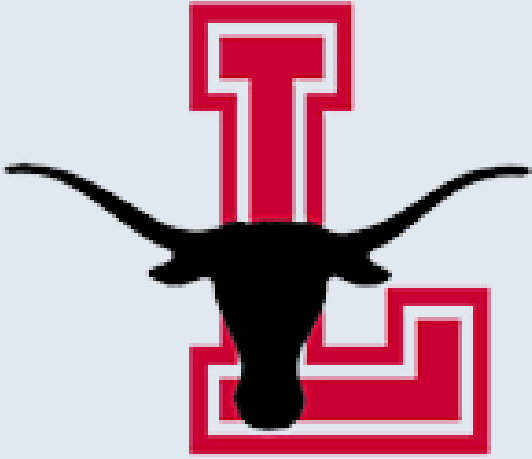


Coppell Independent School District



Lakeside Elementary

Accountability Rating: A

2026-2027 Campus Improvement Plan

Mission Statement

CISD Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Value Statement

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Lakeside Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 366 which represents a decrease of 12% from the prior year (-50 total learners).

In 2025-26, the student population was 51.1% Asian, 31.4% White, 7.4% Hispanic, 4.4% African American and 5.7% multi-racial. Females made up 47% of the learners and males represented 53%. Our economically disadvantaged percentage was 6.8%.

Our Emergent Bilingual (EB) population consisted of 67 learners that made up 18.3% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (11.9%), Mandarin (Chinese) (11.9%), Malayalam (9%), Tamil (7.5%), and Hindi (7.5%). Additionally, 9% of our EBs were also economically disadvantaged.

Our 62 gifted and talented learners constituted 16.9% of our population. Our gender split in the GT group was 45.2% female and 54.8% male. Of the four major ethnic groups, our GT learners were 59.7% Asian, 24.2% White, 6.5% Hispanic and 0% African American.

We had 83 learners that qualified for special education services, which represented 22.7% of our population. There were 7 learners with 504 accommodations, which was 1.9% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 97%, which increased by 1% from the prior year.

STAFFING

Lakeside employed 31 educators and 12 instructional aides in the 2025-26 school year. The number of teachers increased by 1 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 80.6% White, 12.9% Hispanic, 6.5% African American. Females made up 100% of the educators.

Overall, our educators had a varied level of professional experience: 3.2% (1) were new to teaching with 0-1 years of experience, 19.4% (6) had 2-5 years, 16.1% (5) had 6-10 years, 25.8% (8) had 11-15 years, 6.5% (2) had 16-20 years, and 29% (9) had more than 20 years. Looking at longevity within the district, 9.7% of our teachers had 0-1 years in district, 38.7% had 2-5 years, 25.8% had 6-10 years, 6.5% had 11-15 years, 3.2% had 16-20 years and 16.1% had more than 20 years. The average years of professional experience was 14.5 with 9.1 years in the district.

Advanced degrees were held by 25.8% of our teachers: 8 with master's degrees. Our campus principal had 30 years of career experience in a professional position (not necessarily as a principal) and 18 years in Coppell. Our assistant principal had 25 years of professional experience and 6 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 90%. For educational aides it was 66.7%. We hired 4 new teachers in 2025-26. The characteristics of our new teachers were as follows: 100% White, 100% female, 25% new to teaching, 25% with 2-5 years of professional experience, 25% with 11-15 years, 25% with more than 20 years and 12.9% new to the campus. The average years of professional experience was 12 with 2.5 years in the district. 0% of our new teachers had advanced degrees.

Strengths

Our school takes immense pride in our strong teacher retention rate, with 90% of our educators choosing to continue their journey with us from the 2024–25 to the 2025–26 academic year. This stability not only fosters a consistent learning environment for our students but also reflects the supportive and collaborative atmosphere we have cultivated for our staff.

Our teaching staff is notably experienced, with an average of 14.5 years in the profession and 9.1 years within our district, CISD. This wealth of experience translates into a deep understanding of both educational best practices and the unique needs of our community, allowing our teachers to deliver high-quality instruction tailored to our students.

We are fortunate to have a highly educated staff, with 26% of our teachers holding master's degrees. This advanced level of education equips our teachers with specialized knowledge and skills, enhancing the learning experiences they provide and contributing to the academic success of our students.

Our campus leaders bring a wealth of experience both professionally and within CISD, which is instrumental in guiding our school towards achieving its goals. Their seasoned leadership ensures that we maintain a clear vision and strategic direction, fostering an environment where both students and staff can thrive.

We have seen a commendable increase in student attendance, reaching 97%. This strong attendance rate is indicative of our students' engagement and commitment to their education, as well as the supportive environment we provide that encourages regular participation in school activities.

Our diverse student population is one of our greatest strengths, representing a wide range of languages and cultures. This diversity enriches our school community, fostering an inclusive environment where students learn from each other's experiences and perspectives, preparing them for a global society.

Finally, we are grateful for the strong family support we receive, with families actively involved in our Parent-Teacher Organization, volunteering, and supporting various school initiatives. This partnership between home and school is vital to our students' success, as it creates a cohesive community dedicated to nurturing and supporting our children's educational journeys.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Current Emergent Bilingual (EB) students lag significantly behind campus averages on STAAR, achieving 40% Meets Grade Level in Reading/ Language Arts (RLA), 56% Meets in Mathematics, and 0% Meets in Grade 5 Science, compared to all-student averages of 82% in RLA, 76% in Math, and 62% in Science.	Sheltered instruction practices, systematic language acquisition strategies, and explicit academic vocabulary routines are not implemented with consistent fidelity across all core content classrooms beyond ELAR/LAS specialist blocks.
2★ Current Special Education students performed below campus targets across state assessments, earning 46% Meets GL overall (50% in RLA, 45% in Math, and 33% in Science) and achieving an Academic Growth score of 65% in Mathematics.	General education teachers and Special Education specialists lack structured, dedicated Collaborative Team Time (CTT) to co-plan differentiated instruction and align IEP accommodations directly with TEKS-level Tier 1 learning targets.
3★ On the 2026 STAAR assessment across all subjects, only 42% of Economically Disadvantaged students achieved the Meets Grade Level standard, compared to 79% of Non-Economically Disadvantaged students. This achievement gap is most pronounced in Science, where only 20% of Economically Disadvantaged students met grade level compared to 66% of Non-Economically Disadvantaged students.	Tier 1 core instruction lacks consistent, multi-layered scaffolding, and the Multi-Tiered System of Supports (MTSS) framework has not systematically integrated targeted academic and nonacademic intervention strategies tailored to the specific needs of economically disadvantaged learners.

★ = Priority

Student Learning

Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 25-26 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

	0326 TELPAS Kindergarten	0326 TELPAS Grade 1	0326 TELPAS Grade 2	0326 TELPAS Grade 3	0326 TELPAS Grade 4	0326 TELPAS Grade 5
Lakeside Elementary						
Total Students	15	17	9	6	12	6
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	20%	75%	16.67%	41.67%	50%
1 Level Higher	-	60%	25%	83.33%	58.33%	50%
2 Levels Higher	-	20%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.87	3.13	2.8	2.87	2.97	2.57
No Rating	0%	0%	0%	0%	0%	0%
Beginning	6.67%	17.65%	0%	0%	0%	33.33%
Intermediate	26.67%	0%	22.22%	16.67%	25%	16.67%
Advanced	26.67%	17.65%	55.56%	83.33%	50%	16.67%
Advanced High	40%	64.71%	22.22%	0%	25%	33.33%
Listening Raw Score	0	0	19.33	20.5	19.08	17.5
Listening Scale Score	0	0	1592.22	1604.5	1556.5	1534.17
Speaking Raw Score	0	0	26	26.83	27.25	22
Speaking Scale Score	0	0	1536.44	1553.67	1571.58	1493.67
Writing Raw Score	0	0	13.44	16.67	28.08	25.5
Writing Scale Score	0	0	1508.44	1483.67	1534	1486.33
Reading Raw Score	0	0	18.78	20.5	22.67	22.67
Reading Scale Score	0	0	1546.89	1549.17	1582.25	1584.83
Economic Disadvantage						

Total Students	2	-	1	-	1	2
Date Taken	03/01/26	-	03/01/26	-	03/01/26	03/01/26
Lower/Same Level	-	-	100%	-	100%	100%
1 Level Higher	-	-	0%	-	0%	0%
2 Levels Higher	-	-	0%	-	0%	0%
3 Levels Higher	-	-	0%	-	0%	0%
TELPAS Composite Score	1.25	-	2.5	-	1.8	2.9
No Rating	0%	-	0%	-	0%	0%
Beginning	50%	-	0%	-	0%	0%
Intermediate	50%	-	0%	-	100%	50%
Advanced	0%	-	100%	-	0%	50%
Advanced High	0%	-	0%	-	0%	0%
Listening Raw Score	0	-	18	-	14	21.5
Listening Scale Score	0	-	1566	-	1489	1582
Speaking Raw Score	0	-	26	-	15	22
Speaking Scale Score	0	-	1530	-	1422	1504.5
Writing Raw Score	0	-	11	-	17	28
Writing Scale Score	0	-	1479	-	1411	1536
Reading Raw Score	0	-	10	-	13	28
Reading Scale Score	0	-	1446	-	1462	1650
Asian						
Total Students	14	14	6	4	9	6
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	25%	60%	25%	44.44%	50%
1 Level Higher	-	66.67%	40%	75%	55.56%	50%
2 Levels Higher	-	8.33%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	3	3.08	2.82	2.78	2.87	2.57
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	21.43%	0%	0%	0%	33.33%
Intermediate	28.57%	0%	33.33%	25%	33.33%	16.67%
Advanced	28.57%	14.29%	33.33%	75%	44.44%	16.67%
Advanced High	42.86%	64.29%	33.33%	0%	22.22%	33.33%
Listening Raw Score	0	0	19.33	19.75	18.22	17.5
Listening Scale Score	0	0	1594.83	1591.75	1540.11	1534.17
Speaking Raw Score	0	0	25.33	27.25	26.78	22

Speaking Scale Score	0	0	1525.83	1565.25	1565.22	1493.67
Writing Raw Score	0	0	14.17	15.5	26.89	25.5
Writing Scale Score	0	0	1517	1464.5	1522.11	1486.33
Reading Raw Score	0	0	20.67	19.5	22.22	22.67
Reading Scale Score	0	0	1573.33	1536	1577	1584.83
Black/African American						
Total Students	-	-	1	-	1	-
Date Taken	-	-	03/01/26	-	03/01/26	-
Lower/Same Level	-	-	100%	-	0%	-
1 Level Higher	-	-	0%	-	100%	-
2 Levels Higher	-	-	0%	-	0%	-
3 Levels Higher	-	-	0%	-	0%	-
TELPAS Composite Score	-	-	3	-	3.8	-
No Rating	-	-	0%	-	0%	-
Beginning	-	-	0%	-	0%	-
Intermediate	-	-	0%	-	0%	-
Advanced	-	-	100%	-	0%	-
Advanced High	-	-	0%	-	100%	-
Listening Raw Score	-	-	22	-	26	-
Listening Scale Score	-	-	1629	-	1710	-
Speaking Raw Score	-	-	26	-	31	-
Speaking Scale Score	-	-	1530	-	1642	-
Writing Raw Score	-	-	16	-	33	-
Writing Scale Score	-	-	1543	-	1581	-
Reading Raw Score	-	-	17	-	31	-
Reading Scale Score	-	-	1513	-	1698	-
Hispanic						
Total Students	-	1	1	-	-	-
Date Taken	-	03/01/26	03/01/26	-	-	-
Lower/Same Level	-	0%	100%	-	-	-
1 Level Higher	-	100%	0%	-	-	-
2 Levels Higher	-	0%	0%	-	-	-
3 Levels Higher	-	0%	0%	-	-	-
TELPAS Composite Score	-	2.5	2.5	-	-	-
No Rating	-	0%	0%	-	-	-

Beginning	-	0%	0%	-	-	-
Intermediate	-	0%	0%	-	-	-
Advanced	-	100%	100%	-	-	-
Advanced High	-	0%	0%	-	-	-
Listening Raw Score	-	0	18	-	-	-
Listening Scale Score	-	0	1566	-	-	-
Speaking Raw Score	-	0	26	-	-	-
Speaking Scale Score	-	0	1530	-	-	-
Writing Raw Score	-	0	11	-	-	-
Writing Scale Score	-	0	1479	-	-	-
Reading Raw Score	-	0	10	-	-	-
Reading Scale Score	-	0	1446	-	-	-
Two or More Races						
Total Students	-	-	-	1	-	-
Date Taken	-	-	-	03/01/26	-	-
Lower/Same Level	-	-	-	0%	-	-
1 Level Higher	-	-	-	100%	-	-
2 Levels Higher	-	-	-	0%	-	-
3 Levels Higher	-	-	-	0%	-	-
TELPAS Composite Score	-	-	-	3.3	-	-
No Rating	-	-	-	0%	-	-
Beginning	-	-	-	0%	-	-
Intermediate	-	-	-	0%	-	-
Advanced	-	-	-	100%	-	-
Advanced High	-	-	-	0%	-	-
Listening Raw Score	-	-	-	23	-	-
Listening Scale Score	-	-	-	1649	-	-
Speaking Raw Score	-	-	-	27	-	-
Speaking Scale Score	-	-	-	1549	-	-
Writing Raw Score	-	-	-	19	-	-
Writing Scale Score	-	-	-	1522	-	-
Reading Raw Score	-	-	-	26	-	-
Reading Scale Score	-	-	-	1621	-	-
White						
Total Students	1	2	1	1	2	-

Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	-
Lower/Same Level	-	0%	100%	0%	50%	-
1 Level Higher	-	0%	0%	100%	50%	-
2 Levels Higher	-	100%	0%	0%	0%	-
3 Levels Higher	-	0%	0%	0%	0%	-
TELPAS Composite Score	1	3.8	2.8	2.8	3	-
No Rating	0%	0%	0%	0%	0%	-
Beginning	100%	0%	0%	0%	0%	-
Intermediate	0%	0%	0%	0%	0%	-
Advanced	0%	0%	100%	100%	100%	-
Advanced High	0%	100%	0%	0%	0%	-
Listening Raw Score	0	0	18	21	19.5	-
Listening Scale Score	0	0	1566	1611	1553.5	-
Speaking Raw Score	0	0	30	25	27.5	-
Speaking Scale Score	0	0	1613	1512	1565	-
Writing Raw Score	0	0	9	19	31	-
Writing Scale Score	0	0	1452	1522	1564	-
Reading Raw Score	0	0	18	19	20.5	-
Reading Scale Score	0	0	1523	1530	1548	-
Currently Emergent Bilingual						
Total Students	15	17	9	6	12	6
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	20%	75%	16.67%	41.67%	50%
1 Level Higher	-	60%	25%	83.33%	58.33%	50%
2 Levels Higher	-	20%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.87	3.13	2.8	2.87	2.97	2.57
No Rating	0%	0%	0%	0%	0%	0%
Beginning	6.67%	17.65%	0%	0%	0%	33.33%
Intermediate	26.67%	0%	22.22%	16.67%	25%	16.67%
Advanced	26.67%	17.65%	55.56%	83.33%	50%	16.67%
Advanced High	40%	64.71%	22.22%	0%	25%	33.33%
Listening Raw Score	0	0	19.33	20.5	19.08	17.5
Listening Scale Score	0	0	1592.22	1604.5	1556.5	1534.17
Speaking Raw Score	0	0	26	26.83	27.25	22
Speaking Scale Score	0	0	1536.44	1553.67	1571.58	1493.67

Writing Raw Score	0	0	13.44	16.67	28.08	25.5
Writing Scale Score	0	0	1508.44	1483.67	1534	1486.33
Reading Raw Score	0	0	18.78	20.5	22.67	22.67
Reading Scale Score	0	0	1546.89	1549.17	1582.25	1584.83
Special Ed Indicator						
Total Students	4	5	2	3	2	1
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	50%	100%	33.33%	50%	-
1 Level Higher	-	50%	0%	66.67%	50%	-
2 Levels Higher	-	0%	0%	0%	0%	-
3 Levels Higher	-	0%	0%	0%	0%	-
TELPAS Composite Score	2.28	1.66	2.9	2.87	2.9	1.3
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	60%	0%	0%	0%	100%
Intermediate	75%	0%	0%	33.33%	50%	0%
Advanced	25%	40%	100%	66.67%	0%	0%
Advanced High	0%	0%	0%	0%	50%	0%
Listening Raw Score	0	0	18.5	21.33	18.5	10
Listening Scale Score	0	0	1573	1618.33	1549	1443
Speaking Raw Score	0	0	26	24.67	22	24
Speaking Scale Score	0	0	1530	1515.33	1514	1505
Writing Raw Score	0	0	14.5	15	28.5	11
Writing Scale Score	0	0	1527.5	1458.33	1529	1342
Reading Raw Score	0	0	18.5	23	23	9
Reading Scale Score	0	0	1546	1580.33	1606	1409

	May 2026 STAAR Mathematics, Grade 3	May 2026 STAAR Mathematics, Grade 4	May 2026 STAAR Mathematics, Grade 5	May 2026 STAAR Reading Language Arts, Grade 3	May 2026 STAAR Reading Language Arts, Grade 4	May 2026 STAAR Reading Language Arts, Grade 5	May 2026 STAAR Science, Grade 5
Lakeside Elementary							
Total Students	56	63	68	56	63	69	69
Raw Score	26	30	32	35	36	40	19
Scale Score	1600	1705	1810	1601	1687	1774	0

Percent Score	70.80%	74.13%	75.60%	67.41%	68.62%	76.76%	63.57%
Approaches Grade Level (TX)	92.86%	96.83%	95.59%	92.86%	93.65%	95.65%	0%
Meets Grade Level (TX)	67.86%	80.95%	77.94%	78.57%	79.37%	85.51%	0%
Masters Grade Level (TX)	48.21%	46.03%	51.47%	55.36%	58.73%	65.22%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	1.79%	3.17%	2.94%	3.57%	3.17%	2.90%	-
Did Not Meet High	5.36%	0%	1.47%	3.57%	3.17%	1.45%	-
Approaches Low	3.57%	4.76%	5.88%	10.71%	6.35%	4.35%	-
Approaches High	21.43%	11.11%	11.76%	3.57%	7.94%	5.80%	-
Meets	19.64%	34.92%	26.47%	23.21%	20.63%	20.29%	-
Masters	48.21%	46.03%	51.47%	55.36%	58.73%	65.22%	-
Economic Disadvantage							
Total Students	5	3	5	5	3	5	5
Raw Score	22	15	23	34	19	30	14
Scale Score	1499	1407	1617	1566	1455	1594	0
Percent Score	60.54%	36.67%	55.24%	65%	37.18%	58.08%	48%
Approaches Grade Level (TX)	100%	66.67%	100%	80%	66.67%	80%	0%
Meets Grade Level (TX)	40%	0%	40%	80%	33.33%	60%	0%
Masters Grade Level (TX)	20%	0%	0%	60%	0%	40%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	33.33%	0%	0%	33.33%	20%	-
Did Not Meet High	0%	0%	0%	20%	0%	0%	-
Approaches Low	20%	66.67%	20%	0%	33.33%	0%	-
Approaches High	40%	0%	40%	0%	0%	20%	-
Meets	20%	0%	40%	20%	33.33%	20%	-
Masters	20%	0%	0%	60%	0%	40%	-
Asian							
Total Students	22	29	31	22	29	31	31

Raw Score	28	31	33	37	37	41	19
Scale Score	1635	1749	1865	1623	1711	1798	0
Percent Score	76.29%	76.81%	79.57%	71.50%	70.23%	78.60%	63.87%
Approaches Grade Level (TX)	95.45%	93.10%	96.77%	95.45%	93.10%	93.55%	0%
Meets Grade Level (TX)	86.36%	82.76%	80.65%	86.36%	79.31%	83.87%	0%
Masters Grade Level (TX)	63.64%	58.62%	61.29%	68.18%	58.62%	70.97%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	6.90%	3.23%	0%	6.90%	3.23%	-
Did Not Meet High	4.55%	0%	0%	4.55%	0%	3.23%	-
Approaches Low	0%	0%	3.23%	9.09%	3.45%	0%	-
Approaches High	9.09%	10.34%	12.90%	0%	10.34%	9.68%	-
Meets	22.73%	24.14%	19.35%	18.18%	20.69%	12.90%	-
Masters	63.64%	58.62%	61.29%	68.18%	58.62%	70.97%	-

Black/African American

Total Students	2	4	2	2	4	2	2
Raw Score	22	29	25	30	42	43	15
Scale Score	1474	1675	1643	1510	1750	1797	0
Percent Score	58.11%	71.25%	58.33%	57.69%	79.81%	82.69%	48.33%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	50%	75%	50%	50%	100%	100%	0%
Masters Grade Level (TX)	0%	25%	0%	50%	100%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	0%	50%	0%	0%	0%	-
Approaches High	50%	25%	0%	50%	0%	0%	-
Meets	50%	50%	50%	0%	0%	0%	-
Masters	0%	25%	0%	50%	100%	100%	-

Hispanic

Total Students	8	4	5	8	4	5	5
Raw Score	23	25	27	33	27	36	17
Scale Score	1512	1583	1715	1559	1564	1695	0
Percent Score	61.49%	61.25%	63.33%	62.50%	51.92%	69.62%	55.33%
Approaches Grade Level (TX)	87.50%	100%	80%	75%	75%	100%	0%
Meets Grade Level (TX)	37.50%	50%	60%	75%	50%	60%	0%
Masters Grade Level (TX)	37.50%	25%	40%	50%	25%	40%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	20%	12.50%	0%	0%	-
Did Not Meet High	12.50%	0%	0%	12.50%	25%	0%	-
Approaches Low	12.50%	50%	20%	0%	25%	20%	-
Approaches High	37.50%	0%	0%	0%	0%	20%	-
Meets	0%	25%	20%	25%	25%	20%	-
Masters	37.50%	25%	40%	50%	25%	40%	-

Two or More Races

Total Students	4	2	7	4	2	7	7
Raw Score	25	28	31	35	35	41	22
Scale Score	1603	1636	1829	1576	1659	1794	0
Percent Score	67.57%	70%	74.49%	66.35%	67.31%	78.30%	74.29%
Approaches Grade Level (TX)	75%	100%	85.71%	100%	100%	100%	0%
Meets Grade Level (TX)	50%	100%	71.43%	75%	100%	85.71%	0%
Masters Grade Level (TX)	50%	50%	57.14%	50%	50%	57.14%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	25%	0%	14.29%	0%	0%	0%	-
Approaches Low	0%	0%	14.29%	25%	0%	14.29%	-
Approaches High	25%	0%	0%	0%	0%	0%	-
Meets	0%	50%	14.29%	25%	50%	28.57%	-

Masters	50%	50%	57.14%	50%	50%	57.14%	-
White							
Total Students	20	24	23	20	24	24	24
Raw Score	26	30	31	34	35	39	19
Scale Score	1607	1683	1764	1608	1671	1753	0
Percent Score	70.41%	73.85%	74.74%	66.06%	67.71%	74.92%	63.06%
Approaches Grade Level (TX)	95%	100%	100%	95%	95.83%	95.83%	0%
Meets Grade Level (TX)	65%	83.33%	82.61%	75%	79.17%	91.67%	0%
Masters Grade Level (TX)	40%	37.50%	43.48%	45%	58.33%	62.50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	5%	0%	0%	5%	0%	4.17%	-
Did Not Meet High	0%	0%	0%	0%	4.17%	0%	-
Approaches Low	5%	4.17%	0%	15%	8.33%	4.17%	-
Approaches High	25%	12.50%	17.39%	5%	8.33%	0%	-
Meets	25%	45.83%	39.13%	30%	20.83%	29.17%	-
Masters	40%	37.50%	43.48%	45%	58.33%	62.50%	-
Currently Emergent Bilingual							
Total Students	6	12	6	6	12	6	6
Raw Score	18	26	25	20	26	25	11
Scale Score	1408	1600	1646	1375	1547	1513	0
Percent Score	48.20%	63.75%	59.13%	38.14%	50.48%	47.44%	36.11%
Approaches Grade Level (TX)	50%	91.67%	83.33%	83.33%	83.33%	66.67%	0%
Meets Grade Level (TX)	33.33%	58.33%	66.67%	16.67%	41.67%	33.33%	0%
Masters Grade Level (TX)	0%	25%	16.67%	0%	25%	16.67%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	16.67%	8.33%	16.67%	0%	8.33%	16.67%	-
Did Not Meet High	33.33%	0%	0%	16.67%	8.33%	16.67%	-
Approaches Low	0%	0%	0%	66.67%	8.33%	0%	-

Approaches High	16.67%	33.33%	16.67%	0%	33.33%	33.33%	-
Meets	33.33%	33.33%	50%	16.67%	16.67%	16.67%	-
Masters	0%	25%	16.67%	0%	25%	16.67%	-
First Year of Monitoring							
Total Students	-	2	-	-	2	-	-
Raw Score	-	34	-	-	42	-	-
Scale Score	-	1882	-	-	1767	-	-
Percent Score	-	85%	-	-	80.77%	-	-
Approaches Grade Level (TX)	-	100%	-	-	100%	-	-
Meets Grade Level (TX)	-	100%	-	-	100%	-	-
Masters Grade Level (TX)	-	50%	-	-	100%	-	-
Date Taken	-	05/01/26	-	-	05/01/26	-	-
Excluded	-	0%	-	-	0%	-	-
Did Not Meet Low	-	0%	-	-	0%	-	-
Did Not Meet High	-	0%	-	-	0%	-	-
Approaches Low	-	0%	-	-	0%	-	-
Approaches High	-	0%	-	-	0%	-	-
Meets	-	50%	-	-	0%	-	-
Masters	-	50%	-	-	100%	-	-
Second Year of Monitoring							
Total Students	6	3	2	6	3	2	2
Raw Score	30	39	39	44	50	44	23
Scale Score	1660	2033	1976	1774	1998	1804	0
Percent Score	80.18%	97.50%	91.67%	83.97%	95.51%	84.62%	76.67%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Masters Grade Level (TX)	83.33%	100%	100%	100%	100%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-

Approaches Low	0%	0%	0%	0%	0%	0%	-
Approaches High	0%	0%	0%	0%	0%	0%	-
Meets	16.67%	0%	0%	0%	0%	0%	-
Masters	83.33%	100%	100%	100%	100%	100%	-
Third Year of Monitoring							
Total Students	-	-	4	-	-	4	4
Raw Score	-	-	33	-	-	42	18
Scale Score	-	-	1865	-	-	1839	0
Percent Score	-	-	79.17%	-	-	81.25%	60%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	75%	-	-	75%	0%
Masters Grade Level (TX)	-	-	50%	-	-	75%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-
Did Not Meet High	-	-	0%	-	-	0%	-
Approaches Low	-	-	0%	-	-	0%	-
Approaches High	-	-	25%	-	-	25%	-
Meets	-	-	25%	-	-	0%	-
Masters	-	-	50%	-	-	75%	-
Special Ed Indicator							
Total Students	18	11	13	18	11	13	13
Raw Score	23	22	23	28	25	30	15
Scale Score	1544	1544	1626	1508	1523	1591	0
Percent Score	62.16%	55.91%	54.40%	54.49%	47.73%	57.25%	49.49%
Approaches Grade Level (TX)	83.33%	81.82%	76.92%	77.78%	72.73%	84.62%	0%
Meets Grade Level (TX)	38.89%	54.55%	38.46%	50%	45.45%	53.85%	0%
Masters Grade Level (TX)	27.78%	18.18%	23.08%	33.33%	27.27%	30.77%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	18.18%	15.38%	11.11%	18.18%	15.38%	-

Did Not Meet High	16.67%	0%	7.69%	11.11%	9.09%	0%	-
Approaches Low	11.11%	27.27%	23.08%	16.67%	18.18%	23.08%	-
Approaches High	33.33%	0%	15.38%	11.11%	9.09%	7.69%	-
Meets	11.11%	36.36%	15.38%	16.67%	18.18%	23.08%	-
Masters	27.78%	18.18%	23.08%	33.33%	27.27%	30.77%	-

As we go into 2026-2027, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Strengths

Our school has proudly earned an exemplary state accountability rating, achieving an overall score of 93, which is an "A" rating from the Texas Education Agency. This accomplishment reflects our commitment to academic excellence and the dedication of our staff and students in maintaining high educational standards.

In the area of Reading/Language Arts, we have demonstrated high mastery on the STAAR assessments, with 61% of our students achieving Masters Grade Level and 82% meeting the Grade Level standards. This success is a testament to our effective literacy programs and the hard work of our educators in fostering a strong foundation in reading and language skills.

Our students have also excelled in mathematics, with 50% achieving Masters Grade Level and an impressive 95% meeting or exceeding Approaches Grade Level on the STAAR Mathematics assessment. This achievement highlights our robust math curriculum and the strategic efforts of our teachers to support student learning and understanding in this critical subject area.

We have seen substantial growth in English language proficiency among our Emergent Bilingual students, with 65% making progress on the TELPAS, up from 54% in 2025. This progress has earned us the maximum 4 points for federal English Language Proficiency status, with 43% of students reaching Advanced High. This growth underscores our commitment to providing targeted support and resources to our bilingual students, ensuring their success in acquiring English language skills.

Our school has achieved a high School Progress Academic Growth Score of 83, with 86% academic growth in Reading/Language Arts under the Closing the Gaps initiative. This score reflects our ongoing efforts to support student progress and close achievement gaps, ensuring that all students have the opportunity to succeed academically.

Finally, we have maintained full testing participation, with a 100% STAAR participation rate in Reading/Language Arts and 99% in Mathematics. This high level of participation demonstrates our commitment to inclusive assessment practices and our dedication to providing every student with the opportunity to demonstrate their learning and growth.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ On the 2026 Grade 5 Science STAAR, only 30% of students reached the Masters Grade Level standard, placing the campus in Quartile 3 (Q3) among its state comparison group and contributing to missing the Academic Achievement Distinction Designation in Science.	K-5 science instruction has historically emphasized passive content coverage rather than consistent hands-on inquiry, interactive science journaling, and explicit scientific vocabulary instruction across lower elementary grades.
2★ Grade 4 STAAR Mathematics Masters level performance stood at 47% (Quartile 3), and overall Postsecondary Readiness indicators (77% Meets in all subjects and 72% Meets in both RLA and Math) fell into Quartile 2, preventing the campus from earning a Postsecondary Readiness Distinction Designation.	Tier 1 math instruction has not consistently balanced foundational computational fluency with multi-step problem solving, critical thinking items, and higher-order STAAR-formatted question types.
3★ The campus earned an Accelerated Learning Score of 64% on the STAAR Academic Growth component, with 5 out of 14 students who scored Did Not Meet in 2025 failing to show growth (earning 0 points) in 2026.	Interventions during WIN (What I Need) time and targeted camps relied on generalized review rather than precise diagnostic data to remediate specific prerequisite skill gaps prior to grade-level instruction.
4★ Early reading MAP growth data indicates recurring areas of weakness in Composition, Inquiry & Research, and Vocabulary/Word Structure across Kindergarten and Grade 1 fall/winter assessment cycles.	K-1 literacy blocks prioritize foundational phonics and decoding skills without allocating equal instructional time to structured emergent writing, inquiry-based research, and vocabulary application.
5★ Formative review reflections explicitly flagged the need for vertical alignment across grade levels as a primary recommendation for campus improvement.	PLC and CTT schedules are structured almost exclusively horizontally by grade level, leaving no dedicated time for K-5 vertical teams to map TEKS rigor, vocabulary progression, and skill spiraling across grade bands.



Teachers require ongoing support to balance purposeful digital tool usage with hands-on learning while ensuring full implementation of updated state Technology TEKS and enforcing device management policies.

Professional learning has not consistently provided actionable models for embedding Technology TEKS directly into core content lessons as a tool for creation and problem-solving rather than passive skill practice.

 = **Priority**

School Processes & Programs

Summary

At Lakeside Elementary, we have implemented a balanced assessment model that includes pre-assessments, common formative assessments (CFAs), and post-assessments. This model is meticulously aligned with the Texas Essential Knowledge and Skills (TEKS) and our district's curriculum frameworks, ensuring that our evaluations are both comprehensive and relevant to state standards. This approach allows us to effectively measure student progress and tailor instruction to meet the diverse needs of our learners.

We prioritize collaborative planning by incorporating it directly into our staff schedules through weekly Professional Learning Community (PLC) and Collaborative Team Time (CTT) blocks. During these sessions, teachers engage in meaningful discussions centered around the four core PLC questions, which guide our efforts to improve student learning outcomes. This protected time fosters a culture of collaboration and continuous improvement among our educators.

Our master schedule is designed to safeguard instructional time while also providing a daily 30-minute school-wide intervention and enrichment block known as WIN ("What I Need") four days per week. This dedicated time allows us to address individual student needs, whether they require additional support or opportunities for enrichment, thereby enhancing the overall educational experience for all students.

To support Core Tier 1 instruction and interventions, we utilize a variety of evidence-based tools and programs. These include STEMscopes Math, which follows the CRA model, HMH Into Reading, Heggerty Phonemic Awareness, mCLASS, DreamBox, Reflex Math, Frax, Second Step SEL, Conscious Discipline, and BEAM mentoring for new staff. Each of these resources is carefully selected to provide high-quality instruction and support, ensuring that our students receive a well-rounded and effective education.

Strengths

Our school is committed to fostering a collaborative environment through Protected PLC/CTT Time, where teams are given dedicated weekly sessions to meticulously review data and strategically plan instruction. This structured time ensures that our educators can align their teaching methods with student needs, enhancing the overall learning experience.

We have implemented Daily WIN Time, a 30-minute block each day dedicated to intervention, remediation, and enrichment. This initiative allows us to address the diverse needs of our students, providing targeted support and opportunities for advanced learning, ensuring that every student can succeed.

Our emphasis on Hands-On STEAM & Science is evident through our dedicated science labs, LEGO STEM kits, and engaging STEAM projects. These resources provide students with practical, experiential learning opportunities that stimulate curiosity and foster a deep understanding of scientific concepts.

To support our new staff, we have established a robust Strong New Staff Support system through the BEAM mentoring program. This initiative offers new educators mentors, facilitates goal-setting, encourages collaboration, and includes peer learning walks, all of which are designed to integrate them effectively into our school community and enhance their professional growth.

We are committed to using Research-Based Programs, employing proven instructional tools and programs in literacy, math, and social-emotional learning (SEL). This approach ensures that our curriculum is grounded in evidence-based practices, providing our students with a high-quality education.

Finally, we offer a variety of Student Engagement Opportunities, allowing students to participate in leadership roles, academic pursuits, arts, and enrichment activities. These opportunities are designed to cultivate well-rounded individuals, encouraging students to explore their interests and develop essential life skills.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Single-teacher subject areas in upper elementary grades face collaboration barriers during grade-level CTT, while staff reflections highlighted that general education and Special Education staff lack dedicated joint planning sessions.	Campus master schedules are organized strictly around horizontal grade-level teams rather than incorporating flexible cross-grade subject partnerships or embedded Special Education consultation blocks.
2★ The physical relocation of staff and students to an interim campus facility presents operational and safety adjustments, requiring updated emergency response maps, revised safety drill schedules, and site-specific security procedures to ensure physical safety and instructional continuity.	Transitioning to a temporary facility alters building egress routes, emergency access points, and physical layouts, rendering prior campus safety maps and drill schedules obsolete without proactive, site-specific protocol updates and staff orientation.
3★ Family survey data shows a sharp 11-point drop in Family Engagement (to 27% favorable), driven by major declines in Parent Group Involvement (down 32 points to 27%) and Fundraising Participation (down 18 points to 23%).	Event timing, flexible participation options, and targeted outreach strategies have not been adapted to accommodate working families, creating disconnects between the campus, PTO, and the broader community.
4★ Staff survey results for Teacher Evaluation dropped to 58% favorable, with low staff confidence in the system's ability to recognize high-performing teachers (52%) or address poor performance (43%), along with fairness concerns (57%).	The appraisal and Teacher Incentive Allotment (TIA) feedback processes lack frequent, transparent, and actionable coaching conversations, and campus-based recognition systems are underutilized.

★ = Priority

Perceptions

Summary

Our recent data from Panorama perception surveys and campus feedback have underscored the robust foundational conditions we have established in key areas such as School Safety, School Climate, Staff Belonging, and Family-Staff Relationships. These areas are critical to fostering an environment conducive to learning and growth for both students and staff.

In terms of School Safety, we are proud to report that our school ranks near the 90th percentile nationally, with 75% of students and 89% of families expressing favorable views. This high level of satisfaction reflects our commitment to creating a secure and supportive environment where students can focus on their education without concerns for their safety.

Our teachers and staff have also reported exceptionally high levels of satisfaction with the School Climate and their sense of Belonging, with our school ranking near the 90th percentile nationally in these areas. Notably, there is a unanimous 100% favorable response from staff regarding mutual respect among colleagues, which is a testament to the positive and collaborative culture we have cultivated within our school community.

Families have expressed strong satisfaction with the campus climate, with a 90% favorable response rate. They feel welcomed and supported by our staff, which is crucial for building trust and fostering a collaborative partnership between home and school. This positive feedback from families is a reflection of our ongoing efforts to engage and support them as integral members of our school community.

Strengths

Our school takes immense pride in our strong school safety, which ranks around the 90th percentile nationally. This achievement reflects our commitment to creating a secure environment where students can focus on learning without fear. The minimal reports of online bullying concerns further underscore our proactive measures in fostering a safe digital space for our students.

The positive staff culture within our school is a cornerstone of our success. Our staff members consistently report a strong sense of belonging and collegial respect, which translates into positive student-teacher relationships. This culture of mutual respect and support is vital in creating an environment where both educators and students can thrive.

We are also proud of the positive family perception of our school, with 90% of families acknowledging a positive school climate. Our commitment to diversity is a key component of this perception, as we strive to create an inclusive environment that celebrates and supports all backgrounds and perspectives.

Our strong family-school relationships are evident in the way families feel welcomed and comfortable communicating with our staff. This open line of communication ensures that we can work collaboratively with families to support student success and address any concerns promptly and effectively.

Student support is a priority at our school, with 88% of students reporting having supportive relationships with adults. This statistic highlights our dedication to ensuring that every student has access to caring and attentive adults who can guide and support them throughout their educational journey.

Finally, our positive school culture is reflected in several key areas, including low discipline incidents, strong staff morale, low teacher turnover, and active PTO involvement. These factors contribute to a vibrant and dynamic school community where everyone is invested in the success and well-being of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Student Engagement on Panorama surveys dropped 5 points to 45% favorable (excitement about classes down to 41%), while Classroom Lesson Motivation dropped 10 points to 81% favorable.	A lack of consistent cross-curricular integration, student choice boards, cooperative learning routines, and real-world learning connections leaves students disconnected from the daily relevance and practical application of academic lessons.
2★ Student perception of Teacher-Student Relationships dropped 6 percentage points to 62% favorable (with perception of teacher concern when upset declining 8 points to 46%), while student Sense of Belonging declined 3 points to 59% favorable (with peer respect dropping 6 points to 43%).	Social-emotional learning (SEL) protocols, daily morning check-ins, counselor guidance lessons, and restorative discipline practices are practiced inconsistently across grade levels rather than being embedded systematically into daily campus culture.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student Engagement on Panorama surveys dropped 5 points to 45% favorable (excitement about classes down to 41%), while Classroom Lesson Motivation dropped 10 points to 81% favorable.

A lack of consistent cross-curricular integration, student choice boards, cooperative learning routines, and real-world learning connections leaves students disconnected from the daily relevance and practical application of academic lessons.

2
★

Student perception of Teacher-Student Relationships dropped 6 percentage points to 62% favorable (with perception of teacher concern when upset declining 8 points to 46%), while student Sense of Belonging declined 3 points to 59% favorable (with peer respect dropping 6 points to 43%).

Social-emotional learning (SEL) protocols, daily morning check-ins, counselor guidance lessons, and restorative discipline practices are practiced inconsistently across grade levels rather than being embedded systematically into daily campus culture.

3
★

On the 2026 STAAR assessment across all subjects, only 42% of Economically Disadvantaged students achieved the Meets Grade Level standard, compared to 79% of Non-Economically Disadvantaged students. This achievement gap is most pronounced in Science, where only 20% of Economically Disadvantaged students met grade level compared to 66% of Non-Economically Disadvantaged students.

Tier 1 core instruction lacks consistent, multi-layered scaffolding, and the Multi-Tiered System of Supports (MTSS) framework has not systematically integrated targeted academic and nonacademic intervention strategies tailored to the specific needs of economically disadvantaged learners.

4
★

Current Emergent Bilingual (EB) students lag significantly behind campus averages on STAAR, achieving 40% Meets Grade Level in Reading/ Language Arts (RLA), 56% Meets in Mathematics, and 0% Meets in Grade 5 Science, compared to all-student averages of 82% in RLA, 76% in Math, and 62% in Science.

Sheltered instruction practices, systematic language acquisition strategies, and explicit academic vocabulary routines are not implemented with consistent fidelity across all core content classrooms beyond ELAR/LAS specialist blocks.

5
★

Current Special Education students performed below campus targets across state assessments, earning 46% Meets GL overall (50% in RLA, 45% in Math, and 33% in Science) and achieving an Academic Growth score of 65% in Mathematics.

General education teachers and Special Education specialists lack structured, dedicated Collaborative Team Time (CTT) to co-plan differentiated instruction and align IEP accommodations directly with TEKS-level Tier 1 learning targets.

6★

On the 2026 Grade 5 Science STAAR, only 30% of students reached the Masters Grade Level standard, placing the campus in Quartile 3 (Q3) among its state comparison group and contributing to missing the Academic Achievement Distinction Designation in Science.

K-5 science instruction has historically emphasized passive content coverage rather than consistent hands-on inquiry, interactive science journaling, and explicit scientific vocabulary instruction across lower elementary grades.

7★

The campus earned an Accelerated Learning Score of 64% on the STAAR Academic Growth component, with 5 out of 14 students who scored Did Not Meet in 2025 failing to show growth (earning 0 points) in 2026.

Interventions during WIN (What I Need) time and targeted camps relied on generalized review rather than precise diagnostic data to remediate specific prerequisite skill gaps prior to grade-level instruction.

8★

Grade 4 STAAR Mathematics Masters level performance stood at 47% (Quartile 3), and overall Postsecondary Readiness indicators (77% Meets in all subjects and 72% Meets in both RLA and Math) fell into Quartile 2, preventing the campus from earning a Postsecondary Readiness Distinction Designation.

Tier 1 math instruction has not consistently balanced foundational computational fluency with multi-step problem solving, critical thinking items, and higher-order STAAR-formatted question types.

9★

Early reading MAP growth data indicates recurring areas of weakness in Composition, Inquiry & Research, and Vocabulary/Word Structure across Kindergarten and Grade 1 fall/winter assessment cycles.

K-1 literacy blocks prioritize foundational phonics and decoding skills without allocating equal instructional time to structured emergent writing, inquiry-based research, and vocabulary application.

10★

Formative review reflections explicitly flagged the need for vertical alignment across grade levels as a primary recommendation for campus improvement.

PLC and CTT schedules are structured almost exclusively horizontally by grade level, leaving no dedicated time for K-5 vertical teams to map TEKS rigor, vocabulary progression, and skill spiraling across grade bands.

11★

Teachers require ongoing support to balance purposeful digital tool usage with hands-on learning while ensuring full implementation of updated state Technology TEKS and enforcing device management policies.

Professional learning has not consistently provided actionable models for embedding Technology TEKS directly into core content lessons as a tool for creation and problem-solving rather than passive skill practice.

12
★

Single-teacher subject areas in upper elementary grades face collaboration barriers during grade-level CTT, while staff reflections highlighted that general education and Special Education staff lack dedicated joint planning sessions.

Campus master schedules are organized strictly around horizontal grade-level teams rather than incorporating flexible cross-grade subject partnerships or embedded Special Education consultation blocks.

13
★

Family survey data shows a sharp 11-point drop in Family Engagement (to 27% favorable), driven by major declines in Parent Group Involvement (down 32 points to 27%) and Fundraising Participation (down 18 points to 23%).

Event timing, flexible participation options, and targeted outreach strategies have not been adapted to accommodate working families, creating disconnects between the campus, PTO, and the broader community.

14
★

The physical relocation of staff and students to an interim campus facility presents operational and safety adjustments, requiring updated emergency response maps, revised safety drill schedules, and site-specific security procedures to ensure physical safety and instructional continuity.

Transitioning to a temporary facility alters building egress routes, emergency access points, and physical layouts, rendering prior campus safety maps and drill schedules obsolete without proactive, site-specific protocol updates and staff orientation.

15
★

Staff survey results for Teacher Evaluation dropped to 58% favorable, with low staff confidence in the system's ability to recognize high-performing teachers (52%) or address poor performance (43%), along with fairness concerns (57%).

The appraisal and Teacher Incentive Allotment (TIA) feedback processes lack frequent, transparent, and actionable coaching conversations, and campus-based recognition systems are underutilized.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Accountability for Learning: We as Lakeside will achieve our full potential by learning at high levels, taking ownership of our learning and stay focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1 High Priority HB3 Goal

By June 2027, Lakeside will improve student achievement and academic growth, through stronger Tier 1 instruction, targeted interventions, and focused support for identified student groups.

Success will be measured by:

- Increasing overall STAAR achievement in reading and mathematics from 77% to 82%.
- Grade 3 Reading will increase meets grade level and above from 81% to 85%
- Grade 3 Math will increase meets grade level and above from 71% to 80%
- Increasing academic growth and accelerated learning outcomes from a component score of 83 to 93.
- Reducing achievement gaps among Economically Disadvantaged, Emergent Bilingual, and Special Education students.

Evaluation Data Source: -STAAR RLA, Mathematics, and Science assessment results (Approaches, Meets, Masters)

- STAAR Academic Growth and Accelerated Learning calculation reports
- TELPAS composite and progress rates
- NWEA MAP Growth RIT reports (Math 2-5, Reading 2-5, Science 2-5)
- mCLASS early literacy screeners and mCLASS Intervention logs
- AWARE Common Formative Assessments (CFAs)
- Panorama Student Success Platform logs
- bi-weekly CTT/PLC agendas and WIN time grouping logs
- T-TESS walk-throughs

Strategy 1

Strengthen daily Tier 1 RLA, Math Workshop, and Science instruction through hands-on inquiry, high-level questioning, and scaffolded problem-solving.

Strategy's Expected Result/Impact: -Elevation of Grade 4 Math Masters from 46% to 60%
-Elevation of Grade 5 Science Masters from 30% to 45%
-Attainment of state Distinction Designations in Science, Mathematics, and Postsecondary Readiness

Staff Responsible for Monitoring: Administrators, LAS, Learning Coach, Vertical Teams

Problem Statements: Demographics 3 - Student Learning 1, 2, 4 - Perceptions 1

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Strategy 2

Deliver daily, Science of Reading-aligned literacy instruction (Texas Reading Academies, Heggerty, Bridge the Gap, mCLASS Intervention) paired with AWARE CFA tracking to accelerate decoding and fluency.

Strategy's Expected Result/Impact: -Increase Grade 3 STAAR Reading to 85% Meets Grade Level
-Achieve early literacy growth targets for 75%+ of K-5 learners

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coach, Support Staff

Problem Statements: Demographics 1, 3 - Student Learning 4

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Strategy 3

Strengthen targeted intervention through daily WIN time, data-driven grouping, ELPS-aligned instruction, and GenEd/SpEd collaboration to meet student needs and close achievement gaps.

Strategy's Expected Result/Impact: -Closing subgroup achievement gaps
-Economically Disadvantaged Meets increasing from 42% to 60%
-Emergent Bilingual Meets increasing to 55% in RLA and 68% in Math
-Special Education Meets increasing from 46% to 60%
-Accelerated Learning Score rising from 64 to 80

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff

Problem Statements: Demographics 1, 2, 3 - Student Learning 3

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Strategy 4

Implement the district-adopted STEMscopes Math curriculum with high fidelity as the primary, vertically aligned core Tier I framework across all K through 5th grade classrooms, utilizing its hands-on, inquiry-based model to build conceptual understanding and academic vocabulary, while strategically integrating supportive adaptive tools like DreamBox, Reflex and Frax to differentiate learning.

Strategy's Expected Result/Impact: -Seamless K-5th grade math scope and sequence
-Increased fact fluency and fraction mastery
-Closure of EcoDis, EB, and Special Education math achievement gaps
-Elevation of Grade 4 STAAR Math Masters level from 47% to 60%.

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Vertical Team members

Problem Statements: Demographics 1, 2, 3 - Student Learning 2

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Current Emergent Bilingual (EB) students lag significantly behind campus averages on STAAR, achieving 40% Meets Grade Level in Reading/Language Arts (RLA), 56% Meets in Mathematics, and 0% Meets in Grade 5 Science, compared to all-student averages of 82% in RLA, 76% in Math, and 62% in Science.	Sheltered instruction practices, systematic language acquisition strategies, and explicit academic vocabulary routines are not implemented with consistent fidelity across all core content classrooms beyond ELAR/LAS specialist blocks.
2	Current Special Education students performed below campus targets across state assessments, earning 46% Meets GL overall (50% in RLA, 45% in Math, and 33% in Science) and achieving an Academic Growth score of 65% in Mathematics.	General education teachers and Special Education specialists lack structured, dedicated Collaborative Team Time (CTT) to co-plan differentiated instruction and align IEP accommodations directly with TEKS-level Tier 1 learning targets.
3	On the 2026 STAAR assessment across all subjects, only 42% of Economically Disadvantaged students achieved the Meets Grade Level standard, compared to 79% of Non-Economically Disadvantaged students. This achievement gap is most pronounced in Science, where only 20% of Economically Disadvantaged students met grade level compared to 66% of Non-Economically Disadvantaged students.	Tier 1 core instruction lacks consistent, multi-layered scaffolding, and the Multi-Tiered System of Supports (MTSS) framework has not systematically integrated targeted academic and nonacademic intervention strategies tailored to the specific needs of economically disadvantaged learners.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	On the 2026 Grade 5 Science STAAR, only 30% of students reached the Masters Grade Level standard, placing the campus in Quartile 3 (Q3) among its state comparison group and contributing to missing the Academic Achievement Distinction Designation in Science.	K-5 science instruction has historically emphasized passive content coverage rather than consistent hands-on inquiry, interactive science journaling, and explicit scientific vocabulary instruction across lower elementary grades.
2	Grade 4 STAAR Mathematics Masters level performance stood at 47% (Quartile 3), and overall Postsecondary Readiness indicators (77% Meets in all subjects and 72% Meets in both RLA and Math) fell into Quartile 2, preventing the campus from earning a Postsecondary Readiness Distinction Designation.	Tier 1 math instruction has not consistently balanced foundational computational fluency with multi-step problem solving, critical thinking items, and higher-order STAAR-formatted question types.
3	The campus earned an Accelerated Learning Score of 64% on the STAAR Academic Growth component, with 5 out of 14 students who scored Did Not Meet in 2025 failing to show growth (earning 0 points) in 2026.	Interventions during WIN (What I Need) time and targeted camps relied on generalized review rather than precise diagnostic data to remediate specific prerequisite skill gaps prior to grade-level instruction.
4	Early reading MAP growth data indicates recurring areas of weakness in Composition, Inquiry & Research, and Vocabulary/Word Structure across Kindergarten and Grade 1 fall/winter assessment cycles.	K-1 literacy blocks prioritize foundational phonics and decoding skills without allocating equal instructional time to structured emergent writing, inquiry-based research, and vocabulary application.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Engagement on Panorama surveys dropped 5 points to 45% favorable (excitement about classes down to 41%), while Classroom Lesson Motivation dropped 10 points to 81% favorable.	A lack of consistent cross-curricular integration, student choice boards, cooperative learning routines, and real-world learning connections leaves students disconnected from the daily relevance and practical application of academic lessons.

Performance Objective 2

Multiple modalities of qualitative and quantitative data (academic, behavioral, and social-emotional) will be analyzed and utilized bi-weekly to respond to the needs of all learners through documented Tier 1, Tier 2, and Tier 3 interventions and enrichments.

- Evaluation Data Source:** -STAAR assessment data
- TELPAS oral/composite ratings
 - mCLASS early literacy screeners
 - NWEA MAP Growth RIT reports
 - AWARE CFAs
 - Panorama Student Success Platform
 - MTSS/RtI meeting logs
 - CTT minutes
 - SameGoal documentation.

Strategy 1

Use bi-weekly PLC/CTT meetings to analyze student data, develop intervention and enrichment plans, conduct 6-week MTSS reviews, and use student profiles to guide class placement and instructional planning.

- Strategy's Expected Result/Impact:** -Timely, multi-modal identification of academic, behavioral, and SEL needs
- Documented progress monitoring in Panorama
 - increased student growth on NWEA MAP and mCLASS screeners

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4

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Strategy 2

Provide job-embedded training on assessment and data analysis, use MAP and mCLASS data to guide flexible small groups, and implement ELPS-aligned instruction for Emergent Bilinguals.

- Strategy's Expected Result/Impact:** -Increased teacher data literacy
- Consistent creation of high-rigor CFAs in AWARE
 - Targeted support for EB and at-risk students
 - Reduction in learning gaps over time

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3

Funding Sources: Educators will participate in planning days to review data, identify student needs.
199 - State Comp Ed, 199-11-6112-00-107-24-000-, \$2,957

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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2	Current Special Education students performed below campus targets across state assessments, earning 46% Meets GL overall (50% in RLA, 45% in Math, and 33% in Science) and achieving an Academic Growth score of 65% in Mathematics.	General education teachers and Special Education specialists lack structured, dedicated Collaborative Team Time (CTT) to co-plan differentiated instruction and align IEP accommodations directly with TEKS-level Tier 1 learning targets.
3	On the 2026 STAAR assessment across all subjects, only 42% of Economically Disadvantaged students achieved the Meets Grade Level standard, compared to 79% of Non-Economically Disadvantaged students. This achievement gap is most pronounced in Science, where only 20% of Economically Disadvantaged students met grade level compared to 66% of Non-Economically Disadvantaged students.	Tier 1 core instruction lacks consistent, multi-layered scaffolding, and the Multi-Tiered System of Supports (MTSS) framework has not systematically integrated targeted academic and nonacademic intervention strategies tailored to the specific needs of economically disadvantaged learners.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 On the 2026 Grade 5 Science STAAR, only 30% of students reached the Masters Grade Level standard, placing the campus in Quartile 3 (Q3) among its state comparison group and contributing to missing the Academic Achievement Distinction Designation in Science.	K-5 science instruction has historically emphasized passive content coverage rather than consistent hands-on inquiry, interactive science journaling, and explicit scientific vocabulary instruction across lower elementary grades.
2 Grade 4 STAAR Mathematics Masters level performance stood at 47% (Quartile 3), and overall Postsecondary Readiness indicators (77% Meets in all subjects and 72% Meets in both RLA and Math) fell into Quartile 2, preventing the campus from earning a Postsecondary Readiness Distinction Designation.	Tier 1 math instruction has not consistently balanced foundational computational fluency with multi-step problem solving, critical thinking items, and higher-order STAAR-formatted question types.
3 The campus earned an Accelerated Learning Score of 64% on the STAAR Academic Growth component, with 5 out of 14 students who scored Did Not Meet in 2025 failing to show growth (earning 0 points) in 2026.	Interventions during WIN (What I Need) time and targeted camps relied on generalized review rather than precise diagnostic data to remediate specific prerequisite skill gaps prior to grade-level instruction.
4 Early reading MAP growth data indicates recurring areas of weakness in Composition, Inquiry & Research, and Vocabulary/Word Structure across Kindergarten and Grade 1 fall/winter assessment cycles.	K-1 literacy blocks prioritize foundational phonics and decoding skills without allocating equal instructional time to structured emergent writing, inquiry-based research, and vocabulary application.

Performance Objective 3 High Priority

By May 2027, 100% of core educators will participate in quarterly K-5 Vertical Teams and collaborative planning networks to align High Priority Learning Standards (HPLS), build vertical TEKS progression, and ensure Tier 1 core instruction prepares students for increasing levels of rigor.

Evaluation Data Source: -Vertical team meeting agendas and sign-in sheets

-K-5 Reading and Math vertical alignment maps

-HPLS instructional rubrics

-CTT minutes

-T-TESS walk-through feedback on instructional rigor, academic discourse, and questioning strategies

Strategy 1

Conduct quarterly K-5 vertical planning to align essential standards, academic vocabulary, instructional models, and expectations in Reading and Math; strengthen cross-grade collaboration; and utilize insights from CTT and MTSS teams to ensure core Tier 1 instruction builds seamlessly on prior learning and prepares students for increasing levels of rigor.

Strategy's Expected Result/Impact: -Elimination of instructional gaps and redundancies across K-5th grade
-Clear vertical spiraling of academic vocabulary and TEKS rigor
-Classroom instruction consistently reflecting HPLS depth
-Enhanced collective teacher efficacy.

Staff Responsible for Monitoring: Administrators, Learning Coach, Vertical team members

Problem Statements: Student Learning 5 - School Processes & Programs 1

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 Formative review reflections explicitly flagged the need for vertical alignment across grade levels as a primary recommendation for campus improvement.	PLC and CTT schedules are structured almost exclusively horizontally by grade level, leaving no dedicated time for K-5 vertical teams to map TEKS rigor, vocabulary progression, and skill spiraling across grade bands.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Single-teacher subject areas in upper elementary grades face collaboration barriers during grade-level CTT, while staff reflections highlighted that general education and Special Education staff lack dedicated joint planning sessions.	Campus master schedules are organized strictly around horizontal grade-level teams rather than incorporating flexible cross-grade subject partnerships or embedded Special Education consultation blocks.

Goal 2

Organization that Cultivates Excellence: We as Lakeside will maintain high standards as we reimagine how we teach, learn, and define success to adapt, innovate, and meet the unique needs of all learners.

Performance Objective 1

All learners will engage in relationship-driven, real-world STEAM learning, choice-based tasks, and digital portfolio routines across grade levels to capture Student Learning Objectives (SLO) for the Teacher Incentive Allotment (TIA).

Evaluation Data Source: -Curriculum documents

- Panorama survey data
- Digital portfolio entries (Canva)
- Artsonia galleries
- SLO trackers
- T-TESS observation logs

Strategy 1

Partner the STEAM specialist with classroom teachers to integrate engineering, robotics, coding, and real-world learning experiences that build problem-solving skills and career connections.

Strategy's Expected Result/Impact: -Increased student excitement and engagement in daily learning

- Practical application of Technology TEKS through hands-on creation
- Visible community showcases of student learning

Staff Responsible for Monitoring: Administrators, Learning Coaches, STEAM teacher, Math and Science Vertical Teams

Problem Statements: School Processes & Programs 1

Formative Reviews

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Strategy 2

Establish consistent digital portfolio expectations across grade levels to document student growth, track SLO goals, and support TIA evidence collection.

Strategy's Expected Result/Impact: -Standardized digital portfolio evidence collection across all grade levels

- Clear documentation of student growth for TIA designations
- Increased student ownership of learning

Staff Responsible for Monitoring: Administrators, Learning Coaches

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Single-teacher subject areas in upper elementary grades face collaboration barriers during grade-level CTT, while staff reflections highlighted that general education and Special Education staff lack dedicated joint planning sessions.	Campus master schedules are organized strictly around horizontal grade-level teams rather than incorporating flexible cross-grade subject partnerships or embedded Special Education consultation blocks.
4	Staff survey results for Teacher Evaluation dropped to 58% favorable, with low staff confidence in the system's ability to recognize high-performing teachers (52%) or address poor performance (43%), along with fairness concerns (57%).	The appraisal and Teacher Incentive Allotment (TIA) feedback processes lack frequent, transparent, and actionable coaching conversations, and campus-based recognition systems are underutilized.

Performance Objective 2

By May 2027, 100% of classrooms will integrate updated state Technology TEKS with hands-on learning and maintain clear device management policies.

- Evaluation Data Source:**
- Campus lesson plans
 - STEAM challenge rubrics and student project artifacts
 - Technology Responsible Use agreements
 - T-TESS walk-through data on digital integration

Strategy 1

Provide job-embedded coaching to integrate Technology TEKS into core instruction through creative tools while following device management policies and balancing digital and hands-on learning.

- Strategy's Expected Result/Impact:**
- Purposeful, creation-focused technology usage across grade levels
 - Increased student mastery of Technology TEKS
 - Effective device management and adherence to responsible use policies
 -

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff

Problem Statements: Student Learning 6

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

Teachers require ongoing support to balance purposeful digital tool usage with hands-on learning while ensuring full implementation of updated state Technology TEKS and enforcing device management policies.

Professional learning has not consistently provided actionable models for embedding Technology TEKS directly into core content lessons as a tool for creation and problem-solving rather than passive skill practice.

Goal 3

Safety, Wellness and Belonging: We as Lakeside will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

Increase favorable student survey results for Student Engagement from 45% to 60%, Teacher-Student Relationships from 62% to 75%, and Sense of Belonging from 59% to 70%, while improving classroom lesson motivation by 10 points.

Evaluation Data Source: -Panorama Student Social-Emotional / Climate Survey results
-Counselor guidance lesson logs and QR code check-in metrics
-PBIS recognition logs (Longhorn of the Week, Citizen of Character, Heggerty Hero)
-Office discipline referral data
-Student choice board artifacts
-STEAM showcase reflections

Strategy 1

Revitalize Tier 1 classroom instruction through student-centered learning routines, choice boards, real-world cross-curricular projects, expanded STEAM challenges, daily morning check-ins, and restorative practices.

Strategy's Expected Result/Impact: -Increased student motivation and excitement about learning
-Higher engagement scores on Panorama surveys (target 60%+)
-Stronger teacher-student relationships (target 75%+)
-Reduced discipline referrals.

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 2

Implement daily morning meetings, Second Step guidance lessons, monthly character trait recognition, counselor QR check-ins, and restorative discipline practices across all grade levels to build emotional regulation and peer respect.

Strategy's Expected Result/Impact: -Stronger emotional connections between students and teachers
 -Improved peer respect and sense of belonging (target 70%+ favorable)
 -Reduction in discipline referrals
 -Restorative campus culture

Staff Responsible for Monitoring: Administrators, Counselor

Problem Statements: Perceptions 1, 2

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student Engagement on Panorama surveys dropped 5 points to 45% favorable (excitement about classes down to 41%), while Classroom Lesson Motivation dropped 10 points to 81% favorable.

A lack of consistent cross-curricular integration, student choice boards, cooperative learning routines, and real-world learning connections leaves students disconnected from the daily relevance and practical application of academic lessons.

2

Student perception of Teacher-Student Relationships dropped 6 percentage points to 62% favorable (with perception of teacher concern when upset declining 8 points to 46%), while student Sense of Belonging declined 3 points to 59% favorable (with peer respect dropping 6 points to 43%).

Social-emotional learning (SEL) protocols, daily morning check-ins, counselor guidance lessons, and restorative discipline practices are practiced inconsistently across grade levels rather than being embedded systematically into daily campus culture.

Performance Objective 2

Increase favorable survey results for Teacher Well-Being from 68% to 78%, Teacher Evaluation perceptions from 58% to 72%, and Family Engagement from 27% to 45%.

Evaluation Data Source: -Panorama Staff Well-Being and Evaluation/Feedback survey results
 -T-TESS observation logs and TIA feedback session records
 -BEAM mentor log completion rates
 -ParentSquare analytics (open rates, post frequency)
 -PTO membership and event sign-in sheets
 -Principal Roundtable feedback logs.

Strategy 1

Streamline administrative data tracking, protect teacher planning time, implement monthly actionable T-TESS/TIA coaching walk-throughs, and strengthen BEAM mentoring for new educators.

Strategy's Expected Result/Impact: Reduced staff stress and cognitive overload
increased teacher well-being survey scores (target 78%+)
improved trust and clarity around T-TESS/TIA evaluations (target 72%+ favorable)
retention of new educators

Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Counselor, Nurse

Problem Statements: School Processes & Programs 1, 4

Formative Reviews

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Strategy 2

Modernize family outreach through consistent ParentSquare messaging, flexible PTO community event options, and targeted engagement initiatives adapted to accommodate working families.

Strategy's Expected Result/Impact: -Increased family engagement and event participation (target 45%+ favorable)
-ParentSquare open rates above 95%
-Strengthened community
-Partnerships between campus, families, and PTO

Staff Responsible for Monitoring: Administrators, Learning Coach

Problem Statements: School Processes & Programs 3

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Single-teacher subject areas in upper elementary grades face collaboration barriers during grade-level CTT, while staff reflections highlighted that general education and Special Education staff lack dedicated joint planning sessions.	Campus master schedules are organized strictly around horizontal grade-level teams rather than incorporating flexible cross-grade subject partnerships or embedded Special Education consultation blocks.

3

Family survey data shows a sharp 11-point drop in Family Engagement (to 27% favorable), driven by major declines in Parent Group Involvement (down 32 points to 27%) and Fundraising Participation (down 18 points to 23%).

Event timing, flexible participation options, and targeted outreach strategies have not been adapted to accommodate working families, creating disconnects between the campus, PTO, and the broader community.

4

Staff survey results for Teacher Evaluation dropped to 58% favorable, with low staff confidence in the system's ability to recognize high-performing teachers (52%) or address poor performance (43%), along with fairness concerns (57%).

The appraisal and Teacher Incentive Allotment (TIA) feedback processes lack frequent, transparent, and actionable coaching conversations, and campus-based recognition systems are underutilized.

Performance Objective 3

100% of classrooms and campus staff will execute seamless operational and safety protocols for maintaining site security and relocating to the interim campus site.

Evaluation Data Source: -Updated facility emergency maps
-Interim campus safety drill logs and Raptor alert reports
-Facility inspection checklists

Strategy 1

Establish updated facility emergency maps, safety drill schedules, and operational relocation protocols to ensure physical site security and instructional continuity during the interim campus transition.

Strategy's Expected Result/Impact: -Smooth, secure operational transition to the interim campus site
-100% compliance with state-mandated safety drills
-Clear emergency response procedures
-Maintained campus safety and instructional continuity

Staff Responsible for Monitoring: Administrators

Problem Statements: School Processes & Programs 2

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 The physical relocation of staff and students to an interim campus facility presents operational and safety adjustments, requiring updated emergency response maps, revised safety drill schedules, and site-specific security procedures to ensure physical safety and instructional continuity.	Transitioning to a temporary facility alters building egress routes, emergency access points, and physical layouts, rendering prior campus safety maps and drill schedules obsolete without proactive, site-specific protocol updates and staff orientation.



State Compensatory Education

State Compensatory

Budget for Lakeside Elementary

Total SCE Funds: \$2,957.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

These funds will be used to provide substitutes so that educators can gather as a PLC to collaborating on student work, analyzing data and developing lessons, activities, and assessments for upcoming content.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Educators will participate in planning days to review data, identify student needs.	199-11-61 12-00-1 07-24-0 00-	\$2,957.00
				Sub-Total	\$2,957.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026