Campus Improvement Plan
2023-2024

Lamar Elementary

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VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES
- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS
- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process	
The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]	
CNA Development Dates	**Meeting Topics and Actions**
Meeting #1 **May 23, 2023- Lamar Advisory Committee**	**Through a protocol we discussed student learning and demographics sections of the CNA** **Reviewed the student perspective - written responses in teams where shared and researched.** **https://docs.google.com/document/d/1mh-DvxImruM7WlXqgFPYksSrmMecJ_DRzXS2DlKhOGM/edit** **Demographics -** **https://docs.google.com/document/d/1vNOWAb3VU3kdqwY33JeHqHApQ9gtDnYEDfvx9q27Pws/edit**
Meeting #2 **February 25, 2023**	**Through a protocol we discussed process and programs and perceptions sections of the Comprehensive needs assessment process sections of the CNA** **Reviewed the student perspective - written responses in teams where shared and researched.** **Process and Programs** **https://docs.google.com/document/d/1xA2rXkoqkx9Ajfaop6X1TDIUUAfQFpD4T9_Xrnf-ehw/edit** **Perceptions -** **https://docs.google.com/document/d/1pzT1i1O-q01bHGdxkPflGGaZrc5a6vdjizxR1RWGQ_0/edit**
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
The CIP summative evaluation from the previous year was used to determine effectiveness and inform decisions of the current year by servicing as a resource to review and note trends and patterns to inform next steps for this year. It also serves as a reflective tool to access prior celebrations and areas of growth as a campus over time. Helps tell our story.	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
MTSS process, Special Education evaluations, MTSS 3 meetings, MTSS meetings	Student group data IA data, STAAR data M-CLASS data	PS DE-1	Teachers are not consistently and effectively meeting the the diverse academic need of the student population in reading and math, specifically students qualifying for special education.
		RC DE-1	Students qualifying for Special Education services have recently increased to now 21 percent of students enrolled at Lamar, historically stayed between 12-15 percent not including students who are speech only, due in part due to more systematic MTSS services . Special education needs outweigh the special education support we currently have at the campus and the ability to provide sped students with the programming they need.
Teacher demographics and perspectives	Teacher reflections Team Time agendas Internalization documents on shared drive. Insight Survey	PS DE-2	Teacher learning or professional development does not align with teacher belief of continued learning of curriculum, action needed to provide teachers access to collaborate with a structure that promotes alignment.
		RC DE-2	At Lamar Elementary, a little over half of the instructional staff has less than ten years of teaching experience. The new wave of staff to the campus have a strong affiliation with the new curriculums while the more veteran staff are more varied in their perspective towards the curriculums.
		PS DE-3	
		RC DE-3	
Data Determinations	Special Education Data 2021-2022 (Reading 3rd-56%, 11%, 11%, 4th-14%, 14%, 14%, 5th-25%, 25%, 25%, 6th-75%, 50%, 0%) (Math 3rd-56%, 11%, 0%, 4th-0%, 0%, 0%, 5th-38%, 13%, 13%, 6th-75%, 25%, 0%) Total (rdg. 39%, 21%, 14%; math-39%, 11%, 4%) 2020-2021: Total (rdg. 24%, 12%, 8%; math-16%, 8%, 8%) Analyzation from 21 to 22 special education data: Increases in reading in areas and math increase in approaches and meets, but decrease in masters. We will monitor with the following data determinations with the results of the following data sources: Monitor MTSS process on a monthly basis, monitor MTSS Team Times and protocols. Under teacher demographics we will collect internalization documents on the shared drive and track teacher of hours spent in internalization of curriculum.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Reading	STAAR Results	PS SL-1	Students are missing foundational skills in phonological awareness (skills) across all grade levels, making it difficult to access grade level content leading to comprehension in the upper grades.
		RC SL-1	Teacher supports are needed to coach teachers and support time in their internalization of the curriculum which will allow for teachers to plan for diverse student needs and absence in small group instruction and a systematic system to progress monitor student interventions.
Math	STAAR Results MAP Results - grade level specific	PS SL-2	Students are missing foundation skills in basic math computation across all grade levels , making it difficult to access grade level content leading to lower math fluency skills
		RC SL-2	The absence of small group instruction and a systematic system to progress monitor student interventions.
		PS SL-3	
		RC SL-3	

| Data Determinations | The data used was STAAR reading and math data over the span of two years. 2021- Approaches 67%, Meets 41%, Masters 18% (Reading: 68%, 45%, 18%, Math: 66%, 37%, 18%) 2022- Approaches 74%, Meets 48%, Masters 23% (Reading: 75%, 53%, 25%, Math: 72%m 42%, 20%) Academic Growth- 2022-74%; 2019-69% **Data Goals** |

Test	Approaches	Meets	Masters	21-22	22-23
MATH	95/145	61/145	25/145	Approaches 61% Meets 38% Masters 19%	Approaches 66% Meets 42% Masters 17%
Language Arts	112/146	80/146	34/146	Approaches 77% Meets 45% Masters 29%	Approaches 77% Meets 55% Master 23%
Science	20/42	12/42	5/42	Approaches 40% Meets 13% Masters 9%	Approaches 48% Meets 29% Masters 12%
TOTAL	227/333 68%	153/333 46%	64/333 19%	44.33	

Comprehensive Needs Assessment – Processes & Programs

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Professional Learning	Yearly PD Structures/Offerings PD Calendar 22-23 Reflections (PD Exit Tickets)	**PS PP-1**	Adjustments in our professional development plan need to be made to match the teacher capacity and needs on our campus.
		RC PP-1	*The Lack of relevant teacher PD options*
Leadership/Teacher Communication/Alignment	Agendas from content lead meetings Meeting attendance	**PS PP-2**	There is a need for more structures and systems to be put in place in order to allow for more teacher leadership and teacher voices.
		RC PP-2	- Lack of a more diverse staff representation to discuss campus wide goals and priorities - Different model/structured used to connect teachers and admin with the use of content leads, however, this was not the same structure as CAC
		PS PP-3	
		RC PP-3	
Data Determinations	Teacher Insight data taken from the last three years (2021,2022) show an increase in teacher sentiment on how they receive additional support on their instruction. Teacher reflections, Insight survey data, CAC agendas, Team Time agendas all trend to substantiate the need for a more differentiated approach to further develop teacher instruction. Qualitatively based teacher reflections taken after adult learning over (2021,2022) tell that traditional PD structures do not allow for teachers to collaborate vertically and more specifically to the curricular needs of their students.		

Comprehensive Needs Assessment – Perceptions

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Teacher Growth	teacher insight, teacher reflections (post PD reflections)	PS PE-1	Lamar offers limited opportunities for teacher leaders to develop as teacher leaders.
		RC PE-1	Lack of systems or a plan targeting high skill, high will teachers.
Perceptions	Attendance of parent participation of Cafecitos, Branching Minds	PS PE-2	There are low participation rates at the principal coffees and other educational facing sessions for families.
		RC PE-2	Limited options on times and days/times to include methods to receive communication to families and stakeholders.
		PS PE-3	
		RC PE-3	
Data Determinations	Over the last two years monthly Cafecito attendance has dwindled, in 2021, there were 8 monthly Cafecitos with attendance varying form 25-30 defending on the topic or activity. Insight parent data agrees the events held are at challenging times for working families. Parent surveys from Cafecitos (Title 1) surveys share that the majority of those attended strongly agreed on the content of the presentations. Data taken from Branching Minds parent communication logs show that 100% of staff have at least one to two parent contacts logged into BM, our school system of documented parent teacher conferences. Teacher Insight data taken from the last three years (2021,2022) show an increase in teacher sentiment on how they receive additional support on their instruction. Teacher reflections, Insight survey data, CAC agendas, Team Time agendas all trend to substantiate the need for a more differentiated approach to further develop teacher instruction. Qualitatively based teacher reflections taken after adult learning over (2021,2022) tell that traditional PD structures do not allow for teachers to collaborate vertically and more specifically to the curricular needs of their students.		

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	2, 3	By the end of 2024 school year, 100% of teachers are using and receiving feedback on the teacher internalization tool.	School leaders will monitor the shared drive with internalization/data tracker documents , school leaders will monitor the instructional priorities tracker with action items on internalization, CAC will monitor the action items	Lamar Leadership	
		Quarterly KPIs	By the end of October, 35% percent of students in STAAR grade levels will be at meets measured by IA #1 By January, 40% percent of students in STAAR grade levels will be at meets measured by IA #2. By March 45% percent of students in STAAR grade levels will be at meets measured by simulations IA #3 By June 50% percent of students in STAAR grade levels will be at meets measured by official STAAR scores.		
DE-2		By the end of 2024,100% of staff would complete their individual pathways with documented hours in internalization of curriculum in reading and math .	School leaders will monitor the PD pathway sign up each quarter, email a report each quarter of their pathways and follow up with teachers behind in hours.	Lamar Leadership	https://docs.google.com/spreadsheets/d/1Ww2-xcv4YEdrUUKS0xFluHEDaKnKUDFwPOQXxkjTfAY/edit#gid=182377148
		Quarterly KPIs	By the end of October, 25% of teachers have logged in a quarter ¼ of their PD pathway hours. 12 total hours. By January, 50% of teachers have logged in half ½ of their PD pathway hours, 24 hours. By March, 75% of teacher have logged in three-quarters of their PD pathway hours 36 hours By June, 100% of teachers have completed their required 48 hours of professional learning via the pathways.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of 2023-2024 school year, the goal is to have **math** STAAR results at 80% approaches, 60% meets, and 40% masters.	Teacher and leadership Monitoring interim assessments, formative assessments, simulations, data dig action items, ad documented interventions in Branching Minds. Tutoring and Saturday school offerings	Teachers and Lamar leadership	
		Quarterly KPIs	By the end of October, 35% percent of students in STAAR grade levels will be at meets measured by IA #1 By January, 40% percent of students in STAAR grade levels will be at meets measured by IA #2. By March 45% percent of students in STAAR grade levels will be at meets measured by simulations By June 50% percent of students in STAAR grade levels will be at meets measured by official STAAR scores.		
SL-2		By the end of 2023-2024 school year, the goal is to have **reading** STAAR results at 80% approaches, 60% meets, and 40% masters.	Teacher and leadership Monitoring interim assessments, formative assessments, simulations Tutoring and Saturday school offerings	teachers, Lamar leadership,	
		Quarterly KPIs	By the end of October, 35% percent of students in STAAR grade levels will be at meets measured by IA #1 By January, 40% percent of students in STAAR grade levels will be at meets measured by IA #2. By March 45% percent of students in STAAR grade levels will be at meets measured by simulations/ IA #3 By June 50% percent of students in STAAR grade levels will be at meets measured by official STAAR scores.		
SL-3		By the end of 2023-2024 school year, the goal is to have **mClass** at 60% of students performing at grade level in the EOY results.	Reviewing mClass data in MOY, BOY and EOY with leadership and classroom teachers, monitoring of the data digs and intervention plans.	teachers, Lamar leadership,	
		Quarterly KPIs	By the end of October, 40% percent of students in mCLASS lower grade levels will be at benchmark measured by comprehensive score. By January, 45% percent of students in mCLASS lower grade levels will be at benchmark measured by comprehensive score. By March 50% percent of students in mCLASS lower grade levels will be at benchmark measured by comprehensive score. By June 60% percent of students in mCLASS lower grade levels will be at benchmark measured by comprehensive score.		
SL-4					
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of 2024, all teachers will have actively participated in professional development pathways focused on internalization, resulting in significant improvements in their TTESS ratings within domain 4.	Monitoring of hour tracker of additional time spent in internalization of math and reading, CAC committee monitoring of action item of internalization with to dos and follow ups up to date gy quarter, quarterly teacher reflection of their learning as it relates to Domain 4	Lamar Leadership	
		Quarterly KPIs	By the end of October, 100% of teachers will have completed one cycle of Team Time. By January, 50% of teachers have logged in half ½ of their PD pathway hours, 24 hours. By March, 75% of teacher have logged in three-quarters ¾ of their PD pathway hours 36 hours By June, 100% of teachers have completed their required 48 hours of professional learning via the pathways		
PP-2		By the end of the year, increase attendance at Cafecitos by 10% as indicated by sign-ins and parental surveys. Perceptions 2	Provide opportunities for the leadership team, teachers, and campus leadership to receive/attend PD focused on family engagement strategies. Conduct parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement. Include all communication in both languages and in both printed and electronic formats.		
		Quarterly KPIs	By the end of October, baseline attendance events will be taken. By January, Attendance at campus events will increase to 5%. By March, Attendance at campus events will increase to 8%, By June, there will be an increase of 10% in attendance at parent engagement activities.		
PP-3					
		Quarterly KPIs			

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of 2024, teachers, family and students will understand Lamar's mission and vision along with the pillars.	Visuals of the Lamar Mission and Pillars on campus, Cafecito sessions on pillar meaning and how it is actualized on campus. CAC monitoring of the action items under mission on a quarterly basis	Lamar Leadership	
		Quarterly KPIs	By end of October, 100% of staff will be able to articulate the school mission and name the pillars.		
PE-2		By the end of the year, increase attendance at Cafecitos by 10% as indicated by sign-ins and parental surveys. Perceptions 2	Provide opportunities for the leadership team, teachers, and campus leadership to receive/attend PD focused on family engagement strategies. Conduct parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement. Include all communication in both languages and in both printed and electronic formats.	Leadership Team, CAC Members	
		Quarterly KPIs	By the end of Quarter 1 the campus will have identify family engagement needs and establish a system of communication to promote PD sessions, the campus will also provide opportunities for families to identify parent training topics and where resources will be housed for parents that support student learning and achievement. By the end of Quarter 2 attendance at campus events will increase to 5%. By the end of Quarter 3 attendance at campus events will increase to 8%, By the end of the year there will be an increase of 10% in attendance at parent training.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of October, 80% of teachers are using internalization document on the shared drive.	GP	CAC shared their thoughts about this IP, noted challenges to planning demands based on district leveling, split classes, and recommendation for school closure. https://docs.google.com/spreadsheets/d/1kaYGAdkrRdbrmc9KTvskBGkNcqKUaljq9rhndrBEhZU/edit#gid=0
DE-2	By the end of October, 80% of teachers have started on their required professional learning hours as evident of the tracking document	MT	Teachers are monitoring their learning pathways, tutoring, teacher planning, Saturday school, PLCs, Clubs. Logged in to this link.
SL-1	By the end of October, 80% of teachers are using internalization document on the shared drive.	GP	Teachers continue to be encouraged to share their internalization here, most continue to share with some flexibility on the pacing.
SL-2	By the end of October, reading & Writing: By the end of October, 80% of teachers are using internalization document on the shared drive.	GP	Internalizations is documented on the shared drive with designated folders for primary and intermediate grades. Due to leveling teachers voiced concern on how planning has been challenging with split leveled classes.
PP-1	By the end of October, teacher will have completed on cadence cycle of Team Time and understand the importance of this cycle.	MT	Team Time is occurring on a weekly basis with a continued focus on internalization, data, MTSS
PP-2	By the end of the year, increase attendance at Cafecitos by 10% as indicated by sign-ins and parental surveys. Perceptions 2	GP	Working towards this goal with monthly to by monthly meetings and events
PE-1	By end of October, 100% of staff will be able to articulate the school mission and name the pillars.	SP	As a committee we reviewed the action items linked to this priority, CAC felt due to the righsizing and possibility for editing this goal. We are pausing the monitoring but continuing to promote mission and pillar work via school experiences, Celebrations of Learning each quarter.
PE-2	By end of October, 50 % of staff will have completed 25% (12 hours) of their learning pathways, differentiated instruction professional learning.	GP	At the end of the quarter we reviewed the spreadsheet for hour documentation.

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 2 Formative Review

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of January , 80% of teachers are using internalization document on the shared drive.	GP	Findinging: Next Steps: https://docs.google.com/document/d/14ksj-7dXnqeYE7tFEoNiqm7Yson5Z07DNW7zTl2nzlo/edit
DE-2	By the end of January, 50% of teachers have 50% of hours completed 24 hours on their required professional learning hours as evident of the tracking document	MT	https://docs.google.com/spreadsheets/d/1Ww2-xcv4YEdrUUKS0xFluHEDaKnKUDFwPOQXxkjTfAY/edit#gid=234004395
SL-1	By the end of January, 80% of teachers are using internalization document on the shared drive.	GP	https://docs.google.com/document/d/14ksj-7dXnqeYE7tFEoNiqm7Yson5Z07DNW7zTl2nzlo/edit
SL-2	By the end of January, reading & Writing: By the end of October, 80% of teachers are using internalization document on the shared drive.	GP	
PP-1	By the end of January, teacher will have completed on cadence cycle of Team Time and understand the importance of this cycle.	MT	
PP-2		GP	
PE-1	Cafecito community meetings will increase participation by 5 additional participants.	SP	
PE-2			

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 3 Formative Review

	2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 3 KPI**	**Q3 Rating**	**Findings / Next Steps**

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 4 Formative Review

	2.2 – Fourth Quarterly Review Meeting		
	The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Summative Review

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

Committee Members
Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role		Name	Role
Roxanna Montes	School Leader			
Dr. Nancy Gonzales	Instructional Coach			
Dr. Delgado	Community Partner			
Alma Ureta	PK Teacher			
Michaela Zapata	Kinder Teacher			
Maria Ocampo	PK/Kinder DL teacher			
Victor De La Cerda	2nd grade Teacher			
Melissa Saenz	3rd grade Teacher			
Martha Pfeathdner	3rd/ 4th Dual Teacher			
Caroline Arce	5th grade teacher			
Cecilia Contreras	6th grade teacher			
Georgia De Luna	Inclusion Resource Teacher IA			
Mariel Gastelum- Baray	Parent			
Rachel Sorenson	Parent			

Committee Members

Assurances and Plan Approval Information

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Lamar Elementary	210-739-7800
Superintendent	**Principal Supervisor**
Dr. Jaime Aquino	Sonya Mora
Principal	**SAISD Board Approval Date**
Roxanna Montes	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
7.31.23 @ Trinity University	12.4.23 @ Lamar Elementary