

# Ector County Independent School District

## Lamar Early Education Center

### 2025-2026 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:** 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment


**Indicators of Success:**


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

**Evaluation Data Sources:** CLI, District PK Report Card

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will count to 30 and beyond</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their children at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel empowered to support their child's learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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:** Increase student performance between the CLI Wave 1 and Wave 3 to have 85% of students "On Track" in the Phonological Awareness domain.

**Indicators of Success:**

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

**Evaluation Data Sources:** CLI BOY and EOY data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will leave Prekindergarten with a strong Phonological Awareness foundation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will informally assess students in the area of letter sound knowledge at the beginning of the year and then again each nine weeks to document growth. This will be done in the Lamar Shared Google Drive</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have access to more up to date data each nine weeks (in between the CLI time frames)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize the phonological awareness activities, provided in the CLI portal, to supplement small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to high-quality phonological awareness activities in the small group setting.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Prekindergarten students will demonstrate age-appropriate scientific thinking skills showing they can: make predictions, test simple hypotheses, and communicate findings using pictures and words.


**Indicators of Success:**

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


**Evaluation Data Sources:** Teacher observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement high-quality Science Center activities and exploration opportunities into the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have opportunities to have hands-on science activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will have opportunities to conduct simple Cause-and-Effect Experiments</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop stronger critical thinking skills by learning to make educated guesses, test their ideas, and compare results to their predictions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. **Root Cause:** Prekindergarten is the first school experience for our students.

**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 the End of Year CLI assessment administration, 70% of students will be on track in the Pre-Reading Skill of Letter-Sound Correspondence.


**Indicators of Success:**


Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** CLI EOY Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will create flexible small groups based on Beginning of Year and Middle of Year CLI assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel empowered to help their children with pre-reading activities at home.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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 the End of Year CLI assessment administration, 40% of students will be on track in the Pre-Reading skill of Rhyming.

**Indicators of Success:**

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 End of Year Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will have access to research-based phonological awareness manipulatives and games to teach the skill of rhyming.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to a variety of hands-on learning materials.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use call-and-response rhyming chants for transitions throughout the day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will hear rhyming patterns throughout the day.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Daily small group rhyming activities will be planned with intentionality.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have high-quality small group instruction, with a rhyming focus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and Instructional Facilitators will have opportunity to attend high-quality professional development conferences at the campus or district level as well state conferences focused on Prekindergarten.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel empowered to think outside the box.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. <b>Root Cause:</b> Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> Prekindergarten professional learning is needed to ensure that all students leave Prekindergarten at Lamar, Kinder ready. <b>Root Cause:</b> There is a shortage of highly qualified, certified Prekindergarten teachers in ECISD.</p>

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. **Root Cause:** Prekindergarten is the first school experience for our students.

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.





**Performance Objective 1:** Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.

**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:** Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to come to school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each child will have an "Important" classroom job to benefit the whole school family.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to come to school so they have a chance to spin the wheel of fun.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Attendance incentives - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. <b>Root Cause:</b> Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.</p>



**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.





**Performance Objective 2:** By the end of the year, 85% of PreK students will demonstrate age-appropriate social skills (sharing, taking turns, expressing needs appropriately) as measured by the CLI social-emotional assessment.

**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:** CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, administrators will create school-wide routine books and visual expectations posters.  <b>Strategy's Expected Result/Impact:</b> Students' SEL will be supported through age-appropriate visuals.  <b>Staff Responsible for Monitoring:</b> Staff</p> <p><b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> Ink, spiral binders and card stock to make books - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers, assistants and administrators will receive coaching from a Certified Conscious Discipline trainer.  <b>Strategy's Expected Result/Impact:</b> Staff will feel empowered to support students' SEL  <b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Culture and Climate 1  <b>Funding Sources:</b> Conscious Discipline Coaching - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Guidance Apprentice will do weekly, developmentally-appropriate, play-based guidance lessons with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be engaged in developmentally-appropriate guidance lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance Apprentice</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> Developmentally appropriate social emotional learning strategies are not implemented with fidelity in every classroom. <b>Root Cause:</b> Though most staff have had Conscious Discipline training, there is still a difference in skill level and abilities to implement among all staff members.</p>

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.





**Performance Objective 3:** 80% of PreK families will attend at least one school event or conference per semester.

**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:** Sign In Sheets





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lamar will offer "whole family" events where siblings are welcomed so parents do not have to worry about childcare issues during events.</p> <p><b>Strategy's Expected Result/Impact:</b> Barriers to family involvement will be reduced.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Family event invitations and flyers will be translated into home languages and bilingual staff will translate during events.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will understand communication from the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Lamar will design events where families can engage in activities with their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will engage in school-related events together.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 4:** Classroom Excellence

**Performance Objective 1:** By the end of the 2025-2026 school year, 2 out of 5 Instructional Facilitators will obtain Teacher Certification.

**Evaluation Data Sources:** Teacher Certification Record

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy, to strengthen teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Facilitators will gain new knowledge and skills to support instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional Facilitators will complete monthly report of progress made toward teacher certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators will be aware of progress being made toward certification.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. **Root Cause:** Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

### Student Achievement

**Problem Statement 1:** High quality, developmentally appropriate instruction is not implemented with fidelity in every classroom. **Root Cause:** Because certified teachers are not available, Lamar has seven Instructional Facilitators. delivering instruction in the classroom.

**Board Goal 4: Classroom Excellence**

**Performance Objective 2:** Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.





**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:** Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to come to school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each child will have an "Important" classroom job to benefit the whole school family.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to come to school so they have a chance to spin the wheel of fun.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Attendance incentives - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. <b>Root Cause:</b> Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.</p>



**Board Goal 4: Classroom Excellence**





**Performance Objective 3:** By the end of the 2025-2026 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as evidenced by a 75% reduction in major behavioral incidents requiring administrative intervention.

**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:** Administrative Log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School-wide behavior expectations will be explicitly through modeling, practice, and role-play.  <b>Strategy's Expected Result/Impact:</b> Students will understand expectations  <b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Behavior visuals, showing what expectations look like in different settings (gym, library, music, playground, hallway) will be created for the entire school.  <b>Strategy's Expected Result/Impact:</b> Expectations will be consistent throughout all areas of the school.  <b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b>                      2.51, 2.531                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Each classroom teacher will create predictable daily schedules with visual supports and transition warnings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience patterns and predictability</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.51, 2.531</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** Culture of Excellence

**Performance Objective 1:** 95% of Lamar students will demonstrate positive engagement behaviors (active participation, following routines, interacting with peers) as measured by weekly teacher and staff observations.

**Evaluation Data Sources:** Observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each classroom will create clear visual boundaries to support students' abilities to follow routines.  <b>Strategy's Expected Result/Impact:</b> Students will understand routines.  <b>Staff Responsible for Monitoring:</b> Classroom teacher</p> <p><b>Title I:</b>                      2.531                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily interactive visual schedules and routine charts will be posted at child eye level throughout each classroom  <b>Strategy's Expected Result/Impact:</b> Students will be provided visual supports.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b>                      2.531                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Each classroom teacher will rotate Independent Learning Center materials regularly to maintain high levels of student interest and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience a variety of materials in each center</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Board Goal 5:** Culture of Excellence

**Performance Objective 2:** 85% of families will report feeling welcomed and valued by school staff on annual Title 1 survey

**Evaluation Data Sources:** Campus survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that entrance area and foyer is clean and inviting.  <b>Strategy's Expected Result/Impact:</b> Families will feel comfortable at the school.  <b>Staff Responsible for Monitoring:</b> All school staff</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that staff photo display is up-to-date.  <b>Strategy's Expected Result/Impact:</b> Families will feel connected to staff.  <b>Staff Responsible for Monitoring:</b> Secretary</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff members will be stationed at entrance locations during arrival/dismissal to greet families personally  <b>Strategy's Expected Result/Impact:</b> Families and students will feel seen.  <b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b>                      2.52                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All staff members will be trained in customer service excellence-Greeting families warmly, making eye contact, providing kind, clear information and using welcoming body language.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will feel comfortable communicating with staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Child-friendly materials will be kept up-to-date, clean and inviting for young children waiting with parents in the foyer area.</p> <p><b>Strategy's Expected Result/Impact:</b> Families with younger children will feel comfortable in the school while waiting.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Board Goal 5: Culture of Excellence**

**Performance Objective 3:** Staff sense of belonging will increase from 80% to 90% as evidenced by end of year Staff Panorama survey.

**Evaluation Data Sources:** Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide welcome gift to all new employees at beginning of the school year.  <b>Strategy's Expected Result/Impact:</b> New staff will feel welcome.  <b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Display staff photos in the "This is Us" showcase in foyer.  <b>Strategy's Expected Result/Impact:</b> Staff feel seen.  <b>Staff Responsible for Monitoring:</b> Secretary</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for staff to lead in areas of expertise or interest  <b>Strategy's Expected Result/Impact:</b> Staff will feel empowered.  <b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				