Coppell Independent School District

Lakeside Elementary

2023-2024 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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DEMOGRAPHICS

Lakeside Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Lakeside serves a majority Asian student population in grades EC-5. In the 2022-23 school year, total enrollment was 503 which represents a decrease of -22.1% since 2018-19 (646 learners).

In 2022-23, the student population was 54.8% Asian, 30% White, 7.5% Hispanic, 2.9% African American, 0.4% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.1% multi-racial. Females made up 45.5% of the learners and males represented 54.5%. Our economically disadvantaged percentage was 7.5%.

Our Emergent Bilingual (EB) population consisted of 155 learners that made up 30.8% of our campus.   The top 5 foreign languages spoken by this student group were: Telugu (21.2%), Hindi (10.9%), Japanese (9), Tamil (7.1%), and Mandarin (Chinese) (7.1%). Additionally, 3.2% of our EBs were also economically disadvantaged.

Our 64 gifted and talented learners constituted 12.7% of our population. Our gender split in the GT group was 46.8% female and 53.2% male.   Of the four major ethnic groups, our GT learners were 64% Asian, 26.5% White, 4.6% Hispanic and 0% African American.

We had 74 learners that qualified for special education services, which represented 14.7% of our population. There were 16 learners with 504 accommodations, which was 3.1% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.39%, which decreased by 1.46% from the prior year.

STAFFING

Lakeside employed 36 educators and 11 instructional aides in the 2022-23 school year. The number of teachers increased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 83.3% White, 11.1% Hispanic, 5.5% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 97.2% of the educators and males represented 2.8%.

Overall, our educators had a varying level of professional experience: 5.5% (2) were new to teaching with 0-1 years of experience, 13.8% (5) had 2-5 years, 11.1% (4) had 6-10 years, 27.7% (10) had 11-15 years, 16.6% (6) had 16-20 years, and 25% (9) had more than 20 years. Looking at longevity within the district, 19.4% of our teachers had 0-1 years in district, 25% had 2-5 years, 25% had 6-10 years, 5.5% had 11-15 years, 11.1% had 16-20 years and 13.8% had more than 20 years. The average years of professional experience was 13.3 with 7.9 years in the district.

Advanced degrees were held by 33.3% of our teachers: 12 with master's degrees and 0 with doctorates.   Our campus principal had 27 years of career experience in a professional position (not necessarily as a principal) and 15 years in Coppell. Our assistant principal had 11 years of professional experience and 1 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 73.53%. For educational aides it was 72.73%. We hired 9 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 44.4% White, 44.4% Hispanic, 11.1% African American, 88.8% female, 11.2% male, 22.2% new to teaching, 33.3% with 2-5

years of professional experience, 0% with 6-10 years, 33.3% with 11-15 years, 11.1% with 16-20 years, 0% with more than 20 years and 25% new to the campus. The average years of professional experience was 6.6 with 1.4 years in the district. 33.3% 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

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to build awareness on trauma due to the impact of life experiences for learners and staff. **Root Cause:** The impact of prolonged changes due to global circumstances.

Problem Statement 2 (Prioritized): There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Student Learning

Student Learning Summary

- **NWEA MAP: Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help:** https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm
- **mCLASS: Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY:https://drive.google.com/file/d/1SO--bixGHAToKhKcxVTqckkbCpUd1nUH/view?usp=sharing**

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	3	72	1587	8	92	79	65	72	1582	12	88	79	60	
Spring 2022	4	66	1641	9	91	79	65	66	1698	8	92	73	58	
Spring 2022	5	78	1717	4	96	87	71	78	1717	1	99	77	50	78
Spring 2023	3	84	1601	6	94	89	62	84	1624	2	98	87	57	
Spring 2023	4	84	1674	5	95	79	60	84	1719	8	92	79	61	
Spring 2023	5	67	1737	4	96	88	63	67	1827	6	94	78	61	67

TELPAS 2023														
Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K	10	30	40	20	10	50	30	10	20	10	30	40	30	20	

	TELPAS 2023														
1	6			12	81	6	12	19	62	6	12	25	56	6	19
2			17	83		100			17	33		50		17	
3		11		89	11	78	11			11	22	67	11	22	
4	12	18	35	35	6	29	65		6	18	12	65	6	24	
5		12	25	62	12	25	62			12	12	75	12	12	

As we go into 2023-2024, 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:

6% Did not Meet

13% Approaches

22% Meets

60% Masters

Reading Language Arts:

5% Did not Meet

10% Approaches

24% Meets

61% Masters

Science:

10% Did not Meet

13% Approaches

21% Meets

55% Masters

TELPAS:

5% Beginner

14% Intermediate

48% Advanced

33% Advanced High

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 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: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause:** There is a need to identify relevant resources and how to apply them consistently on the campus.

Problem Statement 4 (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 utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted

goals, with emphasis on learners who are served through special education and English learners.   **Root Cause:** Inequity with the types and amount of data collected on learners.

Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 3 (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 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 strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS).   **Root Cause:** Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

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: There is a need to narrowly focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Wide focus in the district on the social emotional/well-being of learners

Problem Statement 2 (Prioritized): There is a need to focus on the social emotional wellness of learners. **Root Cause:** Greater focus on academic learning instead of focusing on the whole child

Problem Statement 3 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 4: There is a need to build community and increase engagement with all Lakeside stakeholders. **Root Cause:** The impact of changing processes and events on the school community.

Priority Problem Statements

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

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

Problem Statement 1 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - Parent and Community Engagement - Perceptions

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.

Root Cause 2: Inequity with the types and amount of data collected on learners.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment - School Processes & Programs

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: School Culture and Climate - 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: Student Achievement - Student Learning

Problem Statement 5: There is a need to target specific reading, writing and math skills to focus on early intervention.

Root Cause 5: Lack of alignment with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 5 Areas: Student Achievement - Student Learning

Problem Statement 6: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS).

Root Cause 6: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment - School Processes & Programs

Problem Statement 7: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 7: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 7 Areas: School Culture and Climate - Demographics

Problem Statement 8: There is a need balance the use of digital tools and resources which can result in increased learner achievement.

Root Cause 8: Inconsistencies in usage of digital tools and other resources and monitoring of learner academic and social emotional growth

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment - Technology - Student Learning

Problem Statement 9: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district.

Root Cause 9: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 9 Areas: School Context and Organization - School Processes & Programs

Problem Statement 10: There is a need to focus on the social emotional wellness of learners.

Root Cause 10: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 10 Areas: School Culture and Climate - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Strengthened skills in targeted areas - Frequent checks and responses to all students, whether they have mastered the content or not **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, Instructional Support Staff **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Strengthen literacy skills for elementary educators and align practices within instruction	**Nov**	**Feb**	**Apr**	**June**
-Learner growth in literacy development and targeted growth tracked through state assessment and district assessments such as mClass **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, GTi, Instructional Support Staff **Problem Statements:** Student Achievement 1, 2 - Student Learning 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: - Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning
-Learner growth in math development and targeted growth tracked through state assessment and district assessments
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, Instructional Support Staff
 	
    Problem Statements: Student Achievement 1, 2 - Student Learning 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: -Strengthen intentional focus on social and emotional needs of learners and staff
-Use strategies effectively and consistently to best meet the social and emotional needs of all
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, Instructional Support Staff
 	
    Problem Statements: School Culture and Climate 3 - School Processes & Programs 3, 4 - School Context and Organization 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 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 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
School Processes & Programs
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.   **Root Cause**: Inequity with the types and amount of data collected on learners.
Problem Statement 3: 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 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

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) RtI data, WIN groups

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Development of data analysis protocol - Awareness, training and implementation of data analysis protocols - Growth in Professional Learning Communities -Collaborative Team Structures - Increased student achievement (academic, social emotional and behavioral) through small group and individual counseling **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, GTi, Counselor **Problem Statements:** Student Achievement 2 - Student Learning 2 - School Processes & Programs 1, 5 - Curriculum, Instruction, and Assessment 2, 3	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Better understanding and response to all learners - Awareness, training, and implementation of MTSS support - Increased student achievement (academic, social emotional and behavioral through small group and individual needs) **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, GTi **Problem Statements:** School Processes & Programs 5 - Curriculum, Instruction, and Assessment 3	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
	Formative			**Summative**

Strategy 3: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.

	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: - Professional development opportunities centered and focused around EB learners and strategies
-Modeled and exemplar lessons and activities that can be utilized in various settings
-Mentor and coaching cycles for new staff from support roles in order to implement strategies
-Vocabulary rich planned lessons

Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, GTi

Problem Statements: School Culture and Climate 3, 5 - School Processes & Programs 1, 4 - Staff Quality, Recruitment, and Retention 1 - Perceptions 3 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 2

Strategy 4 Details	Reviews			
	Formative			**Summative**

Strategy 4: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.

	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Better understanding and response to all learners by using consistent PBIS strategies
- Awareness, training, and implementation of PBIS strategies
- Increased student and staff responses to (academic, social, emotional and behavioral needs needs for all

Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, GTi

Problem Statements: School Culture and Climate 4, 5 - School Processes & Programs 1, 5 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2, 3 - Curriculum, Instruction, and Assessment 2, 3 - Parent and Community Engagement 2

Strategy 5 Details	Reviews			
	Formative			**Summative**

Strategy 5: Implement specific tutoring plans, per legislation, that focus on learners who have not met standard on state assessments and are in need of additional learning support.

	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: - Tutoring and better support for small group instruction for learners that may have knowledge gaps
-Organized information and data tracking on student progress

Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, GTi

Problem Statements: Student Achievement 2 - Student Learning 2 - School Processes & Programs 5 - Curriculum, Instruction, and Assessment 3
Funding Sources: Tutors for Interventions - 199 - State Comp Ed - 199-11-6128-00-10X-24-000- - $3,714

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

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

School Processes & Programs
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.   **Root Cause**: Inequity with the types and amount of data collected on learners.
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 strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS).   **Root Cause**: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of learners.   **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

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

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

    Evaluation Data Sources: Curriculum documents, Panorama Survey data

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Growth in learner engagement levels	**Nov**	**Feb**	**Apr**	**June**

-Ensuring opportunities whether face to face/ remote learning
-Building stronger relationships with staff across the campus
-Building stronger relationships with learners
-Increasing ways for learners to show success in learning
-Usage of Bulb Digital Portfolios Educators
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, DLCs, GTi
 	
    Problem Statements: Student Learning 4 - School Culture and Climate 5 - Staff Quality, Recruitment, and Retention 1 - Perceptions 3 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 2 - Technology 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Increased awareness and application of STEAM related materials, careers, and aspirations	**Nov**	**Feb**	**Apr**	**June**

- Connections to other content areas in learning goals and objectives
-New and exciting avenues to explore related to the field of Science, Technology, Engineering, Art, and Mathematics
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, DLCs, GTi, STEAM educator
 	
    Problem Statements: Student Learning 4 - School Culture and Climate 4, 5 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2, 3 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 2 - Technology 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 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

Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of learners.   **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb and Schoology platforms) to provide opportunities for highlighting the processes and products of learning	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Learner digital portfolios
-Educator digital portfolios
- Digital Portfolio continued training and implementation
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, DLCs
 	
    Problem Statements: Student Learning 4 - Curriculum, Instruction, and Assessment 1 - Technology 1				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Performance Tasks for math and science - Rubrics for academic and social-emotional growth - Goal setting forms/reflections **Staff Responsible for Monitoring:** Educators, IC, ESL Facilitator **Problem Statements:** Student Achievement 1, 2 - Student Learning 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 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 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

Student Learning
Problem Statement 4: 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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Utilization of class meetings, check-ins and restorative practices within learning - Learner growth as indicated through survey/learner goals - Educator training on embedded supports, counselor check-ins **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Nurse. IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** Student Achievement 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources - Tools to support academic integrity - Learner feedback and educator feedback - Fewer discipline referrals in this focus area - Counselor lunch bunch groups **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Librarian, DLC's, IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** Demographics 2 - School Culture and Climate 1 - School Processes & Programs 3 - School Context and Organization 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

Student Learning
Problem Statement 1: 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 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

School Processes & Programs
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.   **Root Cause**: Inequity with the types and amount of data collected on learners.
Problem Statement 3: 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 3: Well-Being and Mindfulness: We at Lakeside will learn, engage, and work in a safe, inclusive and responsive environment.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increase awareness and action plans in order to support all learners with behavior needs - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized - Online truancy course required for learners - Threat Assessment process being utilized and strengthening supports for learners in need **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Nurse. IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** Demographics 2 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of responsive training to strengthen engagement, efficiency, equity, communication and relationships with all stakeholders of diverse backgrounds	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Better understanding of learners from varied backgrounds and experiences - Responsive strategies for equity and inclusion - Tools and skills needed in order to respond to all diverse groups in a positive and productive manner - Increased efficacy and awareness of all backgrounds for all stakeholders **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Nurse. IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** Demographics 2 - School Culture and Climate 1 - School Processes & Programs 3 - School Context and Organization 1				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

School Processes & Programs
Problem Statement 3: 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: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Implementation of Professional Learning Communities/CTT throughout the campus - Increase use of data to support evidence-based decisions **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** School Processes & Programs 5 - Curriculum, Instruction, and Assessment 3				

Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for all grades/ departments concerning needs for professional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Implementation of professional learning - Better understanding of learning that is needed to best support students - Responsive to educator needs **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** Demographics 2 - School Culture and Climate 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2				

0% No Progress		100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

School Processes & Programs

Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Inequity with the types and amount of data collected on learners.

Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause**: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Best practices for creating assessments - Varied ways in which to track student progress - Responsive in nature to all student needs **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** Student Achievement 1 - Student Learning 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Continue exploring, developing and implementing an aligned system for the CISD Teacher Incentive Allotment (TIA)	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Understanding of the components of Teacher Incentive Allotment -Training in strategies and supports needs to track growth throughout time -Consistent data to discern and respond to in terms of growth **Staff Responsible for Monitoring:** Administrators, Educators, IC **Problem Statements:** Demographics 2 - School Culture and Climate 1, 5 - Staff Quality, Recruitment, and Retention 1 - Perceptions 3 - Parent and Community Engagement 2	**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

Student Learning
Problem Statement 1: 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
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.   **Root Cause**: Inequity with the types and amount of data collected on learners.

Perceptions
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Improved communication between staff, students, and families - Streamlined processes in SRP process and procedures - Comprehensive understanding of the SRP process and protocols -Implementation of Raptor Alert System **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** School Processes & Programs 3 - School Context and Organization 1					

Strategy 2 Details		Reviews			
Strategy 2: Implement door sweeps on campus buildings at least once each week during instructional days.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Improved communication between staff, students, and families -Implementation of tracking and security sweep protocol -Actionable items against safety questions **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** School Processes & Programs 3 - School Context and Organization 1					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

State Compensatory

Budget for Lakeside Elementary

Total SCE Funds: $3,714.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

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

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	Tutors for Interventions	199-11-6128-00-10X-24-000-	$3,714.00
				Sub-Total	$3,714.00