

# **Executive Summary**

**Lake Ridge  
Elementary  
2010-2011**



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan  
Lake Ridge Elementary School  
Executive Summary**

**Information**

The mission of Lake Ridge Elementary School is to develop an active partnership among parents, educators, and the community to promote lifelong learners, academic excellence, leadership, and model citizenship through a nurturing environment that encompasses a rigorous curriculum, accountability, and responsibility. We value the success of all students by addressing different learning styles, good character, integration of technology, and a safe environment.

The vision of Lake Ridge Elementary School is to partner with parents, educators, and the community to provide a world-class education for every child.

Lake Ridge Elementary School, located in the southwest section of Cedar Hill, opened its doors in the fall of 2002. Twenty-three teachers and 10 paraprofessionals, with an average of 8 years experience, serve a Pre-K (3) -4 student population of 375 students with a mobility rate of 38%. The ethnic breakdown is as follows: 61% African American, 15% Hispanic, 20% White, and 4% Other. Of the student population, 47% are economically disadvantaged. Our campus also offers services to students with Autism Spectrum Disorder by providing three skills classrooms that primarily serve these students.

Lake Ridge has just completed the inaugural year of T.W.I.S.T.E.R. Thursdays, the LRE after-school enrichment program. This program included many courses from science and robotics to reading, etiquette, and getting fit. Several students also participated in various mentoring programs which included Project Turn Around and the Reaching Our Youth (ROY) mentoring program which focused on self-esteem, study habits, and teamwork. In addition Lake Ridge students participate in art classes sponsored by the PTA.

**Comprehensive Needs Assessment**

The foundation for student success at Lake Ridge Elementary is based upon a comprehensive needs assessment. Several methods are employed to gather data related to student achievement: (1) ITBS reports; (2) TAKS reports; (3) Formative Assessment reports; (4) Attendance; and (5) Discipline Data.

**ITBS**

- Reading – A comparison between the 2008 and 2009 campus scores showed an increase in grades K (28 to 31), 1 (47 to 53) and 2 (51 to 58) and a decrease in grades 3(55 to 51) and 4(57 to 56).
- Math – A comparison of 2008 and 2009 campus scores showed an increase in grades 1(31 to 37)

and 2(24 to 30) and a decrease grades K (40 to 37), 3(34 to 31), and 4(59 to 45) grades.

### **TAKS**

- Reading - A comparison of 2009 and 2010 campus scores showed third grade decreased from 100% - 89% and fourth grade decreased from 92% to 89%.
- Writing – A comparison of 2009 and 2010 campus scores showed a decrease in fourth grade from 98% to 90%.
- Math – A comparison of 2009 and 2010 campus scores showed a decrease in 3<sup>rd</sup> grade of 86% to 79% and fourth grade decreased from 96% to 77% (AA and ED had decreases of 30 and 43 %).
- Commended performance includes third grade reading at 50%, third grade math at 21%, fourth grade reading at 33%, fourth grade math at 33%, and fourth grade writing at 19%.

### **Formative Assessments**

- *English/Language Arts* – Campus scores showed 94% of first grade, 75% of second grade, 71% of third grade, and 75% of fourth grade students met expectations. Third and fourth grades showed decreases when compared to the previous year.
- *Math* – Campus scores showed 97% of first grade, 94% of second grade, 78% of third grade, and 83% of fourth grade students met expectations. Third and fourth grades showed decreases when compared to the previous year.
- *Science* – Campus scores showed 86% of first grade, 87% of second grade, 74% of third grade, and 78% of fourth grade students met expectations. All were decreases when compared to the previous year.
- *Social Studies* – Campus scores showed 75% of first grade, 71% of second grade, 52% of third grade, and 47% of fourth grade students met expectations. All were increases over the previous year.

### **College and Career Readiness**

- *Commended Performance* – A comparison of the percent of students commended from 2009 to 2010 shows that grade 3 students performed above the 30% goal in Reading (All subgroups); however, in math only the Hispanic and White subgroups met the goal. In grade 4 the Economically Disadvantaged and African American subgroups did not reach the goal in reading or math. In writing all subgroups were below the 30% goal.
- *ITBS* – A comparison of the percent of students at or above the 50<sup>th</sup> percentile in 2008 and 2009 in reading shows an increase in grades K (28 to 31), 1 (47 to 53) and 2 (51 to 58) and a decrease in

grades 3(55 to 51) and 4(57 to 56), in math campus scores show an increase in grades 1(31 to 37) and 2(24 to 30) and a decrease grades K(40 to 37), 3(34 to 31), and 4(59 to 45) grades.

### **Student Attendance**

Lake Ridge's overall attendance rate for the 2009-2010 school year was 95%. This was below district and state standards and a decrease as compared to the 2008-2009 school year, in which the attendance rate was 96%. Area to focus is Pre- Kinder attendance which was at 90%.

### **Student Discipline**

A comparison of 2009 and 2010 discipline data showed a decrease in the number of student incidents.

### **Inquiry Process and Analysis**

Data analysis indicates a significant need for improvement in the African-American and Economically Disadvantaged groups in math. Other areas include ITBS math. Lake Ridge's demographics are changing; approximately 47% Economically Disadvantaged population as well as a 38% mobility rate. This decreases the level of parental engagement and the ability for the campus to monitor student success vertically.

Lake Ridge is making many efforts to increase the level of parent engagement and involvement. ALL PRO DAD, which is a partnership with Chick-fil-A, is in its inaugural year. This program of Family First exists to strengthen the relationship between fathers and their children. LRE has a very active PTA and has increased membership this year including receiving the "Golden Apple" award. In an effort to increase student achievement LRE will also offer parent workshops to empower parents to assist students at home.

Based on parent, student, and staff surveys, Lake Ridge is strong in the area of pupil/teacher relationships, continuous communication, and campus organization and operating procedures. Parents also feel that efforts are being made to enhance their students' math abilities.

In an effort to propel our TEA rating to exemplary, once again, special attention must be given to the African American and Economically Disadvantaged subgroups in math. Ongoing monitoring of delivery of instruction, student progress based on common and formative assessments, along with data analysis and professional development will be critical to our students' success. All staff members will work together to ensure that our campus improvement plan is being implemented.

### **Quality Design and Planning**

Lake Ridge Elementary is structured into curriculum teams by subject and grade and meets continuously to monitor student progress and develop intervention plans. The grade level teams will meet weekly to discuss lesson plans, best practices, student performance data, and instructional strategies. The campus advisory

team, faculty meetings, and vertical curriculum teams meet every month to review progress and plan for continuous improvement. Grade level learning communities will work together to develop common assessments to be administered on a bi-weekly basis. In addition the site-based team and campus instructional leadership team will meet monthly to analyze data and discuss continuous improvement.

Students will participate in district assessments, according to the published calendar, as well as campus based common assessments in the areas of reading and math. Common assessments will focus on mastery of current student expectations and guide the placement of students into weekly tutoring sessions.

A need for improvement in math instruction has been identified. Staff development will be the major factor that will be used to improve in this area. Teachers will receive staff development that focuses on improving math instruction and significantly impacting student achievement. Also, students will be exposed to more hands-on activities and technology in the classroom. There will also be other opportunities for the use of technology through Voyager math and the Texas Math and Science Diagnostic System used in the math lab. Programs that will assist in reaching our goals are campus tutoring after-school and on Saturday, small group instruction, peer tutoring, progress monitoring, literacy and math labs, and the use of technology.

To increase student attendance all students will be eligible to receive prizes and recognition for perfect attendance. The campus attendance clerk will also follow-up daily with parents when a student is absent as well as conduct meetings with the parents of students who are repeatedly absent.

The Boys Town model along with character instruction and R-time, will be used to continuously decrease the number of classroom disruptions due to student behavior.

### **Continuous Improvement Monitoring and Evaluation**

Lake Ridge Elementary will continuously monitor and evaluate individual, grade level, and campus progress toward the identified goals through the following means: ITBS, TPRI, district formative assessments, common assessments, DRA, three-week progress reports, report cards, and surveys. Data will be analyzed bi-weekly through the use of student portfolios and individual instruction plans. Staff members will also participate in learning walks and staff development to ensure the use of best practices and quality instruction.