

Ector County Independent School District

Lamar Early Education Center

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

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

Value Statement

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

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By the end of the 2026-2027 school year, at least 75% of Lamar students will demonstrate sufficient growth to be identified as on track in Mathematics on the end-of-year CLI assessment

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY, MOY, and EOY Assessment Data; district-developed nine-week Prekindergarten Checkpoints; classroom formative assessments; student work samples; PLC data-review documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide daily, developmentally appropriate mathematics instruction and activities aligned to the Texas Prekindergarten Guidelines and Frog Street curriculum, with intentional instruction in rote counting, shape identification, counting sets, number relationships, and simple addition and subtraction. Strategy's Expected Result/Impact: Students will develop a strong foundation in early math skills. Staff Responsible for Monitoring: Teachers Title I: 2.51 Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate hands-on learning opportunities using manipulatives, math centers, games, movement, songs, and real-world problem-solving activities to develop students' mathematical understanding and number sense Strategy's Expected Result/Impact: Students will actively engage in daily mathematical activities leading to deeper understanding of math concepts. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Teachers will engage families by sharing math activities and resources through weekly Homework page and Seesaw. Strategy's Expected Result/Impact: Families will reinforce foundational math skills at home, increasing student practice and growth in early mathematics skills. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: The Title 1 instructional aide will provide targeted small-group mathematics instruction to students identified through CLI data as needing additional support in early mathematical skills. Strategy's Expected Result/Impact: Students receiving targeted intervention will demonstrate accelerated growth in early mathematics skills. Staff Responsible for Monitoring: Teachers, Administrator, Title 1 Instructional Aide Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Title 1 Teaching Assistant - Title One School-wide - \$30,000		Formative			Summative
		Oct	Jan	Mar	May

Strategy 5 Details		Reviews			
Strategy 5: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in foundational mathematics skills. Teachers will analyze Checkpoint results along with CLI and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and plan targeted small-group support. Strategy's Expected Result/Impact: Nine-week Checkpoint data, CLI data, and classroom formative assessments will provide ongoing evidence of student progress toward end-of-year mathematics expectations. Students not demonstrating expected progress will receive adjusted or intensified instructional support based on identified needs. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. Root Cause: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By the end of the 2026-2027 school year, at least 65% of Lamar students will demonstrate sufficient growth to be identified as on track in Phonological Awareness skills, on the end-of-year CLI assessment.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY, MOY, and EOY Assessment Data; district-developed nine-week Prekindergarten Checkpoints; classroom formative assessments; student work samples; PLC data-review documentation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily, research-based phonological awareness instruction aligned with the Pre-K Guidelines and the Frog Street Press curriculum. Strategy's Expected Result/Impact: Students will demonstrate increased confidence and proficiency in early literacy skills, providing a strong foundation for future reading success. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will analyze CLI Phonological Awareness data, district-developed nine-week Prekindergarten Checkpoint data, and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. Strategy's Expected Result/Impact: Ongoing analysis of multiple data sources will support timely, data-driven instructional decisions and targeted intervention, resulting in measurable student growth and progress toward the EOY goal of at least 65% of students being identified as on track in Phonological Awareness. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will engage families by sharing phonological awareness activities and resources through weekly Homework page, Seesaw and Home-to-School family projects. Strategy's Expected Result/Impact: Families will reinforce foundational literacy skills at home, increasing student practice and phonological awareness growth. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in foundational literacy skills, including skills that support phonological awareness development. Teachers will use Checkpoint results, along with CLI and classroom assessment data, to identify areas of strength and need, adjust instruction, and plan targeted small-group support. Strategy's Expected Result/Impact: Nine-week Checkpoint data will provide ongoing evidence of student literacy development and help teachers identify students needing additional support between CLI assessment windows, allowing for timely instructional adjustments and targeted intervention. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. Root Cause: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, at least 80% of Prekindergarten students will demonstrate age-appropriate scientific thinking by making predictions, participating in simple investigations, and communicating observations or findings through oral language, drawings, or emergent writing, as measured through teacher observations and student work samples.

Evaluation Data Sources: Teacher Observations; Student Work Samples; Lesson Plans; Campus Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide regular opportunities for students to participate in developmentally appropriate cause-and-effect experiments and simple investigations that encourage students to make predictions, test ideas, observe outcomes, and discuss results. Strategy's Expected Result/Impact: Students will demonstrate growth in scientific thinking and problem-solving by making educated predictions, testing their ideas, observing results, and comparing outcomes with their original predictions. Student growth will be documented through teacher observations and student work samples. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will intentionally incorporate developmentally appropriate Science Center activities and hands-on exploration throughout the instructional week to promote inquiry, observation, questioning, problem-solving, and scientific thinking. Strategy's Expected Result/Impact: Lesson plans and campus walkthroughs will demonstrate consistent opportunities for hands-on science learning, while teacher observations and student work samples will demonstrate growth in scientific vocabulary, inquiry, prediction, and communication skills. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will intentionally provide regular opportunities for students to observe, ask questions, make predictions, describe changes, and discuss discoveries during science instruction, classroom centers, outdoor learning, and other authentic learning experiences. Strategy's Expected Result/Impact: By May 2027, teacher observations and student work samples will demonstrate increased student ability to use age-appropriate inquiry skills, including questioning, predicting, observing, and communicating findings. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities to engage in intentional, developmentally appropriate learning experiences that promote exploration, investigation, creativity, problem-solving, and higher-level thinking. **Root Cause:** Because Prekindergarten is the first formal school experience for many Lamar students, children enter with varying levels of developmental readiness, prior experiences, and exposure to academic and play-based learning opportunities. These differences create a need for intentional, differentiated, hands-on learning experiences that meet students at their individual levels of development.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, Lamar students will demonstrate growth in the Pre-Reading skill of letter-sound correspondence, resulting in at least 80% of students being identified as on track on the end-of-year CLI assessment.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY, MOY, and EOY Letter-Sound Correspondence Assessment Data; District-Developed Nine-Week Prekindergarten Checkpoints; Classroom Formative Assessments; Student Work Samples; PLC Data Review Documentation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily, multi-sensory, developmentally appropriate letter-sound correspondence instruction. Strategy's Expected Result/Impact: Students will develop a strong understanding of letter-sound relationships, increasing early reading readiness and performance on the CLI assessment. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will incorporate letter-sound correspondence into classroom routines, literacy centers, shared reading, writing activities, songs, and transitions to provide students with frequent opportunities for practice. Strategy's Expected Result/Impact: Students will strengthen letter-sound correspondence through repeated practice in meaningful learning experiences, leading to increased mastery of foundational literacy skills. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will analyze CLI Letter-Sound Correspondence data, district-developed nine-week Prekindergarten Checkpoint data, and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. Strategy's Expected Result/Impact: Ongoing analysis of multiple data sources will support timely, targeted instruction and intervention, resulting in measurable student growth and progress toward the EOY goal of at least 80% of students being identified as on track in Letter-Sound Correspondence. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in letter knowledge and letter-sound development. Teachers will use Checkpoint results, along with CLI and classroom assessment data, to monitor progress toward end-of-year expectations and provide targeted instruction based on identified student needs. Strategy's Expected Result/Impact: Nine-week Checkpoint data will provide ongoing evidence of student progress in letter-sound development, allowing teachers to identify students who are not demonstrating expected growth and adjust instruction or intervention before the next CLI assessment window. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1		Formative			Summative
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 No Progress
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. Root Cause: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, monolingual and bilingual Prekindergarten students will demonstrate accelerated growth in the pre-reading skill of alliteration, with at least 45% meeting the on track benchmark on the end-of-year CLI assessment.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: CLI BOY, MOY, and EOY Alliteration Assessment Data; District-Developed Nine-Week Prekindergarten Checkpoints; Classroom Observations; Informal Literacy Assessments; Student Work Samples; PLC Data Review Documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily, developmentally appropriate instruction in alliteration to include songs, finger plays, nursery rhymes, picture cards, and oral language activities to support students to identify and generate words with the same beginning sound. Strategy's Expected Result/Impact: Students will strengthen beginning sound awareness and develop foundational phonological awareness skills that support early reading success. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will intentionally incorporate alliteration activities into classroom routines, transitions, read-alouds, literacy centers, and small-group instruction to provide students with frequent opportunities to hear, identify, and use words with the same beginning sound. Strategy's Expected Result/Impact: Students will improve their ability to recognize and produce alliteration through consistent, meaningful practice, resulting in increased performance on the CLI assessment. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will analyze CLI Alliteration data along with district-developed nine-week Prekindergarten Checkpoint data, classroom observations, and informal literacy assessments during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group phonological awareness intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. Strategy's Expected Result/Impact: Ongoing analysis of multiple data sources will support timely, targeted instruction and intervention, resulting in measurable student growth and progress toward the EOY goal of at least 45% of monolingual and bilingual students being identified as on track in Alliteration. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. **Root Cause:** Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By the end of the 2026-2027 school year, Lamar Early Education Center will increase its average daily attendance rate from 91.2% to 92.5%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Weekly and Monthly Attendance Reports; Average Daily Attendance Data; Chronic Absenteeism Data; Family Contact Documentation; Attendance Conference Documentation

Strategy 1 Details		Reviews			
Strategy 1: Teachers, the Attendance Clerk, Guidance Apprentice, and Administrator will monitor student attendance weekly using a tiered response system. All families will receive universal attendance education and support. Students developing patterns of absence will receive individualized family communication and problem-solving support. Students with persistent attendance concerns will receive an individualized attendance conference and connection to appropriate campus, district, or community resources when barriers are identified. Strategy's Expected Result/Impact: Attendance concerns will be identified and addressed early through increasingly individualized levels of support. Weekly and monthly attendance data will be reviewed to monitor progress toward the campus goal of at least 92.5% average daily attendance and to identify students requiring additional intervention. Staff Responsible for Monitoring: Clerk, Teachers, Guidance Apprentice, Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: The campus will provide ongoing education to families regarding the importance of regular Prekindergarten attendance through Parent Orientation, family engagement events, newsletters, Seesaw, social media, individual communication, and attendance conferences. Strategy's Expected Result/Impact: Families will demonstrate increased understanding of the connection between regular attendance, school readiness, and student success, contributing to improved student attendance patterns. Staff Responsible for Monitoring: Clerk, Teachers, Guidance Apprentice, Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: The campus will implement weekly, monthly, and semester attendance recognition opportunities that celebrate excellent attendance as well as meaningful improvement in individual student and classroom attendance. Strategy's Expected Result/Impact: Attendance recognition will reinforce the importance of regular school attendance and provide positive reinforcement for students and families demonstrating excellent or improved attendance. Attendance data will be reviewed to determine progress toward the campus attendance goal. Staff Responsible for Monitoring: Clerk, Guidance Apprentice, Teachers, Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: The campus will provide accessible and engaging family involvement opportunities designed to strengthen relationships between families and school staff, increase school connectedness, and provide opportunities to identify and address barriers that may affect regular attendance. Strategy's Expected Result/Impact: Stronger family-school relationships will increase family connection to the campus and provide additional opportunities for staff to identify and respond to barriers affecting student attendance. Staff Responsible for Monitoring: Clerk, Guidance Apprentice, Teachers, Administrator TEA Priorities: Improve low-performing schools Problem Statements: Family and Community Engagement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In spite of steady progress in attendance, Lamar's average daily attendance rate of 91.2% remains below the state average and the district goal of 95%. Root Cause: Families who feel less connected to school culture or who are new to structured school environments may have reduced urgency around daily attendance.
Family and Community Engagement
Problem Statement 1: Although Lamar has cultivated a welcoming School Family and provides a variety of family engagement opportunities, parent participation and involvement remain inconsistent, creating a need to strengthen authentic partnerships that support student learning, attendance, and school readiness. Root Cause: As a Prekindergarten campus, many families are just beginning their formal school journey and face barriers such as lack of transportation, communication barriers, and time constraints that limit participation.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, 100% of classrooms will consistently implement Lamar's School-Wide Conscious Discipline Agreements--Be Safe, Be Helpful, and Be a S.T.A.R.--as evidenced through monthly campus walkthroughs using a Conscious Discipline implementation checklist.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Monthly Conscious Discipline Implementation Walkthrough Checklist; Coaching Documentation; Administrative Observations.

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Instructional Facilitators, Instructional Assistants, Guidance Apprentice, and Administrator will receive ongoing Conscious Discipline training, coaching, modeling, and collaborative reflection. Conscious Discipline implementation will be monitored at least monthly through campus walkthroughs using an implementation checklist that includes observable School Family structures and practices such as Brain Smart Start, greetings, Wish Well, Safe Place implementation, visual routines, composure strategies, and developmentally appropriate responses to student behavior. Strategy's Expected Result/Impact: By May 2027, 100% of classrooms will demonstrate consistent implementation of identified campus-wide Conscious Discipline expectations. Classrooms needing additional support will receive modeling, coaching, feedback, and follow-up walkthroughs to support consistent implementation. Staff Responsible for Monitoring: Teachers, Administrator and Guidance Apprentice Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 Funding Sources: Conscious Discipline Coaching, Training and Workshops - Title One School-wide - \$25,682	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The Guidance Apprentice will provide weekly, developmentally appropriate, play-based guidance lessons that explicitly teach self-regulation, emotional awareness, problem-solving, relationship-building, and the campus School-Wide Agreements. Strategy's Expected Result/Impact: Students will demonstrate increased use of age-appropriate self-regulation, problem-solving, and relationship skills as evidenced through classroom observations, teacher feedback, guidance documentation, and behavior data. Staff Responsible for Monitoring: Guidance Apprentice, Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers, the Guidance Apprentice, and Administrator will collaboratively develop, teach, and consistently use school-wide routine books and visual expectation supports to provide common language and expectations for daily routines and behaviors across the campus. Strategy's Expected Result/Impact: Campus walkthroughs will demonstrate consistent use of school-wide routine supports, and students will demonstrate increased independence and ability to follow campus routines and expectations across settings. Staff Responsible for Monitoring: Teachers, Guidance Apprentice, Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. Root Cause: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, 100% of classrooms will consistently demonstrate identified relationship-building practices that promote a safe, caring, and connected learning environment, as evidenced through weekly walkthroughs, lesson plans, and classroom observations. Classrooms needing additional support will receive coaching and follow-up.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Weekly Campus Walkthroughs; Classroom Observations; Lesson Plans; Conscious Discipline Implementation Data; Coaching and Follow-Up Documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will consistently implement daily Conscious Discipline connection rituals, including Brain Smart Start and Wish Well, to intentionally build relationships, support regulation, and strengthen the classroom School Family. Strategy's Expected Result/Impact: Weekly walkthroughs will demonstrate consistent implementation of identified connection rituals, and students will demonstrate increased engagement, belonging, self-regulation, and positive relationships with adults and peers. Staff Responsible for Monitoring: Teachers and Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will maintain ongoing, positive, two-way communication with families through Seesaw, conferences, phone calls, campus events, and other appropriate communication methods to strengthen the partnership between home and school. Strategy's Expected Result/Impact: Communication documentation and family feedback will demonstrate consistent opportunities for two-way communication, increased family connection, and strengthened collaboration between families and school staff. Staff Responsible for Monitoring: Teachers and Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students and staff will participate in a monthly campus-wide Brain Smart Start designed to strengthen relationships, celebrate the School Family, reinforce school-wide expectations, and practice social-emotional skills. Strategy's Expected Result/Impact: Monthly participation and administrative observations will demonstrate consistent opportunities for school-wide connection, with staff and students reinforcing common language and practices related to safety, connection, belonging, and self-regulation. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. Root Cause: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 3 of Lamar's 7 Instructional Facilitators will obtain teacher certification, increasing the number of certified instructional staff and strengthening campus instructional capacity.

Evaluation Data Sources: Teacher Certification Records; Certification Program Progress; Certification Testing Completion; Administrator and Teacher of Record Progress-Monitoring Documentation

Strategy 1 Details	Reviews			
Strategy 1: Instructional Facilitators will receive ongoing mentoring and instructional coaching from their Teacher of Record and Administrator to strengthen Tier I instruction and support successful completion of teacher certification requirements. Strategy's Expected Result/Impact: Instructional Facilitators will demonstrate increased instructional knowledge and classroom effectiveness while making documented progress toward individual certification milestones. Staff Responsible for Monitoring: Administrator, Teacher of Record for I.F. Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: At least once each grading period, the Administrator will meet with each Instructional Facilitator and Teacher of Record to review certification progress, including coursework completion, testing requirements, scheduled certification exams, completed milestones, barriers to progress, and needed support. Strategy's Expected Result/Impact: Each Instructional Facilitator will have clearly identified next steps toward certification, and regular monitoring will allow barriers to be addressed promptly in support of the campus goal of at least 3 Instructional Facilitators obtaining certification by May 2027. Staff Responsible for Monitoring: Administrator and Teacher of Record TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Instructional Facilitators will actively participate in weekly PLCs, collaborative planning, data analysis, and professional learning alongside certified teachers to strengthen standards-based Tier I instruction and professional practice. Strategy's Expected Result/Impact: PLC participation, walkthrough data, and coaching observations will demonstrate increased instructional consistency and implementation of high-quality Tier I practices while supporting certification readiness. Staff Responsible for Monitoring: Administrator and Teacher of Record Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Lamar Pre-K has seven Instructional Facilitators who have at least a Bachelor's degree, and are actively pursuing teacher certification. While these staff members provide valuable instructional support, the varying levels of certification and instructional experience often result in inconsistent implementation of high-quality Tier I instruction across classrooms. Root Cause: The campus relies on the Instructional Facilitators to meet staffing needs in an early childhood setting. Because many are still completing certification requirements and developing instructional expertise, they require ongoing coaching, mentoring, and professional learning to consistently deliver high-quality, standards-based instruction.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Prekindergarten students will demonstrate increased age-appropriate self-regulation and positive behavior skills, resulting in at least a 75% reduction in major behavioral incidents requiring administrative intervention when compared to the 2025-2026 campus baseline.

Evaluation Data Sources: 2025-2026 Baseline Behavior Data; Administrator Behavior Log; Classroom Behavior Documentation; Guidance Data; Campus Walkthrough Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will consistently teach and implement Conscious Discipline practices, including Brain Smart Start, I Love You Rituals, Safe Place, Wish Well, visual supports, and positive behavior coaching to explicitly develop self-regulation, emotional awareness, problem-solving, and relationship skills. Strategy's Expected Result/Impact: Campus walkthrough observations and behavior data will demonstrate consistent implementation of Conscious Discipline practices and a decrease in major behavioral incidents requiring administrative intervention compared to the 2025-2026 baseline. Staff Responsible for Monitoring: Teachers, Administrator Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers, the Guidance Apprentice, and Administrator will partner with families by sharing practical Conscious Discipline strategies, behavior supports, and social-emotional learning resources through Seesaw, Parent Powers & Skills Academy, conferences, family workshops, and individualized communication as needed. Strategy's Expected Result/Impact: Family feedback and communication documentation will demonstrate increased access to strategies that support self-regulation and positive behavior at home, strengthening consistency between home and school. Staff Responsible for Monitoring: Teachers, Guidance Apprentice and Administrator ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Teachers will intentionally greet every student at the classroom door each day using developmentally appropriate connection rituals to build relationships, assess student emotional state, support regulation, and establish a positive beginning to the instructional day. Strategy's Expected Result/Impact: Campus walkthroughs will demonstrate consistent daily greetings across classrooms, supporting student connection, emotional readiness, self-regulation, and positive classroom behavior. Staff Responsible for Monitoring: Teachers and Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. Root Cause: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Lamar Early Education Center will increase its average daily attendance rate from 91.2% to at least 92.5% through early identification of attendance concerns, tiered family support, attendance education, and positive recognition.

Evaluation Data Sources: Weekly and Monthly Attendance Reports; Average Daily Attendance Data; Chronic Absenteeism Data; Family Contact Documentation; Attendance Conference Documentation

Strategy 1 Details		Reviews			
Strategy 1: Teachers, the Attendance Clerk, Guidance Apprentice, and Administrator will monitor student attendance weekly using a tiered response system. All families will receive universal attendance education and support. Students developing patterns of absence will receive individualized family communication and problem-solving support. Students with persistent attendance concerns will receive an individualized attendance conference and connection to appropriate campus, district, or community resources when barriers are identified. Strategy's Expected Result/Impact: Attendance concerns will be identified and addressed early through increasingly individualized levels of support. Weekly and monthly attendance data will be reviewed to monitor progress toward the campus goal of at least 92.5% average daily attendance and to identify students requiring additional intervention. Staff Responsible for Monitoring: Attendance Clerk, Administrator, Guidance Apprentice, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The campus will provide ongoing education to families regarding the importance of regular Prekindergarten attendance through Parent Orientation, family engagement events, newsletters, Seesaw, social media, individual communication, and attendance conferences. Strategy's Expected Result/Impact: Families will demonstrate increased understanding of the connection between regular attendance, school readiness, and student success, contributing to improved student attendance patterns. Staff Responsible for Monitoring: Administrator, Clerk, Guidance Apprentice, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: In spite of steady progress in attendance, Lamar's average daily attendance rate of 91.2% remains below the state average and the district goal of 95%. Root Cause: Families who feel less connected to school culture or who are new to structured school environments may have reduced urgency around daily attendance.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of Prekindergarten classrooms will consistently implement high-quality, developmentally appropriate hands-on learning experiences that promote exploration, investigation, creativity, problem-solving, oral language, student choice, and higher-level thinking, as evidenced through weekly campus walkthroughs and lesson plans.

Evaluation Data Sources: Weekly Campus Walkthroughs; Lesson Plans; Student Work Samples; Classroom Observations; PLC Planning Documentation; STEM Lab Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will design and maintain high-quality, developmentally appropriate learning centers intentionally aligned with the Texas Prekindergarten Guidelines that provide accessible materials, student choice, purposeful play, oral-language opportunities, problem-solving, creativity, collaboration, and increasing student independence. Strategy's Expected Result/Impact: Weekly campus walkthroughs will demonstrate that 100% of classrooms provide developmentally appropriate learning centers that meet identified campus instructional expectations. Teachers needing additional support will receive feedback, modeling, collaborative planning, and follow-up walkthroughs. Staff Responsible for Monitoring: Administrator and Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will intentionally integrate available technology, including iPads, Promethean Boards, developmentally appropriate applications, and STEM Lab resources, into hands-on learning experiences when technology enhances exploration, creativity, communication, problem-solving, collaboration, or student demonstration of learning. Strategy's Expected Result/Impact: Campus walkthroughs, lesson plans, and STEM Lab observations will demonstrate increased and developmentally appropriate integration of technology as a tool that enhances, rather than replaces, hands-on, play-based early childhood learning. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Technology 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: During weekly PLCs, teachers will collaboratively plan developmentally appropriate learning experiences that intentionally incorporate student inquiry, purposeful play, higher-level questioning, exploration, active learning, and appropriate technology integration based on identified student needs and the Texas Prekindergarten Guidelines. Strategy's Expected Result/Impact: PLC documentation, lesson plans, and campus walkthrough data will demonstrate increased instructional consistency and quality across classrooms. Campus leadership will use walkthrough findings to identify areas for additional coaching, modeling, or professional learning. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities to engage in intentional, developmentally appropriate learning experiences that promote exploration, investigation, creativity, problem-solving, and higher-level thinking. **Root Cause:** Because Prekindergarten is the first formal school experience for many Lamar students, children enter with varying levels of developmental readiness, prior experiences, and exposure to academic and play-based learning opportunities. These differences create a need for intentional, differentiated, hands-on learning experiences that meet students at their individual levels of development.

Technology

Problem Statement 1: Technology resources are readily available; however, opportunities to consistently incorporate technology into developmentally appropriate, hands-on learning experiences across all classrooms need to be strengthened. **Root Cause:** Teachers have varying levels of confidence and experience integrating technology into developmentally appropriate early childhood instruction, resulting in inconsistent implementation across classrooms.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Lamar Early Education Center will strengthen community awareness of its high-quality, relationship-centered Prekindergarten program through intentional outreach and family engagement, resulting in an increase in enrollment of eligible students from 327 students to at least 375 students.

Evaluation Data Sources: PEIMS Enrollment Data; Campus Enrollment Reports; Prekindergarten Registration and Inquiry Data; Community Outreach Documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: The campus will utilize social media, the campus website, Seesaw, district communication platforms, community partnerships, and outreach opportunities to regularly highlight student learning, family events, developmentally appropriate instruction, Conscious Discipline, and the unique educational opportunities available at Lamar Early Education Center.

Strategy's Expected Result/Impact: Campus enrollment will be reviewed monthly to monitor progress toward the May 2027 target of at least 375 students. Registration inquiries and outreach efforts will also be reviewed to identify enrollment trends and determine whether additional or adjusted recruitment efforts are needed.

Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Clerk, Administrative Assistant, Teachers

TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Organization 1

Strategy 2 Details		Reviews			
Strategy 2: The campus will intentionally communicate the value of Lamar's high-quality, relationship-centered Prekindergarten program by highlighting Conscious Discipline, School Family traditions, high instructional expectations, play-based learning, inclusion, student growth, and family engagement opportunities through recruitment and community outreach efforts. Strategy's Expected Result/Impact: Families and community members will have increased awareness of the academic, developmental, and social-emotional benefits of Lamar's Prekindergarten program. Enrollment and registration inquiry data will be monitored to determine the effectiveness of outreach efforts and progress toward the campus enrollment target. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers, Clerk, Administrative Assistant, Instructional Assistants Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: The campus has experienced declining enrollment over the past several years, highlighting the need to enhance community outreach, promote the benefits of high-quality early childhood education, and strengthen recruitment efforts to increase enrollment among eligible students. Root Cause: Families often delay enrollment or choose alternative childcare and preschool options because they are unfamiliar with the academic and social-emotional benefits of a high-quality Prekindergarten program.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, at least 80% of Lamar families will participate in at least one campus family engagement activity. In addition, family feedback collected through brief surveys, exit tickets, or event feedback will indicate that at least 80% of responding families report increased knowledge, confidence, or access to strategies/resources that support their child's learning, school readiness, attendance, or social-emotional development.

Evaluation Data Sources: Family Event Sign-In Records; Family Participation Tracker; Family Surveys, Exit Tickets, and Event Feedback; VIP Volunteer Records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will provide a variety of meaningful family engagement activities throughout the school year that support student learning, school readiness, attendance, child development, Conscious Discipline, and strong family-school relationships. Families will be provided opportunities to give brief feedback following selected events regarding the usefulness of the information, strategies, and resources provided. Strategy's Expected Result/Impact: At least 80% of Lamar families will participate in one or more campus family engagement activities, and at least 80% of responding families will report increased knowledge, confidence, or access to strategies and resources that support their child's development and success. Staff Responsible for Monitoring: Administrator, Teachers, Guidance Apprentice TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will provide family engagement opportunities at varied times and through multiple formats to increase accessibility for families. Participation data and family feedback will be reviewed throughout the year to identify barriers and determine whether adjustments are needed to better meet family needs. Strategy's Expected Result/Impact: Family participation data will demonstrate increased access to engagement opportunities, and feedback will be used to adjust future activities, scheduling, communication, and resources when needed. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1				

Strategy 3 Details		Reviews			
Strategy 3: The campus will actively promote the Volunteer Involvement Program (VIP) and provide meaningful opportunities for family and community members to volunteer in classrooms, the library, campus events, and other appropriate school activities. Strategy's Expected Result/Impact: VIP participation records will demonstrate increased family and community involvement, and volunteer opportunities will strengthen relationships, family connectedness, and shared ownership within the Lamar School Family. Staff Responsible for Monitoring: Administrator, Library Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Although Lamar has cultivated a welcoming School Family and provides a variety of family engagement opportunities, parent participation and involvement remain inconsistent, creating a need to strengthen authentic partnerships that support student learning, attendance, and school readiness. Root Cause: As a Prekindergarten campus, many families are just beginning their formal school journey and face barriers such as lack of transportation, communication barriers, and time constraints that limit participation.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Lamar Early Education Center will increase staff retention from 71.4% in 2025-2026 to at least 80% by strengthening staff belonging, recognition, communication, professional support, and opportunities for staff voice and feedback.

Evaluation Data Sources: Staff Retention Data; Staff Climate and Belonging Survey Data; Staff Feedback Surveys; Stay Interview/Check-In Documentation; Exit Feedback When Available; Staff Recognition and Engagement Documentation

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement ongoing staff recognition and appreciation opportunities throughout the school year to celebrate staff contributions, accomplishments, collaboration, attendance, and positive impact on students and the Lamar School Family. Recognition will include both campus-wide and individualized opportunities designed to strengthen staff belonging and connection. Strategy's Expected Result/Impact: Staff feedback and climate data will demonstrate strong levels of belonging, appreciation, and connection to the Lamar School Family, contributing to progress toward the campus goal of at least 80% staff retention. Staff Responsible for Monitoring: Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The Administrator will intentionally gather staff voice and feedback throughout the school year through brief surveys, individual and team check-ins, staff meetings, and informal or formal stay conversations. Feedback will be reviewed to identify trends, concerns, strengths, and factors that may affect staff morale, belonging, workload, professional support, or retention. Strategy's Expected Result/Impact: Staff feedback will be reviewed throughout the year, and identified concerns or trends will be used to guide campus decisions, communication, professional support, recognition, and other appropriate responses. Staff will have ongoing opportunities to provide input before concerns negatively affect morale or retention. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers, Instructional Facilitators, Teaching Assistants TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: The campus will provide ongoing professional support through collaborative PLCs, coaching, mentoring, professional learning, shared problem-solving, and opportunities for staff leadership and professional growth. Administrator will intentionally identify and respond to individual and team support needs throughout the school year. Strategy's Expected Result/Impact: Staff will report increased access to professional support, collaboration, and opportunities for growth and leadership. Staff feedback, climate data, and retention data will be reviewed to determine the effectiveness of campus support efforts. Staff Responsible for Monitoring: Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 2: Although Lamar Early Education Center has established a supportive, relationship-centered Adult School Family, the 2025-2026 staff retention rate of 71.4% indicates a need to strengthen staff retention through continued attention to staff belonging, recognition, communication, professional support, and opportunities for staff voice and feedback. **Root Cause:** Staff retention is influenced by multiple factors, including employees' sense of belonging and appreciation, opportunities for professional growth and support, communication, workload, and opportunities to provide meaningful input. Ongoing staff feedback and proactive support are needed to identify concerns early and respond to factors that may affect staff morale and retention.