

Coppell Independent School District
Lakeside Elementary
2024-2025 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

Demographics Summary

DEMOGRAPHICS

Lakeside Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Lakeside serves a majority Asian student population in grades EC-5. In the 2023-24 school year, total enrollment was 490 which represents a decrease of -6.4% since 2019-20 (524 learners).

In 2023-24, the student population was 55.1% Asian, 29.8% White, 7.5% Hispanic, 2.6% African American, 0.4% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.4% multi-racial. Females made up 43.2% of the learners and males represented 56.8%. Our economically disadvantaged percentage was 6.9%.

Our Emergent Bilingual (EB) population consisted of 155 learners that made up 31.6% of our campus. The top 5 foreign languages spoken by this student group were: Japanese (6.4%), Mandarin (Chinese) (5.8%), Tamil (3.2%), Telugu (1.9%), and Hindi (1.9%). Additionally, 5.8% of our EBs were also economically disadvantaged.

Our 69 gifted and talented learners constituted 14% of our population. Our gender split in the GT group was 39.1% female and 60.9% male. Of the four major ethnic groups, our GT learners were 63.7% Asian, 26% White, 7.2% Hispanic and 0% African American.

We had 80 learners that qualified for special education services, which represented 16.3% of our population. There were 13 learners with 504 accommodations, which was 2.6% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.11%, which increased by 0.72% from the prior year.

STAFFING

Lakeside employed 35 educators and 11 instructional aides in the 2023-24 school year. The number of teachers decreased by 1 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 77.1% White, 17.1% Hispanic, 5.7% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 97.1% of the educators and males represented 2.9%.

Overall, our educators had a varying level of professional experience: 5.7% (2) were new to teaching with 0-1 years of experience, 20% (7) had 2-5 years, 11.4% (4) had 6-10 years, 28.5% (10) had 11-15 years, 5.7% (2) had 16-20 years, and 28.5% (10) had more than 20 years. Looking at longevity within the district, 28.5% of our teachers had 0-1 years in district, 28.5% had 2-5 years, 17.1% had 6-10 years, 5.7% had 11-15 years, 5.7% had 16-20 years and 14.2% had more than 20 years. The average years of professional experience was 13.8 with 7.9 years in the district.

Advanced degrees were held by 31.4% of our teachers: 11 with master's degrees and 0 with doctorates. Our campus principal had 28 years of career experience in a professional position (not necessarily as a principal) and 16 years in Coppell. Our assistant principal(s) had an average of 12 years of professional experience and 2 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 82.86%. For educational aides it was 81.82%. We hired 5 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 60% White, 40% Hispanic, 0% African American, 100% female, 0% male, 0% new to teaching, 20% with 2-5 years of professional experience, 20% with 6-10 years, 40% with 11-15 years, 0% with 16-20 years, 20% with more than 20 years and 14.2% new to the campus. The average years of professional experience was 13 with 0.4 years in the district. 40% of our new teachers had advanced degrees.

Demographics Strengths

- Dedicated teachers who are invested in Lakeside's success stay
- Ethnic diversity of campus is becoming more global
- Staff values growing, learning, and is invested in the PLC process to ensure all learners are successful
- Parents of our learners are educated and have the resources (financial, emotional, etc.) to contribute to their child's education and are heavily involved in the PTO and classrooms
- Community engagement and involvement are strong with continued support for learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners and their families **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners and community

Problem Statement 2 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 3 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 4 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments **Root Cause:** Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 5 (Prioritized): There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning

Student Learning Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
Lakeside Elementary						
Total Students	17	11	12	7	12	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	11.11%	91.67%	28.57%	50%	
1 Level Higher	%	55.56%	8.33%	71.43%	50%	
2 Levels Higher	%	22.22%	0%	0%	0%	
3 Levels Higher	%	11.11%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	5.88%	9.09%	8.33%	0%	8.33%	
Intermediate	17.65%	9.09%	33.33%	0%	16.67%	
Advanced	41.18%	18.18%	50%	42.86%	33.33%	
Advanced High	35.29%	63.64%	8.33%	57.14%	41.67%	
Economic Disadvantage						
Total Students	2	1	1	1	2	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	100%	100%	0%	100%	
1 Level Higher	%	0%	0%	100%	0%	

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
2 Levels Higher	%	0%	0%	0%	0%	
3 Levels Higher	%	0%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	0%	0%	0%	0%	0%	
Intermediate	0%	0%	100%	0%	0%	
Advanced	50%	100%	0%	0%	100%	
Advanced High	50%	0%	0%	100%	0%	
Asian						
Total Students	14	7	9	6	10	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	20%	88.89%	33.33%	44.44%	
1 Level Higher	%	80%	11.11%	66.67%	55.56%	
2 Levels Higher	%	0%	0%	0%	0%	
3 Levels Higher	%	0%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	7.14%	14.29%	11.11%	0%	10%	
Intermediate	21.43%	14.29%	33.33%	0%	10%	
Advanced	42.86%	28.57%	44.44%	33.33%	30%	
Advanced High	28.57%	42.86%	11.11%	66.67%	50%	
Black/African American						
Total Students	1	-	1	-	1	
Date Taken	03/01/24	-	03/01/24	-	03/01/24	
Lower/Same Level	%	-	100%	-	100%	
1 Level Higher	%	-	0%	-	0%	
2 Levels Higher	%	-	0%	-	0%	
3 Levels Higher	%	-	0%	-	0%	
No Rating	0%	-	0%	-	0%	

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
Beginning	0%	-	0%	-	0%	
Intermediate	0%	-	0%	-	0%	
Advanced	0%	-	100%	-	100%	
Advanced High	100%	-	0%	-	0%	
Hispanic						
Total Students	1	-	1	-	-	
Date Taken	03/01/24	-	03/01/24	-	-	
Lower/Same Level	%	-	100%	-	-	
1 Level Higher	%	-	0%	-	-	
2 Levels Higher	%	-	0%	-	-	
3 Levels Higher	%	-	0%	-	-	
No Rating	0%	-	0%	-	-	
Beginning	0%	-	0%	-	-	
Intermediate	0%	-	100%	-	-	
Advanced	100%	-	0%	-	-	
Advanced High	0%	-	0%	-	-	
Two or More Races						
Total Students	-	1	-	1	-	
Date Taken	-	03/01/24	-	03/01/24	-	
Lower/Same Level	-	0%	-	0%	-	
1 Level Higher	-	0%	-	100%	-	
2 Levels Higher	-	100%	-	0%	-	
3 Levels Higher	-	0%	-	0%	-	
No Rating	-	0%	-	0%	-	
Beginning	-	0%	-	0%	-	
Intermediate	-	0%	-	0%	-	
Advanced	-	0%	-	100%	-	

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
Advanced High	-	100%	-	0%	-	
White						
Total Students	1	3	1	-	1	
Date Taken	03/01/24	03/01/24	03/01/24	-	03/01/24	
Lower/Same Level	%	0%	100%	-	%	
1 Level Higher	%	33.33%	0%	-	%	
2 Levels Higher	%	33.33%	0%	-	%	
3 Levels Higher	%	33.33%	0%	-	%	
No Rating	0%	0%	0%	-	0%	
Beginning	0%	0%	0%	-	0%	
Intermediate	0%	0%	0%	-	100%	
Advanced	0%	0%	100%	-	0%	
Advanced High	100%	100%	0%	-	0%	
Currently Emergent Bilingual						
Total Students	17	11	12	7	12	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	11.11%	91.67%	28.57%	50%	
1 Level Higher	%	55.56%	8.33%	71.43%	50%	
2 Levels Higher	%	22.22%	0%	0%	0%	
3 Levels Higher	%	11.11%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	5.88%	9.09%	8.33%	0%	8.33%	
Intermediate	17.65%	9.09%	33.33%	0%	16.67%	
Advanced	41.18%	18.18%	50%	42.86%	33.33%	
Advanced High	35.29%	63.64%	8.33%	57.14%	41.67%	
Section 504						
Total Students	-	1	-	-	-	

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
Date Taken	-	03/01/24	-	-	-	
Lower/Same Level	-	0%	-	-	-	
1 Level Higher	-	100%	-	-	-	
2 Levels Higher	-	0%	-	-	-	
3 Levels Higher	-	0%	-	-	-	
No Rating	-	0%	-	-	-	
Beginning	-	0%	-	-	-	
Intermediate	-	0%	-	-	-	
Advanced	-	0%	-	-	-	
Advanced High	-	100%	-	-	-	
Special Ed Indicator						
Total Students	2	1	1	1	-	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	-	
Lower/Same Level	%	0%	100%	0%	-	
1 Level Higher	%	0%	0%	100%	-	
2 Levels Higher	%	100%	0%	0%	-	
3 Levels Higher	%	0%	0%	0%	-	
No Rating	0%	0%	0%	0%	-	
Beginning	0%	0%	0%	0%	-	
Intermediate	0%	0%	0%	0%	-	
Advanced	50%	0%	100%	0%	-	
Advanced High	50%	100%	0%	100%	-	

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Lakeside Elementary							
Total Students	65	65	80	81	80	80	80
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	4.62%	3.08%	3.75%	0%	1.25%	1.25%	2.50%
Did Not Meet High	6.15%	1.54%	1.25%	3.70%	3.75%	3.75%	7.50%
Approaches Low	4.62%	10.77%	3.75%	7.41%	5%	3.75%	11.25%
Approaches High	13.85%	12.31%	6.25%	4.94%	6.25%	12.50%	17.50%
Meets	33.85%	32.31%	16.25%	25.93%	11.25%	28.75%	17.50%
Masters	36.92%	40%	68.75%	58.02%	72.50%	50%	43.75%
Special Ed Indicator							
Total Students	13	13	10	11	11	11	11
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	15.38%	15.38%	20%	0%	0%	9.09%	9.09%
Did Not Meet High	23.08%	7.69%	0%	18.18%	18.18%	18.18%	27.27%
Approaches Low	0%	23.08%	20%	18.18%	27.27%	27.27%	18.18%
Approaches High	15.38%	0%	10%	9.09%	36.36%	9.09%	36.36%
Meets	15.38%	23.08%	30%	27.27%	9.09%	18.18%	0%
Masters	30.77%	30.77%	20%	27.27%	9.09%	18.18%	9.09%
Section 504							
Total Students	1	1	1	1	7	7	7
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	100%	0%	0%	14.29%
Approaches Low	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	0%	0%	0%	14.29%	0%	28.57%
Meets	0%	0%	100%	0%	14.29%	71.43%	0%
Masters	100%	100%	0%	0%	71.43%	28.57%	57.14%
Currently Emergent Bilingual							

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Total Students	8	8	12	12	16	16	16
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	12.50%	0%	8.33%	0%	6.25%	6.25%	6.25%
Did Not Meet High	0%	0%	8.33%	0%	6.25%	0%	6.25%
Approaches Low	0%	0%	0%	8.33%	12.50%	0%	25%
Approaches High	37.50%	25%	33.33%	25%	6.25%	31.25%	37.50%
Meets	37.50%	37.50%	25%	25%	18.75%	37.50%	12.50%
Masters	12.50%	37.50%	25%	41.67%	50%	25%	12.50%
Second Year of Monitoring							
Total Students	3	3	1	2	2	2	2
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	50%
Approaches High	0%	33.33%	0%	0%	0%	0%	0%
Meets	66.67%	66.67%	0%	0%	0%	50%	50%
Masters	33.33%	0%	100%	100%	100%	50%	0%
Third Year of Monitoring							
Total Students	-	-	-	-	3	3	3
Excluded	-	-	-	-	0%	0%	0%
Did Not Meet Low	-	-	-	-	0%	0%	0%
Did Not Meet High	-	-	-	-	0%	0%	0%
Approaches Low	-	-	-	-	0%	0%	0%
Approaches High	-	-	-	-	0%	0%	0%
Meets	-	-	-	-	0%	0%	0%
Masters	-	-	-	-	100%	100%	100%
Black/African American							
Total Students	2	2	1	1	-	-	-

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Excluded	0%	0%	0%	0%	-	-	-
Did Not Meet Low	50%	0%	0%	0%	-	-	-
Did Not Meet High	0%	50%	0%	0%	-	-	-
Approaches Low	0%	0%	0%	0%	-	-	-
Approaches High	0%	0%	100%	100%	-	-	-
Meets	0%	0%	0%	0%	-	-	-
Masters	50%	50%	0%	0%	-	-	-
Hispanic							
Total Students	6	6	5	5	8	8	8
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	16.67%	16.67%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	12.50%	12.50%	25%
Approaches Low	16.67%	0%	20%	20%	0%	0%	12.50%
Approaches High	0%	33.33%	0%	0%	0%	37.50%	0%
Meets	16.67%	16.67%	20%	40%	25%	12.50%	25%
Masters	50%	33.33%	60%	40%	62.50%	37.50%	37.50%
Asian							
Total Students	27	27	41	42	39	39	39
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.70%	0%	4.88%	0%	2.56%	0%	2.56%
Did Not Meet High	3.70%	0%	0%	2.38%	2.56%	0%	0%
Approaches Low	0%	7.41%	2.44%	2.38%	2.56%	0%	10.26%
Approaches High	11.11%	11.11%	7.32%	4.76%	2.56%	12.82%	17.95%
Meets	33.33%	33.33%	12.20%	19.05%	7.69%	25.64%	25.64%
Masters	48.15%	48.15%	73.17%	71.43%	82.05%	61.54%	43.59%
American Indian/Alaskan Native							
Total Students	-	-	-	-	1	1	1
Excluded	-	-	-	-	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	-	-	-	-	0%	0%	0%
Did Not Meet High	-	-	-	-	0%	0%	0%
Approaches Low	-	-	-	-	0%	0%	0%
Approaches High	-	-	-	-	0%	100%	100%
Meets	-	-	-	-	100%	0%	0%
Masters	-	-	-	-	0%	0%	0%
Two or More Races							
Total Students	6	6	4	4	1	1	1
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	16.67%	0%	0%	25%	0%	0%	0%
Approaches Low	0%	16.67%	0%	0%	0%	0%	0%
Approaches High	33.33%	16.67%	0%	0%	0%	0%	0%
Meets	33.33%	33.33%	25%	25%	0%	100%	0%
Masters	16.67%	33.33%	75%	50%	100%	0%	100%
White							
Total Students	24	24	29	29	31	31	31
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	4.17%	3.45%	0%	0%	3.23%	3.23%
Did Not Meet High	8.33%	0%	3.45%	3.45%	3.23%	6.45%	12.90%
Approaches Low	8.33%	16.67%	3.45%	13.79%	9.68%	9.68%	12.90%
Approaches High	16.67%	8.33%	3.45%	3.45%	12.90%	3.23%	19.35%
Meets	41.67%	37.50%	20.69%	34.48%	9.68%	35.48%	6.45%
Masters	25%	33.33%	65.52%	44.83%	64.52%	41.94%	45.16%
Economic Disadvantage							
Total Students	4	4	6	6	4	4	4
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	25%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	0%	0%	0%	0%	0%	0%	50%
Approaches Low	0%	0%	0%	0%	25%	25%	0%
Approaches High	25%	50%	16.67%	16.67%	0%	25%	0%
Meets	25%	50%	0%	50%	25%	0%	25%
Masters	25%	0%	83.33%	33.33%	50%	50%	25%

As we go into 2024-2025, 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
- Bulb Digital Portfolios
- 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

Student Learning Strengths

Students have made progress throughout several measures. Overall state data reflects the following:

STAAR Summative:

Math:

4% Did not Meet

17% Approaches

29% Meets

50% Masters

Reading Language Arts:

7% Did not Meet

13% Approaches

20% Meets

61% Masters

Science:

10% Did not Meet

29% Approaches

18% Meets

44% Masters

TELPAS:

6% Beginner

14% Intermediate

36% Advanced

43% Advanced High

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 2 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention **Root Cause:** Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 4 (Prioritized): There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners **Root Cause:** Opportunities to align with all needs of learners are needed to address all learners

Problem Statement 5 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments **Root Cause:** Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 6 (Prioritized): There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 7 (Prioritized): There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Problem Statement 8 (Prioritized): There is a need balance the use of digital tools and resources which can result in increased learner achievement **Root Cause:** Inconsistencies in usage of digital tools and other resources and monitoring of learner academic and social emotional growth

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Lakeside Elementary is guided by the TEKS and Coppell ISD expectations. Guided by the CISD Learning framework, the TEKS and CISD expectations promote collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution.

Assessment is a critical component when it comes to decision making. Lakeside Elementary uses the concept of balanced assessment (pre-assessment, common formative assessment and post assessment) to ensure we are adequately addressing student needs and measuring student outcomes. Team planning and PLC/CTT times are held to target learner progress, plan interventions, review data, strategic planning, and to grow as professionals.

Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a long range planning time once per 3-4 times per school year to address long range goals and assessment development. Intervention/enrichment time (WIN time) is built into the daily schedule to provide time for providing learners with what they need to be successful. Student progress is routinely monitored and instruction is adjusted accordingly.

Professional development needs are determined based on demonstrated and observed needs. Staff meetings are provided for all teaching staff to reinforce teacher learning by discussing training, implementation, and sharing strategies. Teachers are encouraged to attend both district and out of district professional development to help build capacity. Multiple teacher leadership opportunities are offered at the campus and district level. Teachers observe each other in a collaborative learning spirit. Creating innovative learners who can actively find and solve problems is at the core of our focus. Service learning and leadership opportunities provide learners with the chance to help those in and out of their community. All students should have the opportunity to be educated in an emotionally and physically safe environment. When data indicates that student learning is being impacted, Lakeside staff immediately work to determine the cause and adjust instruction and/or practices to ensure student success. Instructional time is protected and teachers and students are not pulled out of the classroom for unnecessary reasons. The master schedule for the school allows for protected time for both student learning and teacher collaboration.

School Processes & Programs Strengths

Process and program strengths at Lakeside include:

- Collaborative planning processes (PLC and team planning) ensures equity in instruction.
- Strong relationships building between learners, educators, and parents enhances our school community and instructional integrity
- Teachers and instructional coach interpret and use common assessment data to drive instruction.
- Educators are immersed in collaborative meetings where decisions are made to answer the four PLC questions:
 1. What do we want our learners to know?
 2. How will they learn it?
 3. What do we do if they don't know it?
 4. What do we do if they already know it?

During PLC time, our educators work together to write CFA's, review data, and determine next steps for learners. PLC time is embedded in the educator's protected time weekly. Special education, support staff, and specials teachers work to be involved in increasing the academic, social, and emotional success of each learner.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 2 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention **Root Cause:** Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3 (Prioritized): There is a need to ensure we are providing consistent counseling support for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 4 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 5 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 6 (Prioritized): There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners **Root Cause:** Opportunities to align with all needs of learners are needed to address all learners

Problem Statement 7 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments **Root Cause:** Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 8 (Prioritized): There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 9 (Prioritized): There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Problem Statement 10 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 11 (Prioritized): There is a need to ensure that students and families are actively participating in the learning process. **Root Cause:** Lack of awareness of attendance policies that govern the state of Texas and how this affects several school facets,

Perceptions

Perceptions Summary

Based on the most recent parent survey, families are happy with Lakeside. Lakeside Elementary School has historically had a low turn-over rate and attracts strong educators to its campus. Morale is high among the staff. There are low incidences of behaviors. Recent campus professional development yielded positive feedback. There is a high participation rate with Lakeside's PTO.

Perceptions Strengths

- Low turn-over rate
- Strong educators
- Low behavior incidences
- High morale
- High participation in PTO

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to ensure we are providing consistent counseling support for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 2 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 3 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 4 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

Priority Problem Statements

Problem Statement 1: There is a need to establish and maintain strong, positive relationships for all learners and their families

Root Cause 1: Barriers exist in which relationships have not been established and sustained with all learners and community

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Root Cause 2: Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners

Root Cause 3: Opportunities to align with all needs of learners are needed to address all learners

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments

Root Cause 4: Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS)

Root Cause 5: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: There is a need to ensure we are providing consistent counseling support for all learners, staff and families.

Root Cause 6: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: There is a need balance the use of digital tools and resources which can result in increased learner achievement

Root Cause 7: Inconsistencies in usage of digital tools and other resources and monitoring of learner academic and social emotional growth

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Student Learning

Problem Statement 8: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district.

Root Cause 8: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 9: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 9 Areas: Student Learning - School Processes & Programs

Problem Statement 10: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

Root Cause 10: Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 11: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 11 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 12: There is a need to target specific reading, writing and math skills to focus on early intervention

Root Cause 12: Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 12 Areas: Student Learning - School Processes & Programs

Problem Statement 13: There is a need to ensure that students and families are actively participating in the learning process.

Root Cause 13: Lack of awareness of attendance policies that govern the state of Texas and how this affects several school facets,

Problem Statement 13 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- Study of best practices

Goals

Goal 1: Personal Growth and Experiences: We at Lakeside will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All PK-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.


HB3 Goal

Evaluation Data Sources: STAAR data, Response to Intervention data -Multi-Tiered Systems of Support, universal screener data (BOY, MOY, EOY), TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning, walk-throughs, observations, WIN groups, CTT agendas, CISD Guidance Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.</p> <p>Strategy's Expected Result/Impact: -High quality Tier I instruction for learners -Checklist of look fors highlighting specific instructional strategies in all content areas -Aligned strategies being implemented across the district that impact learner growth -Growth in differentiated experiences and scaffolding opportunities within the classroom environments -Professional learning provided by district and campuses -Additions to curriculum documents for small group instruction/formative assessment -Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners)</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 7 - School Processes & Programs 2, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.</p> <p>Strategy's Expected Result/Impact: -Strengthen literacy skills for elementary educators and align practices within instruction -Learner growth in literacy development and targeted growth tracked through state assessment and district assessments such as mClass</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p>Strategy's Expected Result/Impact: - Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning -Learner growth in math development and targeted growth tracked through state assessment and district assessments</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.</p> <p>Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement structures and processes for intentional learning walks with various staff that focus on observing and evaluating strategies supporting academic and social emotional growth.</p> <p>Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to establish and maintain strong, positive relationships for all learners and their families Root Cause: Barriers exist in which relationships have not been established and sustained with all learners and community</p>
<p>Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>
Student Learning
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention Root Cause: Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs</p>
<p>Problem Statement 7: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention Root Cause: Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs</p>

School Processes & Programs

Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 9: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Perceptions

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Goal 1: Personal Growth and Experiences: We at Lakeside will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.





Evaluation Data Sources: STAAR data, TELPAS data, Response to Intervention data-Multi-Tiered Systems of Support, universal screener data, CTT agenda/data, (common formative assessments) Rtl data, WIN groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued utilization and training for data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>Strategy's Expected Result/Impact: - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis) - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social emotional and behavioral) -Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners - Creation of pre-post assessments, rubric creation</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 3, 4, 5 - Student Learning 3, 5, 6 - School Processes & Programs 5, 7, 8 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.</p> <p>Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners)</p> <ul style="list-style-type: none"> - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral) - Training for early childhood educators and administrators regarding culturally responsive interventions - Training for evaluation staff regarding culturally responsive evaluation practices - Increase family and parent engagement with MTSS processes and Special Education processes - Strengthen family engagement of MTSS process <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 6 - School Processes & Programs 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p>Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives</p> <ul style="list-style-type: none"> - Resources for educators (including embedded items within curriculum documents for English Learners) - Continued focus on oral proficiency levels and spiraling this learning in training throughout the year - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners - Increased student achievement and progress levels -Use of Success Ed for system of housing learner needs <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 5 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally</p> <ul style="list-style-type: none"> - Training for classroom management and restorative practices - Continued implementation of Character Ed programs to help support PBIS - Use of Panorama Student Success Platform for progress monitoring - Increased communication between schools, learners and families - Focus on Panorama Playbook resources for intentional support for learners - Focus on additional behavior resources/tools collection - CISD Curriculum Documents <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 1, 6 - School Processes & Programs 1, 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds to target academic, social emotional and behavioral supports for students through targeted intervention camps.</p> <p>Strategy's Expected Result/Impact: - Tutoring and better support for small group instruction for learners that may have knowledge gaps</p> <ul style="list-style-type: none"> -Organized information and data tracking on student progress <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 3 - School Processes & Programs 2, 5 - Perceptions 3</p> <p>Funding Sources: Tutors for Interventions - 199 - State Comp Ed - 199-11-6128-00-10X-24-000- - \$3,927</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement and monitor a tailored equity plan focused on intentional training and monitoring practices for targeted growth.</p> <p>Strategy's Expected Result/Impact: -Growth across the district in academic performance for economically disadvantaged learners -</p> <ul style="list-style-type: none"> -Focus on Universal Design for Learning and Training opportunities for campus leaders and educators - Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance) - Implement Poverty Simulation training for campuses - BEAM training focus for new educators <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Monitor identification process of learners in specific support areas to maintain growth for all learners.</p> <p>Strategy's Expected Result/Impact: - Growth across the district in academic performance for economically disadvantaged learners</p> <ul style="list-style-type: none"> - Intentional interventions to support discipline (classroom management and PBIS implementation across campuses, restorative practices, monitoring interventions for learners) - Focus on Universal Design for Learning and Training opportunities for campus leaders and educators - Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance) -Implement Poverty Simulation training for campuses -BEAM training focus for new educators - Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to establish and maintain strong, positive relationships for all learners and their families Root Cause: Barriers exist in which relationships have not been established and sustained with all learners and community</p>
<p>Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>
<p>Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district</p>
<p>Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments Root Cause: Additional training for understanding of evidence based learning strategies and targeted interventions</p>
<p>Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) Root Cause: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p>
Student Learning
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>

Student Learning

Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention **Root Cause:** Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 5: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments **Root Cause:** Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 6: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

School Processes & Programs

Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention **Root Cause:** Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 7: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments **Root Cause:** Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 8: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Perceptions

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning





Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Goal 2: Authentic Contributions: We at Lakeside will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: Lakeside learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Sources: Curriculum documents, Panorama Survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness for early learners.</p> <p>Strategy's Expected Result/Impact: - Provide training that highlights real world application in lesson design</p> <ul style="list-style-type: none"> -Provide training on course selection and opportunities - Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation) - Increase learner awareness of career, college and life readiness opportunities - Increase alignment in curriculum and resources provided for MS and elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips and speakers focusing on a variety of careers) - Texas College Prep via Texas College Bridge for High School - Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan. - Counselor support for learners in selecting courses at the secondary level - Training on 4 year plans for staff, learners and families - Partnership with Dallas College - Dual Credit - participation - Partnership with Tarleton participation - Family training and information on 4 year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships and life skills <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation.</p> <p>Strategy's Expected Result/Impact: -Growth in learner engagement levels -Building stronger problem solving and design thinking skills -Building understanding of CTE and career connections - Increasing ways for learners to show success in learning -Usage of coding and digital tools -Usage of goal setting tools, presentations, created products to show understanding and growth</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Achievement 1 - Student Learning 4, 7, 8 - School Processes & Programs 6, 9 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Technology 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: There is a need to establish and maintain strong, positive relationships for all learners and their families Root Cause: Barriers exist in which relationships have not been established and sustained with all learners and community</p>
Student Learning
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 4: There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners Root Cause: Opportunities to align with all needs of learners are needed to address all learners</p>
<p>Problem Statement 7: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p>
<p>Problem Statement 8: There is a need balance the use of digital tools and resources which can result in increased learner achievement Root Cause: Inconsistencies in usage of digital tools and other resources and monitoring of learner academic and social emotional growth</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 6: There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners Root Cause: Opportunities to align with all needs of learners are needed to address all learners</p>
<p>Problem Statement 9: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p>

Goal 2: Authentic Contributions: We at Lakeside will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All Lakeside learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Evaluation Data Sources: Learner digital portfolios, Schoology, digital resources, rubrics, goal setting forms/templates

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12</p> <ul style="list-style-type: none"> - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth - Digital Portfolio continued training and implementation - Aligned expectations for campuses throughout the year tied to Community Based Accountability <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Learning 1, 7 - School Processes & Programs 1, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: - Performance Tasks in learning</p> <ul style="list-style-type: none"> - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize spaces that boost experiences within and beyond the classroom.</p> <p>Strategy's Expected Result/Impact: Implement a comprehensive professional development plan to ensure educators and students are well-prepared to create a sense of belonging emphasizing empathy and perspective taking. Utilize flexible common areas as well as extracurricular activities to ensure that all students have opportunities to engage with peers in order to create a sense of belonging.</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3 - School Processes & Programs 1, 4, 5 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to establish and maintain strong, positive relationships for all learners and their families Root Cause: Barriers exist in which relationships have not been established and sustained with all learners and community</p>
<p>Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>
<p>Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district</p>
Student Learning
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district</p>
<p>Problem Statement 7: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>

School Processes & Programs

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 9: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Perceptions

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning





Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Goal 2: Authentic Contributions: We at Lakeside will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 3: Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Sources: Learner digital portfolios, Schoology, digital resources, rubrics, goal setting forms/templates

Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.</p> <p>Strategy's Expected Result/Impact: - CISD District Committee for Artificial Intelligence planning and implementation</p> <ul style="list-style-type: none"> - Training focused on AI for CISD Staff - Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources - Review district policies and regulations including academic integrity, technology usage and digital citizenship - Training on assessing differently within instruction (content, process, product, and learning environment) <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 2 - Student Achievement 1 - Student Learning 1, 8 - School Processes & Programs 1, 4 - Perceptions 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Technology 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences.</p> <p>Strategy's Expected Result/Impact: - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning</p> <ul style="list-style-type: none"> - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) - Review digital citizenship trainings and resources for learners, families and staff - Trainings to support balance of technology for hands-on learning - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment) - Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Achievement 1 - Student Learning 1, 8 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Technology 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>
Student Learning
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 8: There is a need balance the use of digital tools and resources which can result in increased learner achievement Root Cause: Inconsistencies in usage of digital tools and other resources and monitoring of learner academic and social emotional growth</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>

Perceptions

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning





Goal 3: Well-Being and Mindfulness: We at Lakeside will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: Lakeside will continue to review current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social-emotional learning.

Evaluation Data Sources: Revised curriculum documents, Administrator and educator feedback, Social Emotional Survey data, Threat Assessment Data, Panorama survey data, content and Learning Coach office hours, CTT agenda

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character</p> <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals (academic and social emotional) - Elementary and Secondary Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work - Implementation of social emotional support structures: class meetings, check-ins and restorative practices</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 5 - School Processes & Programs 4, 7 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content</p> <p>Strategy's Expected Result/Impact: - Continued partnership with SHAC - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses</p> <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue building, implementing and evaluating an aligned comprehensive counseling program that meets the needs of the Lakeside community.</p> <p>Strategy's Expected Result/Impact: Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the PK-12 learning system - Requirements per the state for 80/20 for counselors (tracking learner support) - Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites) <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>
<p>Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments Root Cause: Additional training for understanding of evidence based learning strategies and targeted interventions</p>
Student Learning
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 5: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments Root Cause: Additional training for understanding of evidence based learning strategies and targeted interventions</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 3: There is a need to ensure we are providing consistent counseling support for all learners, staff and families. Root Cause: Lack of aligned resources and systemic structures for counseling needs</p>
<p>Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>

School Processes & Programs

Problem Statement 7: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments **Root Cause:** Additional training for understanding of evidence based learning strategies and targeted interventions

Perceptions

Problem Statement 1: There is a need to ensure we are providing consistent counseling support for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs





Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Goal 3: Well-Being and Mindfulness: We at Lakeside will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: Lakeside will continue to provide clarity and understanding of the importance of equity, equality, and inclusion for all.

Evaluation Data Sources: Response to Intervention- MTSS - Multi-Tiered Support Systems for behavioral resources, Social-emotional curriculum PK-12, Threat Assessment Data, Panorama survey data, texasprojectrestore.org videos

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.</p> <p>Strategy's Expected Result/Impact: - Implement training across the district (state required and other)</p> <ul style="list-style-type: none"> - Analyze training impact through reflection tools - Feedback from learners, families and staff (Panorama survey and PL feedback) - Parent University sessions throughout the year - Counselor Connections on Campuses for updates and training - Tracking training required in Professional Learning - Powerschool - Training on attendance - monitoring in Panorama - Training on Panorama Playbook strategies and monitor implementation - Investigate additional resources/training for drug and alcohol awareness - Training and resources provided for CISD staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life) <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Counselor, Nurse</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Continue providing training to align practices and review and analyze discipline, behavior, bullying, attendance, and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: Threat Assessment process being utilized and strengthening supports for learners in need</p> <ul style="list-style-type: none"> - Increase awareness and action plans in order to support all learners with behavior needs - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying - Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners - Bringing in legal guidance training concerning discipline or campus/district administrators <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Counselor, Nurse</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 6 - School Processes & Programs 3, 8, 11 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementation of Crucial Conversations training with staff and implement Poverty Simulation Training in order to strengthen engagement, efficiency, equity, communication and relationships with all stakeholders.</p> <p>Strategy's Expected Result/Impact: Strengthen skills of staff members when working with others internally and externally</p> <ul style="list-style-type: none"> - Reduction in grievances or concerns - Understanding how to support all learners and families from varying backgrounds - Strengthen processes and communication across the district - Crucial Conversations Training - documentation in PL Powerschool (Trainer of Trainers providing training) -Feedback from staff attending the training <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Counselor</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a need to establish and maintain strong, positive relationships for all learners and their families **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners and community

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning

Problem Statement 6: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

School Processes & Programs

Problem Statement 3: There is a need to ensure we are providing consistent counseling support for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 8: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 11: There is a need to ensure that students and families are actively participating in the learning process. **Root Cause:** Lack of awareness of attendance policies that govern the state of Texas and how this affects several school facets,

Perceptions

Problem Statement 1: There is a need to ensure we are providing consistent counseling support for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: Lakeside will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training, CTT agenda, Collective Commitments, CTT/MTSS Survey, Staff meetings, PL Days

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning</p> <ul style="list-style-type: none"> - Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth. - Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS). - Increase use of data to support evidence-based decisions for professional learning - Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 3, 4, 6 - School Processes & Programs 5, 6, 8 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Calibrate, align and provide support for all grades/ departments concerning needs for professional learning.</p> <p>Strategy's Expected Result/Impact: - Implementation of professional learning</p> <ul style="list-style-type: none"> - Better understanding of learning that is needed to best support students - Responsive to educator needs <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 2 - Student Learning 7 - School Processes & Programs 4, 9 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 4: There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners **Root Cause:** Opportunities to align with all needs of learners are needed to address all learners

Problem Statement 6: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 7: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

School Processes & Programs

Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 6: There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners **Root Cause:** Opportunities to align with all needs of learners are needed to address all learners

Problem Statement 8: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 9: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Perceptions





Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: Lakeside will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system

Evaluation Data Sources: Utilization of aligned resources purchased by the District, District/Campus common formative assessments, Schoology AMP, Bulb portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and implement review of CISD Community Based Accountability System and use the pillars as a guide for campus growth.</p> <p>Strategy's Expected Result/Impact: - Strategic plan advocacy deck - focused on the 7 pillars</p> <ul style="list-style-type: none"> - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile - Showcase learner growth of the whole child <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an aligned system for the CISD Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: -Alignment within evaluation practices across the district</p> <ul style="list-style-type: none"> - Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 7 - School Processes & Programs 5, 9 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Student Learning

Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 7: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

School Processes & Programs

Problem Statement 1: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 9: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Perceptions





Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: Lakeside will continue to review and maintain safety and security practices and will work to implement any additional strategies/ protocols put in place by the state.

- Evaluation Data Sources:** - Safety drills logged
 - Use of new Raptor Alert System

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations.</p> <p>Strategy's Expected Result/Impact: - Develop a plan to assess gaps in current safety protocols and processes.</p> <ul style="list-style-type: none"> - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. Fall 2024 - Increase accountability of individual roles in safety protocols. - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders. - Aligned practices for safety and security across the district - Aligned training for staff and learners in CISD - Safety of learners and staff in CISD - Communication to all stakeholders about safety and practices of CISD - Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days - Review of current district practices and staff hired to help support safety <p>Staff Responsible for Monitoring: Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p>Problem Statements: School Processes & Programs 10 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 10: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. Root Cause: Continued need to focus on safety and inclusivity in our world and align our practices across the district</p>

Perceptions

Problem Statement 4: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

State Compensatory

Budget for Lakeside Elementary

Total SCE Funds: \$3,927.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

These funds are used to fund academic programs that directly impact student learning and intervention needs. These learning opportunities focus on proficiency in grade level standards.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Tutors for Interventions	199-11-6128-00-10X-24-000-	\$3,927.00
Sub-Total					\$3,927.00