

Coppell Independent School District
Lakeside Elementary
2018-2019 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

Lakeside Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools and a freshman campus. Lakeside Elementary serves a diverse student population in grades EC-5. In the 2017-18 school year, total enrollment was 584 which represents a decrease of 4.6% since 2013-14 (612 learners).

In 2017-18, the K -5 student population was 49.7% Asian, 34.9% White, 7.1% Hispanic, 3.6% African American, 0.3% Native Hawaiian/Pacific Islander, 0.3% American Indian/Alaskan Native and 4.0% Two or More Ethnic Groups. Females made up 50.4% of the learners and males represented 49.6%. Our economically disadvantaged percentage was 4.1%.

Our K-5 English Learner (EL) population consisted of 78 learners that made up 13.4% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (19.2%), Japanese (14.1%), Tamil (10.3%), Hindi (9.0%), and Korean (6.4%). Additionally, 7.7% of our ELs were also economically disadvantaged.

Our 44 gifted and talented learners in K-5 constituted 7.6% of our population. Our gender split in the GT group was 56.8% female and 43.2% male. Of the four major ethnic groups, our GT learners were 61.4% Asian, 31.8% White, 2.3% Hispanic and 0% African American learners.

We had 40 learners in K-5 that qualified for special education services, which represented 6.9% of our population. There were 30 learners with 504 accommodations, which was 5.2% of the total enrollment.

The average daily attendance for our campus in 2017-18 was 97.0%, a decrease of 0.6% from the prior year.

Lakeside Elementary employed 32 teachers and 1 instructional aide in the 2017-18 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 3.1% Asian, 84.4% White, 9.4% Hispanic, 3.1% African American, 0% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 0% Two or More Ethnic Groups. Females made up 96.9% of the staff and males represented 3.1%.

Overall, our teachers had a varying level of professional experience: 9.4% (3) were new to teaching with 0-1 years of experience, 9.4% (3) had 2-5 years, 18.8% (6) had 6-10 years, 11.5% (5) had 11-15 years, 28.1% (9) had 16-20 years, and 18.8% (6) had more than 20 years. Looking at longevity within the district, 12.5% of our teachers had 0-1 years in district, 31.3% had 2-5 years, 12.5% had 6-10 years, 18.8% had 11-15 years, 18.8% had 16-20 years and

6.3% had more than 20 years. The average years of professional experience was 13.94 with 8.94 years in the district.

Advanced degrees were held by 28.1% of our teachers: 9 with master's degrees and 0 with doctorates. Our campus principal had 22 years of career experience in a professional position (not necessarily as a principal) and 10 years in Coppell. Our assistant principal(s) had an average of 24 years of professional experience and 13 years in the district.

Our teacher retention rate from 2016-17 to 2017-18 was 96.7%. For educational aides it was 100%. We hired 4 new teachers in 2017-18. The characteristics of our new teachers were as follows: 100% White, 100% female, 75% new to teaching, 25% with more 6-10 years and 75% new to the district. The average years of professional experience was 2.25 with .5 years in the district. 0% 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 enhance communication and increase engagement for families. **Root Cause:** Families need multiple forms of communication to ensure they are connected to classroom and campus activities.

Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Influx of new learners creates a sense of urgency to get everyone connected and involved.

Student Academic Achievement

Student Academic Achievement Summary

Lakeside Elementary's TEA Ratings for Student Achievement, Academic Growth, Relative Performance, and Closing the Gaps all "Met Standard" for the 2017-18 school year. Additionally, Lakeside received academic distinctions in the areas of Mathematics, Science and Comparative Closing the Gaps.

On the 2018 STAAR, the following scores are for approaches or above for all learners in each grade:

Math:

- 3rd: 97% Approaches (increase from 92% in 2017)
 - 4th: 95% Approaches (decrease from 98% in 2017)
 - 5th: 100% Approaches (equal to 2017 data)
- Meets scores improved from 80% in 2017 to 90% in 2018
- Masters scores improved from 61% in 2017 to 80% in 2018

Reading:

- 3rd: 95% Approaches (increase from 91% in 2017)
- 4th: 86% Approaches (decrease from 99% in 2017)
- 5th: 99% Approaches (increased from 95% in 2017)

Writing

- 4th: 81% Approaches (decrease from 95% in 2017)

Science

- 5th: 98% Approaches (increase from 95% in 2017)

Analysis of Lakeside STAAR scores reveals that student groups have shown growth when comparing the 2017/18 scores with the 2016/17 scores. Intervention and extension strategies will be implemented based on learner needs to ensure maximum growth in all populations.

Student Academic Achievement Strengths

Identified student achievement strengths include:

- 5th grade STAAR reading increased the "meets" standard for EL and SPED learners
- 100% of 5th grade learners were at the approaches or above for the Math STAAR and significant growth was seen for both "meets" and "mastered" scores
- 99% of 5th grade learners were at the approaches or above for the Reading STAAR

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** Increased academic and behavior needs of learners.

Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause:** Inconsistent application of writing and reading strategies across grade levels and content areas.

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:** Lack of previous educational opportunities and experiences impacts achievement advancement.

Problem Statement 4: There is a need to focus on social emotional skills including: leadership, grit, perseverance, and self-advocacy. **Root Cause:** Learners demonstrate increasing need for social/emotional support, as reported by educators, counselor, parents, and learners.

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 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 PBL 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: There is a need for educators to grow in the creation and use of common formative assessments to understand the specific gaps their instruction should address. **Root Cause:** There is a lack of understanding on how to effectively create and use CFAs and subsequently adjust their instruction based on the data.

Problem Statement 2: There is a need to ensure master schedule allows for maximum instructional time. **Root Cause:** An increase of learners with more challenging academic and social/emotional needs requires instruction to be laser focused.

Perceptions

Perceptions Summary

Lakeside Elementary works to be welcoming and friendly to all stakeholders. Family involvement is a key component of learner success, and it is imperative that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Multiple opportunities for family engagement and involvement are offered each year. Lakeside has an active PTO which meets both during the day and in the evenings to provide parents multiple opportunities to be actively involved. A campus website is regularly updated with important information and serves as a repository for school based schedules, forms, reporting procedures, contact links, etc. Lakeside Elementary is the overflow campus for CISD, and as such as a growing diverse population from all over the district. Lakeside utilizes weekly communication with parents from Mrs. Hall and educators to help keep parents informed regarding the outstanding learning experiences occurring on our campus. Parent/community events such as Meet the Teacher, curriculum night, Special Friends day, and Carnival and Fun Run activities all serve to help bring parents and school staff together toward a common purpose.

Perceptions Strengths

Lakeside Elementary has a multitude of family and community involvement strengths.

- Active volunteer program which enhances parental commitment to our school
- Family events which focus on the importance of a positive relationship between home and school - Special Friend's Day, Jump Rope for Heart, Grade Level Musicals, Field Days, etc.
- Variety of communication methods used to contact parents and keep them informed (weekly update, website, Just the Facts, grade level newsletters)
- Utilization of parent volunteers to support special event (field day, carnival, book fair, fun run)
- Campus Improvement Team
- Social media platforms
- Safe and Drug Free Schools program emphasizing good character traits and making good decisions (Red Ribbon Week)
- Counseling program which includes guidance lessons, reinforcement of core essentials and character, new student lunches emphasizing good character traits and making good decisions; recognition of weekly Citizens of Character
- Use of Raptor to ensure the safety of our educators and learners
- Use of 4th and 5th grade students as members of the Safety Patrol and Leadership Council
- National School of Character
- Learner-centered focused as evidenced through: Learner Led ARD meetings, parent conferences, and goal setting

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause:** We have a lot of new learners to Lakeside who need to be integrated into our learning community and supported with strong relationships.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia 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
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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 as Lakeside will achieve our full potential by learning at high levels and taking ownership of our learning.

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

Evaluation Data Source(s) 1: Rti progress checks

STAAR

BOY/MOY/EOY assessments

iStation

Common Formative Assessment data

Classroom observations

ELAR Look For Document

UbD Units and Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Incorporate WIN (What I Need) time into the master schedule for each grade level		all classroom educators and support staff, administrators, instructional coach	High quality Tier 1 instruction, increased academic achievement on CFAs, district benchmarks, and STAAR				
2) Administration, instructional coach, and teacher leaders will participate in the district's Professional Learning Community (PLC) Coaching Academy to build capacity with PLCs and our collaborative processes.		Classroom educators, Administrators, Instructional coach	As a result of new learning in the PLC Coaching Academy, teams will demonstrate increased proficiency on the PLC continuum rubrics.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 1: Personal Growth and Experiences: We as 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 all learners.

Evaluation Data Source(s) 2: STAAR
 Benchmarks
 Common Formative Assessments
 iStation
 Boy/Moy/Eoy district assessment data
 RtI Progress Monitoring and Tier data

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Expansion of campus wide PLC cycles per team where educators will analyze data to design instruction, craft Common Formative Assessments, and plan for interventions and enrichment experiences		Classroom educators, administration, instructional coaches	Increased professional growth of educators and academic achievement of learners Teachers will utilize shared time together to discuss practices to ensure learners gaps are addressed. Learners demonstrate mastery of grade level standards				
2) Concentrated team planning to develop upcoming 9 weeks instructional experiences, interventions, and extensions		classroom educators, administration, UbD units	Targeted learning experiences developed to allow for learners to master the content				
3) K-2 educators will complete district benchmark assessments and use to collaboratively provide intervention and enrichment experiences		K-2 Educators, Instructional Coach, Administrators	K-2 learners will receive targeted instruction that provides opportunities for each child to grow				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

Evaluation Data Source(s) 3: Classroom observations and walkthroughs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement practices from Classroom Management Framework		administrators, classroom observations and activities	Educators will implement instructional/classroom strategies resulting in improved relationships and increased time on task for learners				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 4: Learner achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Source(s) 4: STAAR Data
 Writing Benchmarks
 classroom observations
 BOY/MOY/EOY Universal Screener Data
 Unit Plans

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Extra teacher support for learner academic support and opportunities for interventions		K-5 educators, administrators, ESL Facilitator, Instructional coach	increased achievement as evidenced on district and state assessments				
Funding Sources: 199 - State Comp Ed - 4441.00							
2) Educators will utilize the Units of Study for Teaching Reading to advance achievement gains in reading and writing K-5.		UbD Units, classroom observations, writing samples; BOY/MOY/EOY district assessments	Learners will met or exceed grade level standards on district benchmarks and Writing STAAR				
3) Utilize resources (including: ELlevation, iStation, Imagine Learning, RAZ Kids, Brain Pop) to meet the diverse needs of all learners		ESL Facilitator, Instructional Coach, Campus Administration, K-5 teachers	All learners will demonstrate mastery of grade level standards as they learn at high levels				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 5: STAAR scores at the meets or masters Grade level will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 5: STAAR assessment data
Common Formative Assessments

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Regular use of Common Formative Assessments created by PLCs to allow educators to understand needed areas for instruction		classroom educators, instructional coach, administration, ESL Facilitator	Increased achievement for all learners: those who have met standards and those who need extension to deepen their thinking				
2) Increase use of district RtI math resources for mathematics intervention and enrichment		RtI data, classroom observations during math instruction and practice, CFAs	Learners K-5 will demonstrate mastery of grade level standards in mathematics as evidenced by EOY district benchmarks, RtI data, and STAAR data				
3) Increase high quality Tier 1 instructional practices that align with the writers workshop model in the area of writing K-5		campus administration, instructional coach, ESL facilitator, classroom educators	Increased achievement in writing for all learners as evidence by MOY/EOY writing benchmarks and STAAR				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: All K-5th grade learners will participate in at least two activities focused on career, college and life readiness.

Evaluation Data Source(s) 1: Lakeside Live Teacher College broadcasts
Bulletin board with all teacher college information posted

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Increase awareness of multiple colleges by sharing staff college information on Lakeside Live and encouraging college shirts to be worn by staff and learners weekly.		Counselor, Administrators, classroom educators	Increased learner awareness of post secondary opportunities				
2) Schedule field trips and school experiences to provide broad range of experiences including fine arts experiences (Opera, Museums), career/college readiness (Enterprise City, Economic Fair/B Hall Shops), and life readiness (Skating, bowling)		Campus administration, classroom and specials educators	Learners will participate in real-world experiences				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Authentic Contributions: We as CISD 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 K-5th grade learners will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.)

Evaluation Data Source(s) 2: Open House, Just the Facts, Digital Portfolios

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Each grade level will participate in service learning activities		classroom educators	Increased understanding of the needs of others and compassion for others				
2) Utilize digital portfolios (Bulb and SeeSaw) to provide opportunities for learners to archive academic products, other evidence of learning, and school experiences		Educators, DLC, Media Specialist	Learners will create a digital portfolio highlighting at least two artifacts of learning				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: CISD will investigate, explore and create tools/strategies that will quantitatively and qualitatively measure academic and social emotional growth.

Evaluation Data Source(s) 3: Classroom observations, discipline referrals, guidance lessons and friendship groups with counselor

Summative Evaluation 3:

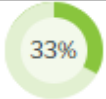




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Through the use of the practices from the classroom management framework and guidance lessons from counselor, learners will utilize multiple strategies to regulate their behaviors and feelings.		all classroom educators, counselor, administrators	Reduced discipline referrals and more time in class on task				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: All K-5th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

Evaluation Data Source(s) 1: Bulb SeeSaw, Open House, UbD Plans

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continual lessons during classroom instruction through the use of Schoology course, guidance, and library times on digital citizenship, digital safety, reliable sources, and information literacy		classroom educators, DLC, librarian, administrators	Increased understanding of digital citizenship and safety Increased responsible use of digital resources				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: Lakeside will continue to provide training for all stakeholders in order to eliminate bias in instruction, assessment, and communication.

Evaluation Data Source(s) 2: Classroom observations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Professional learning with the staff on responsive teaching to ensure bias' are acknowledged and addressed		administrators, staff	Reduced bias as evidenced through classroom interactions and professional communication				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: Lakeside will provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Source(s) 3: RtI behavior data
 Classroom Observations
 Threat Assessments
 Counselor Data: Practice Academies, Small Groups, Newcomers Lunches

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Assistant Principal and counselor will provide guidance for teachers when learners are struggling with negative behaviors in the classroom through the use of daily routines and procedures and strategies supported by the Classroom Management Framework		Classroom educators, administration, counselor	Learners will have an increased ability to navigate social situations appropriately educators will utilize strategies that increase learner autonomy Increase in positive school behaviors				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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






Performance Objective 4: Lakeside will continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Source(s) 4: Professional Learning

Safety drills

Classroom observations

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Advanced training on Standards Based Protocols with staff and learners		All staff, SRO	Learner and staff awareness of what to do during drills or actual emergencies from various locations in the building				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Organizational Improvement and Strategic Design: We as 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 professional learning and calibrate the continuation of Professional Learning Communities (PLCs).

Evaluation Data Source(s) 1: PLC agendas
classroom observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Increased professional learning after school and during team time to deepen understanding and calibrate practices of PLC		PLC Cohort, administration	Effective PLC collaboration resulting in improved teaching strategies and increased academic achievement				
2) PLC Cohort will attend training and share learning with campus.		PLC cohort members, educators	Increased productivity and collaboration of each team				
= Accomplished = Continue/Modify = No Progress = Discontinue							

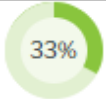




Goal 4: Organizational Improvement and Strategic Design: We as Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: Lakeside will continue to investigate and provide tools/strategies in order to create common formative assessments as a means to monitor student growth and to inform instructional practices.

Evaluation Data Source(s) 2: Common Formative Assessments

- PLC agendas
- Classroom observations
- Faculty Meeting agendas
- Solution Tree Resources
- RtI data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilizing common formative assessments and district benchmarks, teachers will monitor learner progress through PLCs and the RtI process		classroom educators, administration, instructional coach, counselor	Increased use of Common Formative Assessments to allow for data-informed learning practices. Increased achievement due to multiple teaching strategies used to address learner's unique needs				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Organizational Improvement and Strategic Design: We as 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 calibrate and streamline the RTI System to integrate with Professional Learning Community practices to provide additional supports for all learners.

Evaluation Data Source(s) 3: RtI data
 PLC agendas and outcomes
 classroom observations

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Increased integration between PLC practices and RtI process in order to address the specific academic and social emotional needs of all learners.		administration, classroom educators, instructional coach	Increase in learner academic achievement as demonstrated by academic and behavior progress of learners in RtI Increased alignment of the RtI process and PLCs Increased effectiveness of interventions and decrease in academic gaps				
2) Assistant Principal to attend professional development (RtI at Work) to further discover how to build a powerful multi tiered system of support that meets individual student needs.		Administration, classroom Educator, Instructional Coach Cost: \$689.00	Increased connections between RtI and PLC as evidenced through increased awareness and use of interventions for learners not demonstrating mastery of the standards.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Organizational Improvement and Strategic Design: We as 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 create an aligned system for professional learning informed by qualitative and quantitative data sources.

Evaluation Data Source(s) 4: Teacher Interest Surveys

- PLC agendas
- Faculty Agendas

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide after school professional learning opportunities as well as flipped experiences based on qualitative and quantitative data sources (classroom walkthrough, classroom academic data, etc.)		administrators, instructional coach	Teacher growth resulting in increased learner achievement				
2) Align campus professional learning with T-TESS goals, district initiatives, and campus needs	2.4, 2.5, 2.6	administration, instructional coach, educators; campus Schoology course	Increased focus on "just right" professional learning that meets the needs of our educators and learners to ensure all are successful Utilized campus Schoology course for professional learning				
3) Purposeful Master Schedule for all teams to create established times for PLCs, RtI, team meetings, ARD/504		campus administration, instructional coach, classroom educators, campus speech pathologist, campus diagnostician, counselor, ESL facilitator, GTi specialist	Focused time to allow for uninterrupted collaboration and planning times				
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Budget for Lakeside Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,441.00
	6100 Subtotal:	\$4,441.00

A Site Based Committee

Committee Role	Name	Position
Administrator	Gema Hall	Principal
Administrator	Tricia Badillo	Assistant Principal
Classroom Teacher	Kirby Warren	Kindergarten
Classroom Teacher	Kirby Leonard	1st Grade Teacher
Classroom Teacher	Carla McCown	2nd Grade Teacher
Classroom Teacher	Kelly Fischetti	3rd Grade Teacher
Classroom Teacher	Jessica Hansen	4th Grade Teacher
Classroom Teacher	Dan Thompson	5th Grade Teacher
Classroom Teacher	Deanna Hoenselaar	5th Grade Teacher
Non-classroom Professional	Cacey Narez	Specials - ART
Non-classroom Professional	Sue Ellison	Special Education
Parent	Kent Chambless	Parent
Business Representative	Mandy Reed	Business Partner
District-level Professional	Debbie Gauntt	Director of Intervention Services

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Substitutes	199-11-6118	\$4,441.00
Sub-Total					\$4,441.00
Grand Total					\$4,441.00