human Resources, Community Relations	December 2020	Utilize existing staff and resources	Target campaign on social media and at job fairs.
Conduct a second round of surveys to create a targeted marketing campaign.	Human Resources, Community Relations, K-12 Insight	March 2021	Social media, Flyers, Surveys, K-12 Insight	Second collection of surveys and data analysis.
Utilize the data to create a teacher-focused recruitment campaign using social media and documents which will inspire top talent to apply and teach in Lamar CISD.	Human Resources, Community Relations	May 2021	Utilize existing staff and resources	Completed target campaign.

Objective 5.2: Expand access to differentiated professional development and coaching for all staff based on experience and need.

Superintendent SMART Goal: *The District will continue and expand the implementation of the New Teacher Support Network composed of campus mentors, District mentors and campus administrators providing coaching on the qualities of effective teaching resulting in an 85% retention of first year teachers in the 2021-2022 school year.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Hire two additional new teacher mentors to support District growth and the increase in the number of alternatively certified new-hire teachers. Additional mentors will also allow for the expansion of the program to include first and second-year teachers.	Dir. of Staff Development	August 2020 - May 2021	Title II funds	EOY new teacher survey feedback, Canvas analytics including first and second-year teacher discussion responses, and BOY new teacher retention rates.
Transition the 2020 New Teacher Induction event from face-to-face to virtual to accommodate safe, social distancing precautions without compromising the quality or effectiveness of the induction program.	Dir. of Staff Development	August 2020	Local funds	Comparative end-of-event participant survey data, Canvas analytics including discussion questions/responses to indicate retention of information shared, EOY new teacher survey feedback.
Establish the New Teacher Support Canvas course to serve as the hub for new teacher support, resources, discussions and information. Monitor new teacher participation in virtual conversations and interaction with content to guide mentoring approach.	Dir. of Staff Development	August 2020 - May 2021	Title II funds, Local funds	Canvas analytics including discussion responses, uploaded/downloaded resources and weekly access reports.

Utilize Lead4Ward's <i>First Year Teacher Notebook for Growing Effective Teachers</i> as a primary reference for new teacher coaching conversations and Canvas discussion prompts.	Dir. of Staff Development	August 2020 - May 2021	Title II funds	EOY new teacher survey feedback, BOY new teacher retention rates, reference to resource in discussions and in-person mentor/mentee coaching.
Maintain weekly contact between each first-year teacher and both his/her campus and District mentors, modeling the use of various modes of communication for support.	Dir. of Staff Development, Campus Administrators	August 2020 - May 2021	Title II funds, Local funds	EOY new teacher survey feedback and BOY new teacher retention rates.

Objective 5.3: Provide career pathways and advancement opportunities throughout the organization in order to attract and retain talented professionals.

Superintendent Smart Goal: *Internal candidates who demonstrate strong competencies for leadership roles are highly sought after as they are well positioned to address specific District needs. Lamar CISD will provide opportunities through our Talent Identification Cohort to facilitate the transition of internal assistant principals into 75% of open principal roles for the 2021-2022 school year.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Identify high potential administrators through the talent identification process.	Chief Academic Officer, Chief HR Officer, Exec. Dir. of Student Programs, Recruiters, Assistant Principals, Principals	May 2020 - May 2021	T-PESS, Holdsworth, Performance vs. Potential Survey	Individualized training and mentoring opportunities for cohort members.
Provide mentoring and training opportunities with cohort members to prepare them for principal roles.	Chief Academic Officer, Chief HR Officer, Exec. Dir. of Student Programs, Recruiters, Assistant Principals, Principals	November 2020	T-PESS, Holdsworth, Performance vs. Potential Survey, Virtual meetings	Debrief and provide mentees feedback.

Identify internal assistant principals that will be ready to fill at least 75% of anticipated principal vacancies.	Chief Academic Officer, Chief HR Officer, Exec. Dir. of Student Programs, Recruiters, Assistant Principals, Principals	March 2021	T-PESS, Holdsworth, Performance vs. Potential Survey, Virtual meetings, Individualized training debriefing	Principal positions filled.
Identify high potential administrators through the talent identification process.	Chief Academic Officer, Chief HR Officer, Exec. Dir. of Student Programs, Recruiters, Assistant Principals, Principals	May 2020 - May 2021	T-PESS, Holdsworth, Performance vs. Potential Survey	Individualized training and mentoring opportunities for cohort members.

Objective 5.4: Increase awareness of Lamar CISD as a destination of choice to live, work and learn.

Superintendent Smart Goal: *To increase awareness of Lamar CISD as a destination district, the District will increase community subscribers to the monthly external newsletter to 37,000 by June of 2021.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Promote the external newsletter on all District channels. This includes the District's website, all social media channels and the intranet.	Dir. of Community Relations, Communications Coordinator	September 2020 - May 2021	District website, Social media accounts	Track increase in subscribers after each website/social media post.
Include information on how to subscribe to The Link in the spring 2021 printed newsletter sent to all Lamar CISD homes.	Dir. of Community Relations, Communications Coordinator	January 2021	Utilize existing staff and resources, Region 4 Print Shop	Finalized, printed newsletter with information sent to all homes.
Include a subscription to The Link as an option when senior citizens get a District Gold Card.	Community Relations	October 2020 - June 2021	Utilize existing staff and resources	Ongoing list of senior citizens who will begin receiving the monthly newsletter.
Add "District newsletter" on the Winocular application to identify and compare applicants that were attracted to Lamar CISD because of the newsletter.	Human Resources	November 2020	Winocular	"District newsletter" will be added to Winocular application.

Promote recruitment information, pay, campus activities and growth opportunities in the monthly newsletter.	Human Resources, Community Relations	December 2020	Utilize existing staff and resources, Winocular	Number of applicants who were attracted to Lamar CISD based off the newsletter option on the application.
Human Resources will create series of social media and newsletter ads targeting prospective applicants in the Fort Bend/Katy community.	Human Resources, Community Relations	May 2021	Social media, Constant Contact	Track engagement through social media and clicks through the newsletter.

District

LAMARCISD

A PROUD TRADITION | A BRIGHT FUTURE

Improvement

EARLY CHILDHOOD PLAN

House Bill 3 Requirement

**5-Year Early Childhood Plan
House Bill 3 Requirement**

House Bill 3 Early Childhood Plan: *By Spring 2024, District PK-3 grade teachers will engage in systemic planning and training in Reading and Mathematics that will increase the number of Grade 3 students earning Meets Grade Level or higher on the third grade STAAR to 69% in Reading and 78% in Mathematics.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Incorporate TX-KEA reading and math assessments at kindergarten to gather baseline data to measure student performance.	Dir. of Research, Assessment & Accountability, Elementary Math and ELAR Coordinators, Instructional Coaches	August 2020 - May 2021	Local funds	Creation of a baseline dataset to measure student Reading and math goals toward meeting the House Bill 3 outcomes.
Pre-K teachers will be provided a series of ongoing trainings and individual coaching to provide strategies, tools and methods to support early childhood literacy and math guidelines for virtual and face-to-face students in whole group and small group settings.	Dir. of Accelerated Language Programs	August 2020 - June 2021	Local funds	Student progress on CLI, checklists, anecdotal records, student work and writing samples.
Incorporate the new online versions of TPRI and TEJAS-LEE to support better measurement of reading performance at Grades 1-2.	Dir. of Research, Assessment & Accountability, Elementary ELAR Coordinator, Instructional Coaches	August 2020 - May 2021	Local funds	Creation of a baseline dataset to measure student Reading goals toward meeting the House Bill 3 outcomes.
Teachers in grades K-2 will be provided with training on <i>Units of Study in Phonics</i> and campuses will receive phonics kits for all K-2 ELAR classroom teachers.	Elementary ELAR Coordinator	November 2020 - January 2021	Title II funds, Local funds, Early Education Allotment	A decrease in the number of students in kindergarten and first grade scoring in the intervention range on TX-KEA and Still Developing on TPRI.

Teachers in grades K-2 will be provided with training on <i>Units of Study in Writing</i> and campuses will receive the resource kits for all K-2 ELAR classroom teachers.	Elementary ELAR Coordinator	November 2020 - March 2021	Title II funds, Local funds, Early Education Allotment	An increase in students' overall writing score on the District Writing Sample Collections.
Teachers in grades K-2 will be provided with training on <i>Units of Study in Reading</i> and campuses will receive the resource kits for all K-2 ELAR classroom teachers.	Elementary ELAR Coordinator	November 2020 - March 2021	Title II funds, Local funds, Early Education Allotment	A decrease in the number of students in kindergarten and first grade scoring in the intervention range on TX-KEA and Still Developing on TPRI.
K-3 teachers and principals from Bentley, Hubenak, Long and Travis will complete the HB3 Reading Academies training during the 2020-2021 school year. Plans are in place to expand the training to all campuses by the end of the 2022-2023 school year.	Elementary ELAR Coordinator, Reading Academies Cohort Facilitator	August 2020 - July 2021	Local funds, Early Education Allotment	Successful completion of quizzes, assignments and artifacts through the TEA Learn Canvas Portal.
Guided Reading training will be provided for K-2 teachers, literacy coaches and elementary principals. Training opportunities will consist of Zoom sessions with a consultant and self-paced book studies through Canvas. <i>The Next Step Forward in Guided Reading</i> book will be provided for all K-2 reading teachers.	Elementary ELAR Coordinator	October 2020	Title II funds, Local funds, Early Education Allotment	Observation checklists showing consistent use of guided reading in elementary classrooms and completion of quizzes and assignments in Canvas.
Teachers in grades K-2 and math facilitators will be provided Guided math training to ensure consistency with implementation. <i>Guided Math: A Framework for Mathematics Instruction</i> (Second Edition) will be purchased for all K-2 math teachers and for all math facilitators.	Elementary Math Coordinator	September 2020 - October 2020	Local funds	Observations during campus planning meetings and learning walks will show evidence of Guided Math being implemented consistently in K-2 classrooms.

Number Talks training will be provided for teachers and math facilitators to ensure consistency with implementation. Training opportunities will consist of Zoom sessions with a consultant. <i>Number Talks: Whole Number Computation</i> and <i>Number Talks: Whole Number Computation Classroom-Ready Reproducibles (Dot Images and Five-and-Ten-Frames)</i> will be purchased for all K-2 math teachers and for all math facilitators.	Elementary Math Coordinator	October 2020 - December 2020	Local funds	Observations during campus planning meetings and learning walks will show evidence of Guided Math being implemented consistently in K-2 classrooms.
Number Sense Learning Progression training will be provided for K-2 teachers to support their work with early math proficiency. Training opportunities will consist of four, one-hour afterschool Zoom sessions with a consultant.	Elementary Math Coordinator	December 2020 - March 2021	Local funds	Increased proficiency in the teaching of the Number Sense Progression in daily numeracy activities and during Number Talks.
Incorporate and analyze TEA Interim Assessments for reading and math growth for 3 rd grade students.	Dir. of Research, Assessment & Accountability, Elementary Math & ELAR Coordinators, Instructional Coaches	August 2020 - May 2021	Local funds	Performance improvements of 3% or greater in Grade 3 STAAR at Meets GL for Reading and Math.
Campus administrators will work collaboratively with District and campus support staff to ensure proper implementation trainings provided by District content staff throughout the school year.	Chief Academic Officer, Academic Leadership Team, Campus Administrators, Campus Instructional Support Staff	August 2020 - May 2021	Utilize existing staff and resources	Information obtained from Instructional Walks, PLC's, T-TESS Walk-Throughs and observations documenting implementing of professional development.

Financial Summary

Funding Source	Total Amount
Title I Districtwide Reservation	\$1,280,943
Title II	\$711,868
Title III	\$480,817
Title IV	\$312,674
SCE	

Title I- Improving Basic Programs Operated by LEA (ESSA)

Title II- Supporting Effective Instruction (ESSA)

Title III- English Language Acquisition, Language Enhancement, and Academic Achievement (ESSA)

Title IV- Student Support and Academic Enrichment (ESSA)

SCE- State Compensatory Education

Position	FTEs Funded by State Compensatory Education
BUDGET ANALYST-STATE AND FEDER	.25
COMMON THREADS PERSONNEL	1.50
ADMIN TRUANCY DROPOUT PREV	.70
PROJECT LEARN PERSONNEL	1.50
PREKINDERGARTEN PERSONNEL (TEACHERS AND AIDES)- SEGUIN	13.8

Position	FTEs Funded by Title I, Part A
BUDGET ANALYST-STATE AND FEDER	.50
DIRECTOR OF FEDERAL PROGRAMS	.50
TITLE I SPECIAL PROJECTS COORDINATOR	1.00
PROJECT LEARN PERSONNEL	1.00
INSTRUCTIONAL COACHES	3.5
FAMILY SUPPORT SPECIALISTS	2.00
PREKINDERGARTEN TEACHERS-SEGUIN	8.00
COUNSELOR PREGNANT AND HOMELESS	0.50

Position	FTEs Funded by Title II, Part A
INSTRUCTIONAL COACH	.5
RECRUITERS-HUMAN RESOURCES	2.00

Position	FTEs Funded by Title III, Part A
PROJECT LEARN PERSONNEL	1.5
ALP FACILITATORS	1.8