

# Eagle Mountain-Saginaw Independent School District

## Lake Pointe Elementary

### 2023-2024 Improvement Plan



# **Mission Statement**

**To inspire every student to achieve their highest potential.**

## **Vision**

**We are one team where all members are committed to igniting rigorous learning through meaningful relationships and a positive nurturing culture.**

## **Beliefs**

**ONE TEAM works together in kindness.**

**WISE WORKERS make the most of their learning time.**

**LUMINOUS LEADERS model the golden rule in all of their choices.**

**SAGACIOUS SCHOLARS seek understanding and show what they know.**

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# Comprehensive Needs Assessment

Revised/Approved: October 31, 2023

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

Lake Pointe Elementary School is a growing suburban school located in Fort Worth, Texas. Lake Pointe serves 753 students who mostly reside in the surrounding Lake Pointe Community. The campus is in its fourteenth year of operation.

Enrollment by grade level: PK- 42, KG- 116, G1- 118, G2- 113, G3- 118, G4- 121, G5- 125

The campus is comprised of: African American 16.89%, Asian 5.53%, Hispanic 34.68%, Two or more races 5.98%; and White 36.62%.

Approximately, 43.65% of Lake Pointe students are eligible for free or reduced price lunches and 49.93% are considered at-risk.

The mobility rate is 13.12%, 14.8% are Emerging Bilinguals, 14.95% are Special Education, 5.23% are 504 and 5.53% are GT.

The staff at Lake Pointe consists of approximately 67 members including:

1 Principal

1 Assistant Principal

1 Counselor

33 General Education Teachers

1 Librarian

5 Special Education Teachers

1 Fine Arts Teacher (Music/Art)

1 Physical Education Teacher

1 Literacy Specialist

1 Math Specialist

1 Registered Nurse

2 Paraprofessionals (Instructional- Computer and Physical Education)

7 Paraprofessionals (Instructional- Special Education)

3 Paraprofessionals (Office)

1 SSA Coach

1 SSA Paraprofessional

1 Dyslexia Therapists

1 Gifted/Talented Teacher

3 Speech Pathologists

Lake Pointe Elementary offers the following instructional programs and services: Gifted and Talented, ESL, Special Education Itinerant and Resource, Special Education Structure Learning Environment, Special Education Speech Therapy, Dyslexia Services, Literacy and Math Interventions, UIL, Chess Club, Young Mans Club, Young Ladies Club, Owl Dads and other learning/service clubs.

#### Student Learning Summary

Although the primary instrument for determining student achievement is the STAAR, Lake Pointe utilized a variety of assessment instruments including Istation, MClass, BAS, CLI, teacher designed instruments, DCAs, benchmarks, and common assessments. In addition, Emergent Bilinguals are assessed using the Texas English Language Proficiency Assessment System (TELPAS). Also, students set individual learning goals and monitor their progress through PDSAs.

#### Student Learning Strengths

##### Campus Accountability Rating-

##### Distinction Designations:

STAAR 5th Grade Reading- 89% Approaches, 36% Meets, 23% Masters

STAAR 5th Grade Math- 93% Approaches, 32% Meets, 30% Masters

STAAR 5th Grade Science- 84% Approaches, 25% Meets. 22% Masters

STAAR 4th Reading- 79% Approaches, 34% Meets, 18% Masters

STAAR 4th Math- 77% Approaches, 29% Meets, 26% Masters

STAAR 3rd Reading- 79% Approaches, 36% Meets, 12% Masters

STAAR 3rd Math- 74% Approaches, 31% Meets, 14% Masters

School Processes & Programs Summary

Lake Pointe staff is 100% Highly Qualified. 95% of teachers are ESL certified.

### **Demographics Strengths**

Lake Pointe Elementary continues to grow in numbers. This new influx of students brings a variety of cultures as we become more diversified. Lake Pointe has many parents who volunteer on a regular basis. The Lake Pointe PTA works continually to provide resources for students and staff. Lake Pointe began the OWL Dads Program to increase the number of fathers (father figures) present. Parents and community members serve on the Campus Planning Committee. Lake Pointe teachers and staff share regularly through social media with parents. Teachers communicate through email and phone calls. Grade level performances, PTA meetings, curriculum and literacy nights invite parents to be a part of our Lake Pointe Community

# Student Learning

## Student Learning Summary

### Student Learning Summary

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### Student Learning Strengths

#### Campus Accountability Rating-

#### Distinction Designations:

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STAAR 3rd Math- 74% Approaches, 31% Meets, 14% Masters

EOY Benchmark Assessment System- Reading Level Assessment

71.15% of Kindergarteners met EOY year goal

77.23% of 1st graders met EOY year goal

74.79% of 2nd graders met EOY goal

## Student Learning Strengths

23% of students in grades 3-5 achieved mastery on STAAR Math, 17% achieved mastery on STAAR Reading, and 22% on STAAR Science.

Based on the EOY BAS assessment, 71.15% of Kindergarten students, 77.23% of First Grade students, and 74.79% of Second Grade student met or exceed the EOY reading level expectation.

Students set individual learning goals and monitor their progress through PDSAs.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Performance decrease on STAAR of special education students. **Root Cause:** Develop staff understanding of each students' strengths and weakness along with progress monitoring of IEP goals.

**Problem Statement 2 (Prioritized):** TELPAS scores indicate inadequate growth in proficiency levels. 2023 TELPAS Composite: 31% growth, 49% no change, 17% decrease. **Root Cause:** Develop staff knowledge of utilizing TELPAS rubrics to grow students' skills into daily instruction and the reciprocal impact on TELPAS scores, conduct student review every nine weeks.

**Problem Statement 3 (Prioritized):** mClass scores indicate students are not making growth in second grade early literacy skills. KG- 84% growth, G1- 90% growth, G2- 48% growth **Root Cause:** Indepth study of second grade word study lessons, follow a system of early interventions to prevent level loss and close gaps for KG-G2

**Problem Statement 4 (Prioritized):** STAAR scores indicate inadequate performance on developing a written response to explain, analyze, and evaluate information about a reading selection or stimulus. (3.11bi 31%, 3.11bii 44%, 4.11bi 40%, 4.11bii 60%, 5.11bi 81%, 5.11bii 71%) **Root Cause:** Instruction in on-demand writing using effective organization/conventions/development of ideas.



# School Processes & Programs

## School Processes & Programs Summary

Lake Pointe staff is 100% Highly Qualified. 95% of teachers are ESL certified with the goal of 100% certified by the end of the school year. The staff meets weekly for POLL (Parliament of Luminous Leaders) Staff Meetings. Students in grades K-5 complete an online SEL and school climate assessment at the beginning and end of year. K-3 students are assessed in the areas of emotion recognition, social perspective taking, social problem solving, and self control. 4th-5th grade students are assessed in the areas of understanding others, social problem solving, self control, and self awareness. Guidance lessons are provided to all classes by the school counselor. Data driven grade level PLCs meet biweekly to focus on student growth and intervention needs. Teachers develop student intervention plans and data is organized in spreadsheets. Tutorials are provided at least 4 days a week in all grade levels. Students also receive a 30-minute OWL Flight time daily that allows students to be in flexible groups based on current data. The elements of the TORCH and district curriculum guides are our primary resources for rigorous instruction. Feedback from focused Class Walks (Fundamental 5) and CIRs (ICLE rubrics) are tools for continuous improvement.

## School Processes & Programs Strengths

The average years of experience for teachers is 11 years.

1-5 years- 21%

6-10 years- 31%

11-20 years- 29%

20+ years- 16%

All teachers have the opportunity to serve on various councils: Literacy, Math, Science, PBIS, Campus Improvement, Technology. Teachers receive a principal feedback form bi-weekly. All teachers new to the campus have a mentor for collaboration and instructional support and encouragement. Literacy and math interventionists are available to model lessons and offer instructional feedback and support. Lake Pointe teachers have completed at minimum the initial 30 hours of GT training. PLCs and co-curricular pilot programs encourage and support literacy across the curriculum. Student data folders/goal setting is implemented across all grade levels. Inclusion/Push-in for special education students is in its sixth year of implementation.

# Perceptions

## Perceptions Summary

Perceptions Summary When asked, students at Lake Pointe Elementary state that they are happy and love their school. Students are reminded of the OWLS expectations through the integration of OWLS into guidance lessons, PBIS, and restorative practices (Classroom Community Circles, Stop and Think Sheet). Through PBIS, Kindness Coins, and the Luminous Acts of Kindness, the culture is positively impacted through the recognition of positive choices.

Initiatives to add feathers to our OWLS include:

The OWL Way Student and Staff OWL Hoots

Pep Rallies to celebrate student and staff success

Recognition of student/staff birthdays

Delivery of individual student birthday cards

Written encouragements in teacher boxes

Increased administrator visibility in classrooms, hallways, arrival & dismissal, and cafeteria

Young Man's Club

Young Ladies' Club

Honor Choir

UIL Teams

Integrated Special Education

Mobile STEM Cart

Classroom Circles/Tier II circles are utilized to build community, promote empathy, and repair relationships.

The Student Success Academy Room was implemented to equip students with the necessary tools to process sensory and emotional needs at the Tier 2 and Tier 3 level.

## Perceptions Strengths

Parent Survey

How would you rate the overall quality of your child's school? (N=54) 59% excellent, 39% good

The school has high learning standards for all students. 100% agree

Teachers set high expectations for all students. 96% agree

Students are challenged by their schoolwork. 99% agree

Teachers give helpful feedback about student work. 83% agree

This school offers a variety of academic courses. 85% agree

Staff members and students treat each other with respect. 89% agree

Staff members and parents/guardians treat each other with respect. 95% agree

Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances. 95% agree

Families are encouraged to attend school-sponsored activities. 94% agree

Students and staff members are trained in the district's safety and security procedures by participating in regular safety drills. 85% agree

#### School Processes & Programs Summary

Lake Pointe staff is 100% Highly Qualified. 98% of teachers are ESL certified with goal of 100% certified by the end of the school year.

#### Staff Survey

Staff members and students treat each other with respect. 100% agree

Staff members and parents/guardians treat each other with respect. 100% agree

Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances. 94% agree

Families are encouraged to attend school-sponsored activities. 100% agree

All individuals are treated fairly regardless of their race, culture, religion, sexual orientation, gender, disabilities, or circumstances. 94% agree

I am proud to work for EMS ISD. 94% agree

# Priority Problem Statements

**Problem Statement 1:** Performance decrease on STAAR of special education students.

**Root Cause 1:** Develop staff understanding of each students' strengths and weakness along with progress monitoring of IEP goals.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** TELPAS scores indicate inadquate growth in proficiency levels. 2023 TELPAS Composite: 31% growth, 49% no change, 17% decrease.

**Root Cause 2:** Develop staff knowledge of utilizing TELPAS rubrics to grow students' skills into daily instruction and the reciprocal impact on TELPAS scores, conduct student review every nine weeks.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** mClass scores indicate students are not making growth in second grade early literacy skills. KG- 84% growth, G1- 90% growth, G2- 48% growth

**Root Cause 3:** Indepth study of second grade word study lessons, follow a system of early interventions to prevent level loss and close gaps for KG-G2

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** STAAR scores indicate inadequate performance on developing a written response to explain, analyze, and evaluate information about a reading selection or stimulus. (3.11bi 31%, 3.11bii 44%, 4.11bi 40%, 4.11bii 60%, 5.11bi 81%, 5.11bii 71%)

**Root Cause 4:** Instruction in on-demand writing using effective organization/conventions/development of ideas.

**Problem Statement 4 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ASPIRE
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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 and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals





**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,3)

**Performance Objective 1:** By the end of the 2023-2024 school year, 100% of all prekindergarten, kindergarten, first, and second grade students will meet or exceed one year of reading growth.

**High Priority**

**Evaluation Data Sources:** EOY BAS Scores; EOY CLI Scores; EOY mClass Scores; Progress Monitoring Documents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to the respective learning targets. <b>Strategy's Expected Result/Impact:</b> All students will gain one years worth of reading growth. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will have a data folder to set goals and track their progress in reading (BAS, istation, mClass). <b>Strategy's Expected Result/Impact:</b> Student ownership in setting and explaing goals. <b>Staff Responsible for Monitoring:</b> Administrators/Teachers/Specialists	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will meet monthly with campus staff and/or district reading coach to review student reading levels, collaborate, and plan. <b>Strategy's Expected Result/Impact:</b> Students will receive interventions that promote growth. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, literacy specialist, K-2 Teachers  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Daily Owl Flight time to address Tier II Intervention goals and extension time to increase student performance on reading assessments. <b>Strategy's Expected Result/Impact:</b> One plus year's growth on common assessments and BAS <b>Staff Responsible for Monitoring:</b> Administrators/Teachers	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Performance decrease on STAAR of special education students. <b>Root Cause:</b> Develop staff understanding of each students' strengths and weakness along with progress monitoring of IEP goals.
<b>Problem Statement 3:</b> mClass scores indicate students are not making growth in second grade early literacy skills. KG- 84% growth, G1- 90% growth, G2- 48% growth <b>Root Cause:</b> Indepth study of second grade word study lessons, follow a system of early interventions to prevent level loss and close gaps for KG-G2







**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,3)

**Performance Objective 2:** By the end of the 2023-2024 school year, 100% of all prekindergarten, kindergarten, first, and second grade students will meet or exceed one year of math growth.

**High Priority**

**Evaluation Data Sources:** Math ISIP (K-2), Report Card Standards (K-1), CLI (PK)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to the respective learning targets. <b>Strategy's Expected Result/Impact:</b> All students will gain one years worth of math growth. <b>Staff Responsible for Monitoring:</b> Campus Administrators/Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will have a data folder to set goals and track their progress in math (Istation, ST Math, DCAs). <b>Strategy's Expected Result/Impact:</b> Student ownership in setting and explaining goals <b>Staff Responsible for Monitoring:</b> Campus Administrators/Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will meet monthly with campus staff and/or district math coach to review student reading levels, collaborate, and plan. <b>Strategy's Expected Result/Impact:</b> Students will receive interventions that promote growth. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Math Specialist, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Daily Owl Flight time to address Tier II Intervention goals and extension time to increase student performance on math assessments. <b>Strategy's Expected Result/Impact:</b> One year growth on math screeners and common assessments. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Math Specialist, Teachers	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,3)

**Performance Objective 3:** For Index 1 in All Students, all 3rd-5th grade students will meet or exceed the district performance targets on the 2024 STAAR assessments in reading, math, and science.

G3 Math- 85% Approaches, 47% Meets, 25% Masters

G3 Reading- 85% Approaches, 50% Meets, 25% Masters

G4 Math- 85% Approaches, 47% Meets, 20% Masters

G4 Reading- 85% Approaches, 50% Meets, 25% Masters

G5 Math- 85% Approaches, 47% Meets, 25% Masters





G5 Reading- 85% Approaches, 50% Meets, 30% Masters

G5 Science- 90% Approaches, 50% Meets, 20% Masters

**High Priority**

**Evaluation Data Sources:** STAAR Results, DCAs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to the respective learning targets. <b>Strategy's Expected Result/Impact:</b> All students will grow at least one year in reading, math, and science skills. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will have a data folder to set goals and track their progress in reading, math, and science with and a system for students to track their progress on pre/mid/post assessments. <b>Strategy's Expected Result/Impact:</b> Student Data Folders documented in walk throughs; student ownership in setting, explaining, and reflecting on goals <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Itinerant and resource SPED model allowing SPED teachers to serve multiple students to address individualized IEP goals. <b>Strategy's Expected Result/Impact:</b> Evidence of differentiation in walk throughs and observations; Close achievement gaps <b>Staff Responsible for Monitoring:</b> Special Education Teachers/ Classroom Teachers/ Administrators  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Daily Owl Flight Intervention time to address Tier II and HB 4545 (At Risk, ELL, Asian, SE, ECO) gaps in understanding and Extension time (GT, High Performing) to increase mastery on assessments. <b>Strategy's Expected Result/Impact:</b> One year growth on common assessments and STAAR <b>Staff Responsible for Monitoring:</b> Administrators/Teachers	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Performance decrease on STAAR of special education students. <b>Root Cause:</b> Develop staff understanding of each students' strengths and weakness along with progress monitoring of IEP goals.

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,3)

**Performance Objective 4:** By the end of the 2023-2024 school year, 75% of EB students will advance one level in each domain of the TELPAS assessment.

**High Priority**  
**Evaluation Data Sources:** 2024 TELPAS Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All classroom teachers will participate in two EB Instructional Reviews. Linguistic accommodations and strategies will be reviewed to determine effectiveness. Teachers will review rubrics to determine next steps of linguistic support. <b>Strategy's Expected Result/Impact:</b> Instructional accommodations will be aligned to the specific needs of the students resulting in growth in TELPAS scores. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Dec	Feb	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> TELPAS scores indicate inadequate growth in proficiency levels. 2023 TELPAS Composite: 31% growth, 49% no change, 17% decrease. <b>Root Cause:</b> Develop staff knowledge of utilizing TELPAS rubrics to grow students' skills into daily instruction and the reciprocal impact on TELPAS scores, conduct student review every nine weeks.

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,3)

**Performance Objective 5:** By the end of the 2023-2024 school year, 85% of students will write an in-depth response by explaining, analyzing, and evaluating information in a reading selection or stimulus at a rubric level of 2.

**High Priority**

**Evaluation Data Sources:** Classroom formative and summative assessments  
Organization/development of ideas and language conventions

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Instruction in on-demand writing using effective organization/development of ideas and language conventions <b>Strategy's Expected Result/Impact:</b> Increase of scores on extended constructed response questions <b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators  <b>Problem Statements:</b> Student Learning 4		Formative			Summative
		Dec	Feb	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Performance Objective 5 Problem Statements:**





Student Learning
<b>Problem Statement 4:</b> STAAR scores indicate inadequate performance on developing a written response to explain, analyze, and evaluate information about a reading selection or stimulus. (3.11bi 31%, 3.11bii 44%, 4.11bi 40%, 4.11bii 60%, 5.11bi 81%, 5.11bii 71%) <b>Root Cause:</b> Instruction in on-demand writing using effective organization/conventions/development of ideas.

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

**Performance Objective 1:** By the end of the 2023-2024 school year, we will achieve an attendance rate of 97% for the 2023-2024 school year.

**High Priority**

**Evaluation Data Sources:** Attendance Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers with perfect attendance for each month period will be given a raffle ticket. <b>Strategy's Expected Result/Impact:</b> Improved Attendance <b>Staff Responsible for Monitoring:</b> Administrators, Secretary, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each class will be recognized as they complete the One Team is all here. Teachers will notify the office for a shout-out on the morning announcements. <b>Strategy's Expected Result/Impact:</b> Attendance Records <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Attendance Secretary	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will perfect attendance each nine weeks will be recognized at pep ralliies. <b>Strategy's Expected Result/Impact:</b> Increase attendance, celebrate students success <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Attendance Secretary	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The campus attendance committee will meet throughout the year to discuss student attendance, intervention needs, and student attendance incentives. <b>Strategy's Expected Result/Impact:</b> Increase student attendance, Lesson chronic absenteeism <b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Committee, Teachers	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

**Performance Objective 2:** 100% of students, staff, parents, and the community will agree/strongly agree that LPE is a positive, safe, and nurturing learning environment.

**High Priority**

**Evaluation Data Sources:** Campus and Community Climate Survey, Student Survey, Let's Talk

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The school counselor will utilize the elementary counseling curriculum and practices to promote physical and mental well-being for all students. <b>Strategy's Expected Result/Impact:</b> Decrease in risk assessments, decrease in office referrals <b>Staff Responsible for Monitoring:</b> Administrators, Counselor	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff will use Positive Behavior Intervention Support (PBIS)/CHAMPS to teach positive school and classroom routines and procedures <b>Strategy's Expected Result/Impact:</b> Reduced disciplinary Referrals <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Student and staff recognition for act of kindness through OWL Hoots and Hearts. <b>Strategy's Expected Result/Impact:</b> Increase score of social perspective taking on xSEL, improved culture <b>Staff Responsible for Monitoring:</b> Campus Administrators, Staff	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Recognize students who met a goal in their data folder with class celebration. <b>Strategy's Expected Result/Impact:</b> Recognizing students for positive choices will advance student mastery <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Create a Student Voice Committee of 4th and 5th grade students to provide feedback on campus systems. <b>Strategy's Expected Result/Impact:</b> Use student feedback to align systems <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June









**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

**Performance Objective 3:** 100% of campus based professional learning will be aligned to campus and district initiatives.





**Evaluation Data Sources:** ASPIRE 2025

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Deepen teacher understanding of the ICLE rubrics and the relevance to instructional planning. <b>Strategy's Expected Result/Impact:</b> Evidence noted in walk throughs and observations <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All teachers will participate in one campus instructional walks to recognize and reflect on instructional strategies and best practices (Fundamental Five/ICLE Rubrics) during the 1st or 2nd nine weeks. <b>Strategy's Expected Result/Impact:</b> Class Walk Data sheets, feedback provided from Walk Throughs <b>Staff Responsible for Monitoring:</b> Administrators/Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development from our campus Technology Specialists to integrate technology into the curriculum, instruction, and learning environments. <b>Strategy's Expected Result/Impact:</b> integration of technology into Tier 1 instruction <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to build capacity of staff to identify key behaviors and actions of PLCs. <b>Strategy's Expected Result/Impact:</b> Staff will understand the actions steps/behaviors of the PLC process and the data review process. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

**Performance Objective 4:** We will work collaboratively with the Lake Pointe Elementary PTA to build partnerships and increase parent/family involvement.

**Evaluation Data Sources:** Volunteer hours, Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the participation of the OWL Dads program from 18 volunteers (22-23) to 30 volunteers (23-24). <b>Strategy's Expected Result/Impact:</b> Volunteer record <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Encourage families to participate in PTA and campus sponsored events to build school and family relationships. <b>Strategy's Expected Result/Impact:</b> Campus Culture, Increased Parent participation <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of staff members join the LPE PTA to support parental involvement and nurture relationships between LPE and families. <b>Strategy's Expected Result/Impact:</b> Campus Culture, Climate Surveys <b>Staff Responsible for Monitoring:</b> All Staff	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Earn the PTA Golden Apple award (100% of staff join PTA). <b>Strategy's Expected Result/Impact:</b> increase in PTA membership <b>Staff Responsible for Monitoring:</b> Administrator, staff, PTA	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

**Performance Objective 5:** 100% of teachers will set personalized goals for professional growth.





**Evaluation Data Sources:** Goals submitted in STRIVE.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will set personalized goals for professional growth in STRIVE during BOY T-TESS conferences and reflect on their growth their EOY conferences. <b>Strategy's Expected Result/Impact:</b> Professional growth based on personalized choice. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

**Performance Objective 6:** 100% of students will set academic and personal goals housed within their Data Folder.

**Evaluation Data Sources:** Student ownership of setting and explaining goals.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will have a data folder to set goals and track their progress in reading, math, science, and SEL. <b>Strategy's Expected Result/Impact:</b> Students ownership of setting, explaining, and reflecting on goals.	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Encourage students in grades 2-5 to participate in UIL. <b>Strategy's Expected Result/Impact:</b> Growth in participants' academic skills, communication skills, and confidence. <b>Staff Responsible for Monitoring:</b> Campus Administrators, UIL Sponsors, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recognize and celebrate students who meet a goal in their data folder. <b>Strategy's Expected Result/Impact:</b> Recognizing students for making positive choices will encourage student to move toward mastery of skills and nurture a positive culture.	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7,8)

**Performance Objective 1:** 100% of teachers will use an evidence based tiered system of behavioral support and a focused character education program to meet the behavioral needs of all students.

**High Priority**





**Evaluation Data Sources:** PEIMS data, MTSS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to implement PBIS and STOIC/CHAMPS, and MTSS interventions (Tier 2/Tier 3) for behavior support. <b>Strategy's Expected Result/Impact:</b> Improved culture, increase student achievement, reduce office referrals <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote a safe and healthy learning environment by providing character education lessons through the Positive Action curriculum. <b>Strategy's Expected Result/Impact:</b> Students will feel safe and develop skills to make good choices. Decrease in student discipline. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7,8)





**Performance Objective 2:** Lake Pointe Elementary will utilize the continuous improvement model to identify key processes that will guide and impact campus decisions around student achievement.

**Evaluation Data Sources:** Increase in student achievement

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will participate in collaboration opportunities as grade levels, vertical teams, and POLL meetings. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and focused instruction to meet the needs of all learners. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All teachers will participate in one campus instructional walk to recognize and reflect on instructional strategies and best practices during the fall semester. (Fundamental Five/ICLE Rubrics/CHAMPS/STOIC). <b>Strategy's Expected Result/Impact:</b> Alignment of practices across the campus <b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize the MTSS process to address student academic and behavioral concerns in CARE Team meetings as flagged by the district universal screening expectations. Student goals will be created and progress monitored. <b>Strategy's Expected Result/Impact:</b> Close achievement gaps <b>Staff Responsible for Monitoring:</b> Campus Administrators, Literacy Specialist, Math Specialist	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All teachers engage students in the PDSA process monitoring a goal based on readiness standard for the grade level. <b>Strategy's Expected Result/Impact:</b> Increase student achievement, student ownership of the goal setting process and reflection of progress	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7,8)

**Performance Objective 3:** 100% of staff and students will receive training and follow the Standard Response Protocol from the I Love You Guys foundation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will receive training in the Standard Response Protocol and Reunification Protocol. <b>Strategy's Expected Result/Impact:</b> Staff will be prepared during an emergency <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Emergency drills will be practiced each month according to the district schedule in the District Emergency Operations Plan. <b>Strategy's Expected Result/Impact:</b> Staff and students will be prepared and know what to do in an emergency situation from practicing regular safety drills	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Lake Pointe Elementary

**Total SCE Funds:** \$6,000.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

After school tutorials for at-risk students in grades 3-5

## Personnel for Lake Pointe Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jackie Troutz	Math Interventionist	1
Kelly Campbell	Reading Interventionist	1



# 2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Vanessa Kiser	Principal
Classroom Teacher	Allison Bombardier	Teacher
District-level Professional	Misty Germaine	Math Curriculum
Parent	Chairty Brose	Parent/Community
Classroom Teacher	Jessica Simon	Teacher
Classroom Teacher	Autumn Wood	Teacher
Classroom Teacher	Cindy Tumlinson	Teacher
Classroom Teacher	Katie Holt	Teacher
Classroom Teacher	Ashlee Szymanski	Teacher/Parent
Classroom Teacher	Brittany Garza	Teacher/Parent