

**Coppell Independent School District**  
**Lakeside Elementary**  
**2025-2026 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. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Lakeside serves a majority Asian student population in grades EC-5. In the 2024-25 school year, total enrollment was 416 which represents a decrease of -20.6% since 2020-21 (524 learners).

In 2024-25, the student population was 55.1% Asian, 29.1% White, 7% Hispanic, 3.6% African American, and 5% multi-racial. Females made up 48.6% of the learners and males represented 51.4%. Our economically disadvantaged percentage was 5.5%.

Our Emergent Bilingual (EB) population consisted of 57 learners that made up 13.7% of our campus. The top 5 foreign languages spoken by this student group were: Japanese (12.3%), Mandarin (Chinese) (12.3%), Telugu (8.8%), Arabic (7%), and Malayalam (7%). Additionally, 8.8% of our EBs were also economically disadvantaged.

Our 62 gifted and talented learners constituted 14.9% of our population. Our gender split in the GT group was 43.5% female and 56.5% male. Of the four major ethnic groups, our GT learners were 66.1% Asian, 21% White, 6.5% Hispanic and 0% African American.

We had 76 learners that qualified for special education services, which represented 18.3% of our population. There were 7 learners with 504 accommodations, which was 1.7% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.03%, which decreased by 0.1% from the prior year.

#### STAFFING

Lakeside employed 30 educators and 9 instructional aides in the 2024-25 school year. The number of teachers decreased by 5 from the prior year while the number of aides decreased by 2. The ethnic breakdown for the teaching staff was 3.3% Asian, 76.7% White, 13.3% Hispanic, and 6.7% African American. Females made up 100% of the educators.

Overall, our educators had a varying level of professional experience: 20% (6) had 2-5 years, 20% (6) had 6-10 years, 26.7% (8) had 11-15 years, 3.3% (1) had 16-20 years, and 30% (9) had more than 20 years. Looking at longevity within the district, 20% of our teachers had 0-1 years in district, 40% had 2-5 years, 16.7% had 6-10 years, 6.7% had 11-15 years, 3.3% had 16-20 years and 13.3% had more than 20 years. The average years of professional experience was 14 with 8.6 years in the district.

Advanced degrees were held by 33.3% of our teachers: 10 with master's degrees. Our campus principal had 29 years of career experience in a professional position (not necessarily as a principal) and 17 years in Coppell. Our assistant principal had 13 years of professional experience and 3 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 93.3%. For educational aides it was 7.8%. We hired 2 new teachers in 2024-25. The characteristics of our new teachers were as follows: 50% Asian and 50% Hispanic, 100% female, , 50% with 2-5 years of professional experience, 50% with 11-15 years, and 6.7% new to the campus. The average years of professional experience was 7.5 with 0 years in the district. 50% 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 24-25 BOY, MOY, EOY

### NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click [HERE](#) for an explanation if needed.

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
<b>Lakeside Elementary</b>					
Total Students	20	17	7	15	5
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	35.29%	71.43%	60%	60%
1 Level Higher	0%	47.06%	28.57%	33.33%	20%
2 Levels Higher	0%	11.76%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3	3.31	2.39	2.77	3.12
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	40%	5.88%	71.43%	46.67%	0%
Advanced	25%	52.94%	14.29%	40%	80%
Advanced High	35%	41.18%	14.29%	13.33%	20%
Listening Raw Score	0	0	18.14	22.4	20.4
Listening Scale Score	0	0	1579	1666.93	1562.4
Speaking Raw Score	0	0	23.43	23.33	26

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Speaking Scale Score	0	0	1487	1487.8	1528.8
Writing Raw Score	0	0	12	17.53	30.6
Writing Scale Score	0	0	1476.86	1510.13	1563.4
Reading Raw Score	0	0	14.14	20.73	23.6
Reading Scale Score	0	0	1480.86	1568.8	1595.6
<b>Economic Disadvantage</b>					
Total Students	1	1	-	1	2
Date Taken	03/01/25	03/01/25	-	03/01/25	03/01/25
Lower/Same Level	0%	0%	-	100%	100%
1 Level Higher	0%	100%	-	0%	0%
2 Levels Higher	0%	0%	-	0%	0%
3 Levels Higher	0%	0%	-	0%	0%
TELPAS Composite Score	3.5	4	-	2.3	2.75
No Rating	0%	0%	-	0%	0%
Beginning	0%	0%	-	0%	0%
Intermediate	0%	0%	-	100%	0%
Advanced	0%	0%	-	0%	100%
Advanced High	100%	100%	-	0%	0%
Listening Raw Score	0	0	-	21	21
Listening Scale Score	0	0	-	1611	1569.5
Speaking Raw Score	0	0	-	26	24
Speaking Scale Score	0	0	-	1520	1507
Writing Raw Score	0	0	-	13	23
Writing Scale Score	0	0	-	1441	1491
Reading Raw Score	0	0	-	9	22
Reading Scale Score	0	0	-	1405	1575.5
<b>Asian</b>					

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Total Students	16	14	4	11	4
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	21.43%	50%	45.45%	75%
1 Level Higher	0%	57.14%	50%	45.45%	0%
2 Levels Higher	0%	14.29%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3.04	3.39	2.45	2.72	3.03
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	31.25%	7.14%	75%	45.45%	0%
Advanced	31.25%	42.86%	0%	36.36%	100%
Advanced High	37.50%	50%	25%	18.18%	0%
Listening Raw Score	0	0	17.75	22	19.75
Listening Scale Score	0	0	1578.25	1667.82	1552
Speaking Raw Score	0	0	26	23	25.75
Speaking Scale Score	0	0	1527	1478.27	1526.5
Writing Raw Score	0	0	13	17.64	29.75
Writing Scale Score	0	0	1482	1511.64	1554.75
Reading Raw Score	0	0	15.5	20.45	22.25
Reading Scale Score	0	0	1496.25	1567.09	1578
<b>Black/African American</b>					
Total Students	-	1	-	1	-
Date Taken	-	03/01/25	-	03/01/25	-
Lower/Same Level	-	100%	-	100%	-
1 Level Higher	-	0%	-	0%	-
2 Levels Higher	-	0%	-	0%	-
3 Levels Higher	-	0%	-	0%	-



	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
TELPAS Composite Score	-	3.3	-	3.5	-
No Rating	-	0%	-	0%	-
Beginning	-	0%	-	0%	-
Intermediate	-	0%	-	0%	-
Advanced	-	100%	-	100%	-
Advanced High	-	0%	-	0%	-
Listening Raw Score	-	0	-	25	-
Listening Scale Score	-	0	-	1703	-
Speaking Raw Score	-	0	-	32	-
Speaking Scale Score	-	0	-	1666	-
Writing Raw Score	-	0	-	17	-
Writing Scale Score	-	0	-	1502	-
Reading Raw Score	-	0	-	28	-
Reading Scale Score	-	0	-	1657	-
<b>Hispanic</b>					
Total Students	2	1	-	1	-
Date Taken	03/01/25	03/01/25	-	03/01/25	-
Lower/Same Level	0%	100%	-	100%	-
1 Level Higher	0%	0%	-	0%	-
2 Levels Higher	0%	0%	-	0%	-
3 Levels Higher	0%	0%	-	0%	-
TELPAS Composite Score	3	2.5	-	2.3	-
No Rating	0%	0%	-	0%	-
Beginning	0%	0%	-	0%	-
Intermediate	50%	0%	-	100%	-
Advanced	0%	100%	-	0%	-
Advanced High	50%	0%	-	0%	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Raw Score	0	0	-	21	-
Listening Scale Score	0	0	-	1611	-
Speaking Raw Score	0	0	-	26	-
Speaking Scale Score	0	0	-	1520	-
Writing Raw Score	0	0	-	13	-
Writing Scale Score	0	0	-	1441	-
Reading Raw Score	0	0	-	9	-
Reading Scale Score	0	0	-	1405	-
<b>Two or More Races</b>					
Total Students	-	-	1	-	1
Date Taken	-	-	03/01/25	-	03/01/25
Lower/Same Level	-	-	100%	-	0%
1 Level Higher	-	-	0%	-	100%
2 Levels Higher	-	-	0%	-	0%
3 Levels Higher	-	-	0%	-	0%
TELPAS Composite Score	-	-	1.8	-	3.5
No Rating	-	-	0%	-	0%
Beginning	-	-	0%	-	0%
Intermediate	-	-	100%	-	0%
Advanced	-	-	0%	-	0%
Advanced High	-	-	0%	-	100%
Listening Raw Score	-	-	17	-	23
Listening Scale Score	-	-	1556	-	1604
Speaking Raw Score	-	-	17	-	27
Speaking Scale Score	-	-	1400	-	1538
Writing Raw Score	-	-	10	-	34
Writing Scale Score	-	-	1464	-	1598

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Raw Score	-	-	6	-	29
Reading Scale Score	-	-	1389	-	1666
<b>White</b>					
Total Students	2	1	2	2	-
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	-
Lower/Same Level	0%	100%	100%	100%	-
1 Level Higher	0%	0%	0%	0%	-
2 Levels Higher	0%	0%	0%	0%	-
3 Levels Higher	0%	0%	0%	0%	-
TELPAS Composite Score	2.65	3	2.55	2.9	-
No Rating	0%	0%	0%	0%	-
Beginning	0%	0%	0%	0%	-
Intermediate	100%	0%	50%	50%	-
Advanced	0%	100%	50%	50%	-
Advanced High	0%	0%	0%	0%	-
Listening Raw Score	0	0	19.5	24	-
Listening Scale Score	0	0	1592	1672	-
Speaking Raw Score	0	0	21.5	19.5	-
Speaking Scale Score	0	0	1450.5	1435	-
Writing Raw Score	0	0	11	19.5	-
Writing Scale Score	0	0	1473	1540.5	-
Reading Raw Score	0	0	15.5	24.5	-
Reading Scale Score	0	0	1496	1616	-
<b>Currently Emergent Bilingual</b>					
Total Students	20	17	7	15	5
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	35.29%	71.43%	60%	60%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
1 Level Higher	0%	47.06%	28.57%	33.33%	20%
2 Levels Higher	0%	11.76%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3	3.31	2.39	2.77	3.12
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	40%	5.88%	71.43%	46.67%	0%
Advanced	25%	52.94%	14.29%	40%	80%
Advanced High	35%	41.18%	14.29%	13.33%	20%
Listening Raw Score	0	0	18.14	22.4	20.4
Listening Scale Score	0	0	1579	1666.93	1562.4
Speaking Raw Score	0	0	23.43	23.33	26
Speaking Scale Score	0	0	1487	1487.8	1528.8
Writing Raw Score	0	0	12	17.53	30.6
Writing Scale Score	0	0	1476.86	1510.13	1563.4
Reading Raw Score	0	0	14.14	20.73	23.6
Reading Scale Score	0	0	1480.86	1568.8	1595.6
<b>Special Ed Indicator</b>					
Total Students	3	2	1	3	-
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	-
Lower/Same Level	0%	50%	100%	66.67%	-
1 Level Higher	0%	50%	0%	33.33%	-
2 Levels Higher	0%	0%	0%	0%	-
3 Levels Higher	0%	0%	0%	0%	-
TELPAS Composite Score	2.43	3.4	1.8	2.53	-
No Rating	0%	0%	0%	0%	-
Beginning	0%	0%	0%	0%	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Intermediate	100%	0%	100%	66.67%	-
Advanced	0%	50%	0%	33.33%	-
Advanced High	0%	50%	0%	0%	-
Listening Raw Score	0	0	17	21	-
Listening Scale Score	0	0	1556	1660.33	-
Speaking Raw Score	0	0	17	20.67	-
Speaking Scale Score	0	0	1400	1432.33	-
Writing Raw Score	0	0	10	15.67	-
Writing Scale Score	0	0	1464	1478.33	-
Reading Raw Score	0	0	6	19	-
Reading Scale Score	0	0	1389	1548	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 4
<b>Lakeside Elementary</b>			
Total Students	64	64	64
Raw Score	35	26	37
Scale Score	1595	1584	1688
Percent Score	67.19%	70.02%	71.91%
Approaches Grade Level (TX)	92.19%	89.06%	98.44%
Meets Grade Level (TX)	84.38%	76.56%	87.50%
Masters Grade Level (TX)	45.31%	42.19%	59.38%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	1.56%	4.69%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Did Not Meet High	6.25%	6.25%	1.56%
Approaches Low	3.12%	4.69%	4.69%
Approaches High	4.69%	7.81%	6.25%
Meets	39.06%	34.38%	28.12%
Masters	45.31%	42.19%	59.38%
<b>Economic Disadvantage</b>			
Total Students	2	2	3
Raw Score	21	14	30
Scale Score	1383	1332	1587
Percent Score	39.42%	36.49%	58.33%
Approaches Grade Level (TX)	50%	50%	100%
Meets Grade Level (TX)	0%	0%	66.67%
Masters Grade Level (TX)	0%	0%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	50%	0%
Did Not Meet High	50%	0%	0%
Approaches Low	0%	0%	33.33%
Approaches High	50%	50%	0%
Meets	0%	0%	33.33%
Masters	0%	0%	33.33%
<b>Asian</b>			
Total Students	32	32	27
Raw Score	34	26	40
Scale Score	1588	1598	1734
Percent Score	65.81%	71.11%	76.64%
Approaches Grade Level (TX)	87.50%	87.50%	100%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Meets Grade Level (TX)	84.38%	81.25%	88.89%
Masters Grade Level (TX)	37.50%	46.88%	74.07%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	3.12%	6.25%	0%
Did Not Meet High	9.38%	6.25%	0%
Approaches Low	3.12%	6.25%	7.41%
Approaches High	0%	0%	3.70%
Meets	46.88%	34.38%	14.81%
Masters	37.50%	46.88%	74.07%
<b>Black/African American</b>			
Total Students	3	3	2
Raw Score	36	23	37
Scale Score	1599	1500	1663
Percent Score	69.23%	62.16%	70.19%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	66.67%	66.67%	100%
Masters Grade Level (TX)	66.67%	0%	50%
Date Taken	05/01/25	05/01/25	05/01/25
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	33.33%	33.33%	0%
Meets	0%	66.67%	50%
Masters	66.67%	0%	50%
<b>Hispanic</b>			

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Total Students	4	4	5
Raw Score	29	21	31
Scale Score	1495	1466	1595
Percent Score	54.81%	56.08%	60%
Approaches Grade Level (TX)	75%	75%	80%
Meets Grade Level (TX)	50%	50%	60%
Masters Grade Level (TX)	25%	25%	40%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	25%	0%
Did Not Meet High	25%	0%	20%
Approaches Low	0%	0%	0%
Approaches High	25%	25%	20%
Meets	25%	25%	20%
Masters	25%	25%	40%
<b>Two or More Races</b>			
Total Students	3	3	7
Raw Score	35	18	35
Scale Score	1589	1416	1631
Percent Score	67.95%	48.65%	66.76%
Approaches Grade Level (TX)	100%	33.33%	100%
Meets Grade Level (TX)	100%	33.33%	85.71%
Masters Grade Level (TX)	33.33%	0%	42.86%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	66.67%	0%



	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Approaches Low	0%	0%	0%
Approaches High	0%	0%	14.29%
Meets	66.67%	33.33%	42.86%
Masters	33.33%	0%	42.86%
<b>White</b>			
Total Students	22	22	23
Raw Score	37	28	37
Scale Score	1625	1619	1672
Percent Score	71.07%	74.94%	70.65%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	90.91%	81.82%	91.30%
Masters Grade Level (TX)	59.09%	50%	52.17%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	4.55%	4.55%	4.35%
Approaches High	4.55%	13.64%	4.35%
Meets	31.82%	31.82%	39.13%
Masters	59.09%	50%	52.17%
<b>Currently Emergent Bilingual</b>			
Total Students	15	15	6
Raw Score	28	22	27
Scale Score	1489	1498	1537
Percent Score	54.23%	59.46%	51.60%
Approaches Grade Level (TX)	73.33%	73.33%	100%
Meets Grade Level (TX)	66.67%	60%	66.67%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Masters Grade Level (TX)	20%	26.67%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	6.67%	13.33%	0%
Did Not Meet High	20%	13.33%	0%
Approaches Low	6.67%	6.67%	33.33%
Approaches High	0%	6.67%	0%
Meets	46.67%	33.33%	66.67%
Masters	20%	26.67%	0%
<b>First Year of Monitoring</b>			
Total Students	1	1	2
Raw Score	38	31	47
Scale Score	1619	1674	1867
Percent Score	73.08%	83.78%	90.38%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	100%	100%	100%
Date Taken	05/01/25	05/01/25	05/01/25
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%
<b>Second Year of Monitoring</b>			
Total Students	4	4	4

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Raw Score	46	34	37
Scale Score	1791	1822	1710
Percent Score	88.46%	92.57%	71.15%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	75%
Masters Grade Level (TX)	100%	100%	50%
Date Taken	05/01/25	05/01/25	05/01/25
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%	25%
Meets	0%	0%	25%
Masters	100%	100%	50%
<b>Third Year of Monitoring</b>			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
<b>Special Ed Indicator</b>			
Total Students	11	11	12
Raw Score	24	20	31
Scale Score	1436	1446	1604
Percent Score	47.03%	53.07%	59.94%
Approaches Grade Level (TX)	72.73%	72.73%	91.67%
Meets Grade Level (TX)	54.55%	45.45%	66.67%
Masters Grade Level (TX)	0%	18.18%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	9.09%	27.27%	0%
Did Not Meet High	18.18%	0%	8.33%
Approaches Low	9.09%	9.09%	8.33%
Approaches High	9.09%	18.18%	16.67%
Meets	54.55%	27.27%	33.33%
Masters	0%	18.18%	33.33%

As we go into 2025-2026, 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 - Family 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 Academics, House Bill 3 Reading Academics, Professional Learning, walk-throughs, observations, WIN groups, CTT agendas, CISD Guidance Curriculum





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers will implement small group instruction during core content areas and designated WIN (What I Need) Time at least 4 days per week, using ongoing formative assessments to create and adjust groups based on student needs. Student progress will be monitored through common assessments, benchmark data, and classroom-based measures. As a result, at least 75% of students will meet or exceed their individual growth targets in reading and math as measured by district and state assessments.</p> <p>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><b>Strategy's Expected Result/Impact:</b> - High-quality Tier I instruction for learners</p> <ul style="list-style-type: none"> <li>- Checklist of look fors highlighting specific instructional strategies in all content areas</li> <li>- Aligned strategies being implemented across the district that impact learner growth</li> <li>- Growth in differentiated experiences and scaffolding opportunities within the classroom environments</li> <li>- Professional learning provided by the district and campuses</li> <li>- Additions to curriculum documents for small group instruction/formative assessment</li> <li>- 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)</li> <li>- Specific SMART goals for campuses on full implementation through the lens of small group instruction or formative assessments as documented in their Campus Improvement Plans</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3, 4 - School Processes &amp; Programs 5, 6 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> -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><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 70% in June 2024 to 80% in June 2029.</p> <p><b>Strategy's Expected Result/Impact:</b> -Lakeside will continue to use NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension. Each campus has received personalized NWEA MAP training with their specific data from a NWEA MAP consultant.</p> <p>-Through the Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction. Participants receive content instruction and opportunities to practice two days each month and then followed up with coaching sessions on their implementation between sessions. This instruction ensures that all staff members are up to date on the WHAT and HOW of these best practices in reading instruction.</p> <p>-CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own literacy workshop.</p> <p>-We will use the Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary.</p> <p>-mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention. Teachers use the platform to monitor progress every 1-2 weeks to monitor progress closely between assessment windows and determine the effectiveness of the intervention within MTSS.</p> <p>-During our Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning.</p> <p>-Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills. Daily Phonemic Awareness Instruction builds the fundamental literacy skills students need to encode and decode as they advance. Our Kindergarten and First Grade mCLASS data shows that students grow tremendously in their fundamental reading skills when receiving this daily instruction, and sets them up for success in their phonics, reading, and writing instruction.</p> <p>-In our continuous improvement of High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors." This serves as a central access point to all the resources for anyone who supports early childhood in CISD.</p> <p>Early Childhood staff receives Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 2, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 71% in June 2024 to 81% in June 2029.</p> <p><b>Strategy's Expected Result/Impact:</b> -Lakeside will continue to use NWEA MAP data and different reports to track student growth in the area of early math foundational skills. Each campus has received personalized NWEA MAP training with their specific data from a NWEA MAP consultant.</p> <p>-Continue to utilize DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions.</p> <p>-CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop.</p> <p>-Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. The math workshop model often starts with a number sense routine, a short, 5- to 10-minute period of time when students talk about numbers. They may look for patterns, talk about attributes of a number, or explore various ways to solve a problem. That is then followed by a combination of the following based on instructional needs: A focus lesson: Whole-group instruction to introduce a new topic, Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning. This can be done in a variety of ways including math journals, exit tickets, or turn-and-talk.</p> <p>-Continue to utilize Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence.</p> <p>-Deepen our use of STEM scopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math.</p> <p>-We will use the Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary.</p> <p>-During our Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning</p> <p>-Through the Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth &amp; coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 2, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue building on mentor training and structures of support for new educators, administrators and staff to CISD. <b>Strategy's Expected Result/Impact:</b> -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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Demographics 4 - Student Learning 5, 7 - School Processes & Programs 7, 9	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Lakeside administrators will provide targeted professional development and instructional support to strengthen science instruction. Teachers will implement research-based practices such as explicit science vocabulary instruction, interactive science journals, and hands-on learning experiences to deepen learners' understanding of state science objectives. Ongoing monitoring of student progress and collaborative planning will ensure consistent implementation and address learning gaps across grade levels. <b>Strategy's Expected Result/Impact:</b> Increased teacher use of science vocabulary strategies, journals, and hands-on activities in daily instruction.  Improved student ability to use and apply science vocabulary in both written and verbal explanations.  Evidence of deeper conceptual understanding demonstrated in science journals, class discussions, and formative assessments.  Reduction in identified learning gaps across grade levels as measured by common assessments, benchmarks, and state assessments.  Growth in student achievement and proficiency on state science objectives. <b>Staff Responsible for Monitoring:</b> School Administrators, LAS facilitators  <b>Problem Statements:</b> Demographics 2, 3, 4 - Student Learning 3, 5 - School Processes & Programs 4, 5, 7 - Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 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 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 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

## 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 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 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 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 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 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 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 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

School Processes & Programs
<b>Problem Statement 9:</b> There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. <b>Root Cause:</b> Inconsistencies with implementation curriculum, professional learning and resource usage across the district
Perceptions
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning <b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Inconsistencies with implementation of PLC/MTSS processes/training across the district

**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><b>Strategy 1:</b> We will continue building on our established district-wide framework for Professional Learning Communities (PLCs), which includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include regular meetings where educators analyze qualitative and quantitative data to identify student needs and develop targeted interventions or enrichment for academic, behavioral, or social-emotional needs. By May 2025, all grade-level/department PLC teams will meet bi-weekly following the district-wide PLC framework to analyze qualitative and quantitative student data collaboratively. Each team will use the MTSS process to identify student academic, behavioral, and social-emotional needs and implement at least two documented intervention or enrichment action plans per quarter, with progress monitored and adjusted as needed to improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> - Aligned PLC (collaborative team time) structures across the district</p> <ul style="list-style-type: none"><li>- PLC resources for campuses are captured in one common area that is accessible to all staff</li><li>- Campus leaders and district support staff are pushing in for support and guiding campuses on their needs</li><li>- Intentional data digs with aligned district assessment platforms, state assessments, and district survey tools</li><li>- Intentional use of the Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring</li><li>- Targeted data protocols in use across all campuses for varying types of data</li><li>- Review current schedules in use for PLC/MTSS collaboration time and audit what is working for staff/learners and the sustainability of structures if changes are needed due to lack of funds</li><li>- SMART goals within Campus Improvement Plans for PLC and MTSS for campuses</li></ul> <p><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>Problem Statements:</b> Demographics 3, 4, 5 - Student Learning 3, 5, 6 - School Processes &amp; Programs 5, 7, 8 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Educators will be provided with continued utilization and ongoing, job-embedded training for effectively using data analysis protocols (including NWEA MAP, AWARE, Panorama, etc.) to share best practices and success stories. By May 2025, all instructional staff will participate in at least four job-embedded professional learning sessions using district data analysis protocols (NWEA MAP, AWARE, Panorama, etc.). Educators will apply these protocols during PLC meetings to identify trends, share at least one best practice or success story per semester, and collaboratively adjust instruction to improve student achievement and well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> - 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><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 5, 7 - School Processes &amp; Programs 4, 7, 9, 10 - Perceptions 2, 4</p>		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> - 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  - 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> <p><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 5 - Perceptions 3</p>		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> - Increased student achievement academic, social emotionally and behaviorally - 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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Demographics 5 - Student Learning 6 - School Processes & Programs 8		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> - Tutoring and better support for small group instruction for learners that may have knowledge gaps -Organized information and data tracking on student progress <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Demographics 5 - Student Learning 6 - School Processes & Programs 8 <b>Funding Sources:</b> Tutors for Interventions - 199 - State Comp Ed - 199-11-6128-00-10X-24-000- - \$1,509		Formative			Summative
		Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Monitor the identification process of learners in specific support areas, such as Emergent Bilingual, Gifted and Talented and Advanced Academics and Special Education, to maintain growth for all learners <b>Strategy's Expected Result/Impact:</b> - Growth across the district in academic performance for economically disadvantaged learners - 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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Demographics 4 - Student Learning 5 - School Processes & Programs 7	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning <b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Inconsistencies with implementation of PLC/MTSS processes/training across the district  <b>Problem Statement 4:</b> 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 <b>Root Cause:</b> Additional training for understanding of evidence based learning strategies and targeted interventions <b>Problem Statement 5:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth
Student Learning
<b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Inconsistencies with implementation of PLC/MTSS processes/training across the district



### Student Learning

**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

**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 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

**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

**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

### 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





**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

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

**Performance Objective 1:** At Lakeside, every learner will engage in relationship-driven, real-world learning experiences that are engaging, hands-on, and service-oriented. These opportunities will honor individual learning styles, provide meaningful choices, and foster a strong sense of community.

**Evaluation Data Sources:** -Curriculum documents,  
-Panorama Survey data,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation. <b>Strategy's Expected Result/Impact:</b> -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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Demographics 5 - Student Learning 1, 6 - School Processes & Programs 1, 8	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 5:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth
Student Learning
<b>Problem Statement 1:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth  <b>Problem Statement 6:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> 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 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

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

**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			
<b>Strategy 1:</b> 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). <b>Strategy's Expected Result/Impact:</b> - Learner digital portfolios and specific expectations for capturing evidence K-12 - 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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Demographics 5 - Student Learning 1, 6 - School Processes & Programs 1, 8	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> - Performance Tasks in learning - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 5:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth
Student Learning
<b>Problem Statement 1:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth
<b>Problem Statement 2:</b> There is a need to target specific reading, writing and math skills to focus on early intervention <b>Root Cause:</b> Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs
<b>Problem Statement 6:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth
School Processes & Programs
<b>Problem Statement 1:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth
<b>Problem Statement 2:</b> There is a need to target specific reading, writing and math skills to focus on early intervention <b>Root Cause:</b> Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs
<b>Problem Statement 8:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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

**Performance Objective 3:** Instructional leaders at Lakeside will intentionally focus on using digital learning to ensure the full implementation of the state Technology TEKS, innovative ways to embed technologies, a balance of technology with hands-on learning activities, and the promotion of critical thinking and differentiated learning experiences for all.

**Evaluation Data Sources:** Lesson Plans, CTT agendas, MAP data. WIN groups, Staff Meeting agendas, PL Plan for the campus

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b></p> <ul style="list-style-type: none"> <li>- Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning</li> <li>- Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia)</li> <li>- Review digital citizenship trainings and resources for learners, families and staff</li> <li>- Trainings to support balance of technology for hands-on learning</li> <li>- Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)</li> <li>- Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff</p> <p><b>Problem Statements:</b> Student Learning 7, 8 - Student Achievement 1 - School Processes &amp; Programs 9 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1 - Technology 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 7:</b> There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.  <b>Root Cause:</b> Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p> <p><b>Problem Statement 8:</b> There is a need balance the use of digital tools and resources which can result in increased learner achievement <b>Root Cause:</b> Inconsistencies in usage of digital tools and other resources and monitoring of learner academic and social emotional growth</p>





**School Processes & Programs**

**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

**Goal 3:** Well-Being and Mindfulness: We at Lakeside will learn, engage, and work in a safe 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			
<b>Strategy 1:</b> 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 traits/ <b>Strategy's Expected Result/Impact:</b> - 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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Student Learning 7 - School Processes & Programs 3, 9 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 <b>Strategy's Expected Result/Impact:</b> - 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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> School Processes & Programs 3, 10 - Perceptions 1, 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



## Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 7:</b> There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. <b>Root Cause:</b> Inconsistencies with implementation curriculum, professional learning and resource usage across the district
School Processes & Programs
<b>Problem Statement 3:</b> There is a need to ensure we are providing consistent counseling support for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and systemic structures for counseling needs <b>Problem Statement 9:</b> There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. <b>Root Cause:</b> Inconsistencies with implementation curriculum, professional learning and resource usage across the district <b>Problem Statement 10:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. <b>Root Cause:</b> Continued need to focus on safety and inclusivity in our world and align our practices across the district
Perceptions
<b>Problem Statement 1:</b> There is a need to ensure we are providing consistent counseling support for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and systemic structures for counseling needs <b>Problem Statement 4:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. <b>Root Cause:</b> Continued need to focus on safety and inclusivity in our world and align our practices across the district





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

**Performance Objective 2:** Lakeside will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior, and aligned discipline practices/supports across the district.

**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			
<b>Strategy 1:</b> Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.  <b>Strategy's Expected Result/Impact:</b> - Implement training across the district (state required and other) - 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) <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Counselor, Nurse  <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 4 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Strengthen skills of staff members when working with others internally and externally - 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 <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Counselor  <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 4 - Perceptions 2		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 2 Problem Statements:





Demographics
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning
School Processes & Programs
<b>Problem Statement 4:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning
Perceptions
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> 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: 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:** Foster enthusiasm for the vast array of opportunities and services accessible to our entire community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Based on data, we will consider our staff's strengths and weaknesses to build our plan for professional learning for the year. <b>Strategy's Expected Result/Impact:</b> -Meet with grade-level leaders to plan and design professional learning. -analyze data during PLCs to determine needs for professional learning <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff, Team leaders  <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 4 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning
School Processes & Programs
<b>Problem Statement 4:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning
Perceptions
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> 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:** 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:** evidence of CBAS Pillars being implemented, CTT agendas, MTSS data, creation of CFAs, PLC trainings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lakeside will continue to support the district in researching, developing, and implementing a CISD Community-Based Accountability System. <b>Strategy's Expected Result/Impact:</b> Track data on various components included within a CBAS. Focus on multiple data sources, including surveys, engagement, clubs/extracurricular activities, and learner growth across platforms. <b>Staff Responsible for Monitoring:</b> Administrators, Educators, and Learning Coaches,  <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 11	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a system as outlined by the district for the CISD Teacher Incentive Allotment (TIA). <b>Strategy's Expected Result/Impact:</b> Training for teachers in developing and tracking SLO goals Student growth throughout the school year Implementation of CFAs Building strong CTT meetings as well as a strong PLC. Closing gaps in learning  <b>Problem Statements:</b> Demographics 3, 4, 5 - Student Learning 3, 5, 6 - School Processes & Programs 5, 7, 8 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Performance Objective 2 Problem Statements:**

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

Demographics
<p><b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Inconsistencies with implementation of PLC/MTSS processes/training across the district</p> <p><b>Problem Statement 4:</b> 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 <b>Root Cause:</b> Additional training for understanding of evidence based learning strategies and targeted interventions</p> <p><b>Problem Statement 5:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p>
Student Learning
<p><b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Inconsistencies with implementation of PLC/MTSS processes/training across the district</p> <p><b>Problem Statement 5:</b> 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 <b>Root Cause:</b> Additional training for understanding of evidence based learning strategies and targeted interventions</p> <p><b>Problem Statement 6:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Inconsistencies with implementation of PLC/MTSS processes/training across the district</p> <p><b>Problem Statement 7:</b> 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 <b>Root Cause:</b> Additional training for understanding of evidence based learning strategies and targeted interventions</p> <p><b>Problem Statement 8:</b> There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS) <b>Root Cause:</b> Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p> <p><b>Problem Statement 11:</b> There is a need to ensure that students and families are actively participating in the learning process. <b>Root Cause:</b> Lack of awareness of attendance policies that govern the state of Texas and how this affects several school facets,</p>
Perceptions
<p><b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Inconsistencies with implementation of PLC/MTSS processes/training across the district</p>

**Goal 4: Organizational Improvement and Strategic Design:** 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 leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

**Evaluation Data Sources:** Community Engagement and Partnerships:  
Foster enthusiasm for the wide array of opportunities and services accessible to our entire community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify relevant communication strategies to reach all subsets of key stakeholders. <b>Strategy's Expected Result/Impact:</b> Ensure all Coppel ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder. <b>Staff Responsible for Monitoring:</b> Administrators, Educators, LAS Facilitator, Learning Coaches, Support Staff  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Drive collaboration between CISD and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps. <b>Strategy's Expected Result/Impact:</b> Develop a comprehensive system to ensure strategic partners invest in students' futures <b>Staff Responsible for Monitoring:</b> Administrators and Educators  <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 4, 10 - Perceptions 2, 4	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a need to establish and maintain strong, positive relationships for all learners and their families <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners and community
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

### 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 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

### 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 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



**Goal 4: Organizational Improvement and Strategic Design:** 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 4:** Lakeside will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state.

**Evaluation Data Sources:** The use of district wide application for alerts  
 Training from District level Safety and Security Director  
 Practice drills being performed  
 Working with SRO on campus

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> At Lakeside, we will train our learners and staff on the safety protocols for environmental disasters or threats within or outside of the building. We will conduct drills and have district trainings for staff to ensure everyone knows how to use the systems. <b>Strategy's Expected Result/Impact:</b> The staff will develop an understanding on how to use the App Drills will be executed correctly. <b>Staff Responsible for Monitoring:</b> Administrators and Educators  <b>Problem Statements:</b> School Processes & Programs 10 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All staff and learners will be trained on the appropriate use of electronic devices. They will understand the new laws and the district expectations. Consequences will also be presented. <b>Strategy's Expected Result/Impact:</b> Compliance with the new laws <b>Staff Responsible for Monitoring:</b> Administrators and Educators  <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 10 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 4 Problem Statements:**

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

School Processes & Programs
<b>Problem Statement 10:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. <b>Root Cause:</b> Continued need to focus on safety and inclusivity in our world and align our practices across the district
Perceptions
<b>Problem Statement 4:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. <b>Root Cause:</b> 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:** \$1,509.00

**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-	\$1,509.00
Sub-Total					\$1,509.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025