Coppell Independent School District

Lakeside Elementary

2019-2020

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 11 elementary schools, 3 middle schools, 2 high schools and a freshman campus. Lakeside serves a majority Asian student population in grades K-5. In the 2018-19 school year, total enrollment was 646 which represents an increase of 26.4% since 2014-15 (511 learners).

In 2018-19, the student population was 52.9% Asian, 29.1% White, 8.9% Hispanic, 3.7% African American, 1% American Indian/Alaskan Native, 0.3% Native Hawaiian/Pacific Islander and 3.8% multi-racial. Females made up 50% of the learners and males represented 50%. Our economically disadvantaged percentage was 5.8%.

Our English Learner (EL) population consisted of 70 learners that made up 10.8% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (17.1%), Japanese (15.7%), Nepali (7.1), Spanish (5.7%), and Hindi(5.7%). Additionally, 10% of our ELs were also economically disadvantaged.

Our 38 gifted and talented learners constituted 5.8% of our population. Our gender split in the GT group was 57.8% female and 42.1% male. Of the four major ethnic groups, our GT learners were 71% Asian, 15.7% White, 5.2% Hispanic and 0% African American.

We had 54 learners that qualified for special education services, which represented 8.3% of our population. There were 35 learners with 504 accommodations, which was 5.4% of the total enrollment.

The average daily attendance for our campus in 2018-19 was 96.23%, a decrease of -0.73% from the prior year.

Lakeside employed 35 educators and 3 instructional aides in the 2018-19 school year. The number of teachers increased by 3 from the prior year while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 2.8% Asian, 80% White, 11.4% Hispanic, 5.7% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 97.1% of the educators and males represented 2.8%.

Overall, our educators had a varying level of professional experience: 8.5% (3) were new to teaching with 0-1 years of experience, 14.2% (5) had 2-5 years, 14.2% (5) had 6-10 years, 20% (7) had 11-15 years, 20% (7) had 16-20 years, and 22.8% (8) had more than 20 years. Looking at longevity within the district, 20% of our teachers had 0-1 years in district, 25.7% had 2-5 years, 11.4% had 6-10 years, 17.1% had 11-15 years, 17.1% had 16-20 years and 8.5% had more than 20 years. The average years of professional experience was 13.6 with 8.9 years in the district.

Advanced degrees were held by 22.8% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal had 23 years of career experience in a professional position (not necessarily as a principal) and 11 years in Coppell. Our assistant principal(s) had an average of 25 years of professional experience and 14 years in the district.

Our educator retention rate from 2017-18 to 2018-19 was 90.96%. For educational aides it was 100%. We hired 5 new teachers in 2018-19. The characteristics of our new teachers were as follows: 0% Asian, 60% White, 20% Hispanic, 20% African American, 100% female, 0% male, 40% new to teaching, 40% with 2-5 years of professional experience, 0% with 6-10 years, 20 with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 14.2% new to the campus. The average years of professional experience was 4 with 0.2 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 engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 2: 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

Student Academic Achievement

Student Academic Achievement Summary

On the 2019 STAAR, the following scores are for masters grade level by subject

Math: 63% overall

- 3rd: 54% (decrease of 2%)
- 4th: 57%(increase of 1%)

Reading: 60% overall

- 3rd: 64% (increase of 12%)
- 4th: 43% (decrease of 3%)

Writing: 36% overall

- 4th: 30% (decrease of 2%)

Science: 44% overall

- 5th: 43% (decrease of 17%)

On the 2019 STAAR, the following scores are for met grade level by subject

Math: 81% overall

- 3rd: 76% (decrease of 3%)
- 4th: 77% (same)
- 5th:

Reading: 80% overall

- 3rd: 83% (increase of 8%)
- 4th: 70% (increase of 6%)
- 5th:

Writing: 67% overall (decrease of 1%)

- 4th: 62%

Science: 75% overall

- 5th: 74% (decrease of 14%)

On the 2019 STAAR, the following scores are for approaches grade level by subject

Math: 98% overall

- 3rd: 96% (decrease of 1%)
- 4th: 93% (decrease of 2%)
- 5th:

Reading: 96% overall

- 3rd: 95% (same)
- 4th: 95% (increase of 9%)
- 5th:

Writing: 84% overall

- 4th: 83% (increase of 2%)

Science 86% overall

- 5th: 86% (decrease of 12%)

5th Math: Approaches: 100%

5th Reading Approaches: 98%

Analysis of Lakeside STAAR scores reveals that student groups have shown growth when comparing the 2018-19 scores with the 2017-18 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 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
- 60% of 5th grade SPED 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 I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause**: Lack of alignment across the district with reading and writing 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**: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 4: 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**: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 5: There is a need to focus on iPad utilization PK-5 resulting in increased learner achievement. **Root Cause**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

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: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all

Problem Statement 2: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause**: Lack of alignment and sustainability within professional learning

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 focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Priority Problem Statements

Problem Statement 1: There is a need to enhance communication and engagement for families.
Root Cause 1: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 1 Areas: Demographics

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

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 4: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: There is a need to target specific reading and writing skills and focus on early intervention.
Root Cause 5: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 7: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.
Root Cause 7: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: 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 8: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 10: There is a need to focus on iPad utilization PK-5 resulting in increased learner achievement.

Root Cause 10: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 12: There is a need to create and maintain systems to support high levels of learning for all.

Root Cause 12: Barriers exist within the current system for learning for all

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 14: There is a need to ensure professional learning is aligned across the district and campuses.

Root Cause 14: Lack of alignment and sustainability within professional learning

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There is a need to focus on the social emotional wellness of learners.

Root Cause 15: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 15 Areas: Perceptions

Problem Statement 17: There is a need to identify and elevate additional measures of success for learners.

Root Cause 17: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 17 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- TTESS 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 as CISD 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.

Evaluation Data Source(s) 1: STAAR data, Response to Intervention data, Beginning/Middle/End of year district universal screener data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Follow the revised curriculum documents that will be provided by the district	Instructional Coach, Educators	- High quality Tier I instruction for all learners - Awareness and utilization of the curriculum documents provide by the district	75%	100%		
Problem Statements: Student Academic Achievement 1						
2) Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies	Campus administrators, Instructional coach	- High quality Tier I instruction for all learners - Checklist of look fors highlighting specific instructional strategies in all content areas -Also addresses the 2018 PBMAS	75%	75%		
Problem Statements: Student Academic Achievement 1, 2						
3) Create teacher mentoring teams on Lakeside's campus and provide them professional learning to support educators	Campus administrators, Instructional coach, Educators	- Higher retention of educators to CISD - Improve learner achievement - Lead4Ward materials	50%	90%		
Problem Statements: Student Academic Achievement 3, 5 - Perceptions 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing 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 3**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to focus on iPad utilization PK-5 resulting in increased learner achievement. **Root Cause 5**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause 2**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 1: Personal Growth and Experiences: We as CISD 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 Source(s) 2: STAAR data, Response to Intervention data, Beginning/Middle/End of year district universal screener data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Data analysis protocols will be created, identified and utilized to enhance student learning outcomes	Campus administrators, Instructional Coach, Educators	- Development of data analysis protocol - Awareness, training and implementation of data analysis protocols - Professional Learning Community data - Increased student achievement	75%	100%		
Problem Statements: School Processes & Programs 1 - Perceptions 2						
2) Utilize the new curriculum documents to ensure standards are aligned and multiple modalities of data are available to educators	Campus administrators, Educators, Instructional coach	- Common formative assessment training - Creation of common formative assessments - Utilization of Schoology AMP to create assessments and reports -Also addresses the 2018 PBMAS	75%	90%		
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1 - Perceptions 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
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 3**: Lack of alignment across the district with implementation of the district curriculum
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause 2**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 1: Personal Growth and Experiences: We as CISD 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: District committee created resources (rubrics, tools, training), strategic design action plan for relationships

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify and integrate resources within the curriculum to promote meaningful relationships.	Campus administrators, Instructional coach, Educators *Counselor	- Stronger relationships with learners -Development of identified resources for campus administrator and/or educator use - Lead4Ward materials	50%	100%		
Problem Statements: Demographics 2 - Perceptions 1						
2) Lakeside educators will be representatives who will collect and analyze data to inform next steps to promote meaningful relationships	Campus administrators, Instructional coach, Educators *Counselor	- Identify Lakeside group -Data collection and analysis process for social emotional enhancement - Increase positive relationships for all	50%	80%		
Problem Statements: Demographics 2 - Perceptions 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 2**: Barriers exist in which relationships have not been established and sustained with all learners

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

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

Performance Objective 4: Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Source(s) 4: STAAR, TELPAS, data Learning walks

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide resources and training to support educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies	Campus administrators, Instructional coach, Educators * ESL Facilitator	- Training for educators on specific classroom strategies to support English Learners - Resources for educators (including embedded items within curriculum documents for English Learners) - Increased utilization of appropriate classroom strategies for English learners - Increased student achievement and progress levels -Also addresses the 2018 PBMAS	50%	75%		
	Problem Statements: Student Academic Achievement 1, 4					

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

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: 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 4**: Lack of multiple data sources across the district being used to show evidence of learner growth

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

Performance Objective 5: STAAR scores at the Approaches Grade Level for Special Education, ESL, and Economically Disadvantaged will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 5: STAAR data

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide resources and training to campus educators in supporting the specific learner groups through the Professional Learning Community/Response to Intervention process	Campus administrators, Instructional coach, Educators *Speech Pathologist	- Training developed and implemented - Response to Intervention process clearly defined and supported with resources - Increase academic achievement and growth for specific learner groups -Also addresses the 2018 PBMAS	75%	90%		
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2 - Perceptions 2						
2) Professional learning will be provided emphasizing ways for educators to intervene, extend and enrich learning	Campus administrators, Instructional coach, Educators * GT, ESL, Special Education	- Training for educators on specific classroom strategies to support interventions, extensions and enrichments - Increased academic achievement for identified student groups -Also addresses the 2018 PBMAS	75%	100%		
Problem Statements: Student Academic Achievement 3 - Perceptions 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement
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 3**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 4: 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 4**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs
Problem Statement 2: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 2**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause 2**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 6: STAAR scores at the meets or masters performance levels will increase over the previous year in each subject area assessed.

    Evaluation Data Source(s) 6: STAAR data

    Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide resources and training to campus educators in supporting all learners through the Professional Learning Community/Response to Intervention process	Campus administrators, Instructional coach, Educators * GT, ESL, Special Education	- Training developed and implemented - Response to Intervention process clearly defined and supported with resources - Increase academic achievement and growth for all learners	75%	100%		
Problem Statements: Student Academic Achievement 1, 2						
2) Embedded supports within the curriculum and specific training will be provided that emphasize interventions, extensions and enrichments	Campus administrators, Instructional coach, Educators * GT, ESL, Special Education	- Training for educators on specific classroom strategies to support interventions, extensions and enrichments - Increased academic achievement for all learners -Also addresses the 2018 PBMAS	75%	90%	✗	
Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 1						
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing 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 3**: Lack of alignment across the district with implementation of the district curriculum

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

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 Pre-K through 5th grade learners will participate activities focused on career, college and life readiness.

Evaluation Data Source(s) 1: District list of business partners/resident experts, Curriculum documents,

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Embed opportunities to incorporate curriculum connections with real world application in learning	Campus administrators, Instructional coach, Educators *Counselor	- Provide training that highlights real world application in lesson design - Increase use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities -Also addresses the 2018 PBMAS	30%	90%		
Problem Statements: Perceptions 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause 2**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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 Pre-K through 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:** Learner digital portfolios, digital resources, rubrics

> **Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement digital portfolios to provide opportunities for highlighting the processes and products of learning	Campus administrators, Educators, Instructional coach	- Learner digital portfolios - Digital Portfolio training	50%	90%		
Problem Statements: Demographics 1 - Student Academic Achievement 5						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities

Student Academic Achievement
Problem Statement 5: There is a need to focus on iPad utilization PK-5 resulting in increased learner achievement. **Root Cause 5**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

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 Pre-K through 5th grade learners will be provided instruction on digital citizenship, digital safety, and information literacy.

Evaluation Data Source(s) 1: Schoology course, Technology committee action plan, Clarity survey data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Participate and adhere to district-wide Digital Schoology course for educator access and information	Campus administrators, Instructional coach, Educators	- Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources	100%	100%		
Problem Statements: School Processes & Programs 1, 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all
Problem Statement 2: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 2**: Lack of alignment and sustainability within professional learning

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 investigate, explore and create tools/strategies that support our families' ability to enhance and extend their child's learning.

    Evaluation Data Source(s) 2: Schoology Courses, Curriculum Night, Open House

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Participate, explore and create multimedia connections to enhance and extend learning for all	Campus administrators, Instructional coach, Educators *ESL Facilitator	- Repository of multimedia presentations, training, and learning opportunities for all stakeholders -Also addresses the 2018 PBMAS	75%	90%		
	Problem Statements: Demographics 1 - School Processes & Programs 1					
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

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

Performance Objective 3: CISD will continue to provide training for all stakeholders in order to eliminate bias in instruction, assessment, and communication

Evaluation Data Source(s) 3: Unconscious Bias - Trainer of Trainer model resources and attendees, Curriculum embedded resources

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Ensure campus leadership participates in Unconscious Bias training	Campus administrators	- Implement training at the campus - Analyze training impact through reflection tools - Increase awareness of unconscious biases -Also addresses the 2018 PBMAS	0%	100%		
	Problem Statements: Demographics 2 - Perceptions 1					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 2**: Barriers exist in which relationships have not been established and sustained with all learners

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

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 provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Source(s) 4: Response to Intervention behavioral resources, Social - emotional curriculum

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement resources and strategies to meet a wide variety of behavioral needs	Campus administrators, Instructional coach, Educators *Counselor	- Classroom Management Framework Training - Provide opportunities for training of Restorative Practices - Repository of resources to support a variety of behavioral needs - Increase in learner positive behavior	50%	80%		
Problem Statements: Demographics 2 - Perceptions 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 2**: Barriers exist in which relationships have not been established and sustained with all learners

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

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

Performance Objective 5: CISD will continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Source(s) 5: District/Campus Standard Response Protocol procedures and documentation of drills, CRASE training documents, Software implementation and training, Learner and staff data/survey on mental health

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Feb**	**Apr**	**June**
1)) Provide comprehensive staff training on Standard Response Protocol	Campus administrators, SRO	- Awareness of Standard Response Protocol -Campus Standard Response Protocol procedures and documentation of drills - Intentional planning for individuals with disabilities	50%	90%		
Problem Statements: School Processes & Programs 2						
2) Provide training on Civilian Response to Active Shooter Events (CRASE)	Campus administrators, SRO	- CRASE training documents - Implementation and feedback on training	0%	0%		
Problem Statements: School Processes & Programs 2						
3) Implement a crisis incident management software	Campus administrators, Director of Safety and Security	- Software implementation and training - Increase staff and learner safety	30%	90%		
Problem Statements: School Processes & Programs 2						
4) Increase awareness and focus on mental health	Campus administrators, Instructional coach, Educators * Counselor * Nurse	- Provide awareness and create a repository of resources to help support mental health and well-being - Increase awareness of Employee Assistance Program (EAP)	50%	80%		
Problem Statements: Demographics 2 - Perceptions 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 2**: Barriers exist in which relationships have not been established and sustained with all learners

School Processes & Programs
Problem Statement 2: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 2**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

Goal 4: Organizational Improvement and Strategic Design: We as CISD 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 implementation of CTT on campus

Evaluation Data Source(s) 1: Resources: campus (within Schoology), PLC/CTT implementation rubric campus, Training documentation, Administrator/Educator feedback

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Lakeside will refine campus PLC/CTT processes and procedures	Campus administrators, Instructional coach, Educators	- Implementation of Professional Learning Communities/CTT throughout the campus - Increase use of data to support evidence-based decisions	75%	90%		
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1						
2) Embed Professional Learning Community (PLC)/CTT structures into campus-wide professional learning	Campus administrators, Instructional coach	- Evidence of PLC/CTT structures in professional learning - Increase use of data to support evidence-based decisions for professional learning -Also addresses the 2018 PBMAS	75%	90%		
Problem Statements: Student Academic Achievement 1, 2, 4 - School Processes & Programs 1						
3) Provide our campus professional learning within Schoology system for easy educator access and flexibility of learning	Campus administrators, Instructional coach	- Create repository of training within Schoology - Actualize the advanced knowledge and professional practices of educators	75%	90%		
Problem Statements: School Processes & Programs 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 4: 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 4**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Goal 4: Organizational Improvement and Strategic Design: We as CISD 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: CISD will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Source(s) 2: Campus common formative assessments, Academic integrity contracts/discipline records/lesson design, On-line district pamphlet created with quantitative/qualitative data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Feb**	**Apr**	**June**
1) Implement Schoology AMP as a tool for creating and sharing common formative assessments across campuses	Campus administrators, Instructional coach, Educators, DLC	- Training on AMP - Best practices for creating assessments - Protocol for sharing resources within Schoology AMP	30%	30%		
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 4: 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 4**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Goal 4: Organizational Improvement and Strategic Design: We as CISD 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 our CTT practices to provide additional supports for all learners

    Evaluation Data Source(s) 3: Response to Intervention forms/documents, Progress monitoring tools Pk-5th grade, Campus schedules (intervention/enrichment)

    Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Feb**	**Apr**	**June**
1) Streamline RtI process (including: data analysis, standardized intervention tools and progress monitoring) and make campus connections during CTT	Campus administrators, Instructional coach, Educators	- Increase effectiveness of tiered interventions - Increase usage of data to make evidence-based decisions - Increase use of aligned resources to monitor learner progress	75%	100%		
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1 - Perceptions 2						
2) Provide training and resources about What I Need (WIN) time to support dedicated enrichment and intervention time on campus	Campus administrators, Instructional coach, Educators	- Usage of intervention and enrichment time on campus - Increase learner achievement and growth -Also addresses the 2018 PBMAS	75%	90%		
Problem Statements: Student Academic Achievement 1, 4						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: 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 4**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause 2**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 4: Organizational Improvement and Strategic Design: We as CISD 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 consolidate the avenues for internal and external communication to increase clarity and consistency of district messages.

> **Evaluation Data Source(s) 4:** Internal/External (newsletters, blogs, website), Schoology courses and resource management, Video connections (Facebook live, recordings, screen casts, etc.)

> **Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Nov	Feb	Apr	June
1) Continue to leverage multimedia platforms to enhance purposeful and meaningful communication to all stakeholders	Campus administrators, Educators	- Usage of multimedia platforms by the campus - Increased level of communication for stakeholders - Increase positive Parent Satisfaction Survey results regarding campus communication	75%	100%		
	Problem Statements: Demographics 1					
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities

State Compensatory

Budget for Lakeside Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6118-00-107-24-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,700.00
	6100 Subtotal:	**$2,700.00**

Lakeside Elementary
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Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Rachel Schneider	Assistant Principal
Non-classroom Professional	Melissa Warren	GT
Classroom Teacher	Sara Acosta	Pre-K Educator
Non-classroom Professional	Sarahi Beasley	ESL Facilitator
Classroom Teacher	Liz Tanner	3rd Grade Educator
Classroom Teacher	Chloe Sturgeon	1st Grade Educator
Art Teacher - Special Representative	Cacey Narez	Art Educator
Classroom Teacher	Teri Keith	3rd Grade Educator
Classroom Teacher	Deanna Hoenselaar	5th Grade Educator
Non-classroom Professional	Rebecca Lander	Nurse
District-level Professional	Debbie Gauntt	Director of Intervention Services
Parent	Kent Chambless	Parent