

Eagle Mountain-Saginaw Independent School District

Lake Country Elementary

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

Adopted by LCES Faculty and Staff on August 13, 2021

As Lions, we are committed to developing trusting and positive relationships and building a safe and supportive environment to ignite a lifelong passion for learning in our Pride.

Vision

EMS ISD Aspire 2025

Excellence in Academics

1. Teaching and Learning
2. Recruitment and Retention of Quality Staff
3. Social/Emotional Support

Excellence in Personalized Opportunities

1. Student Engagement
2. Staff Engagement
3. Family Engagement

Excellence in Organizational Improvement

1. Systems Thinking
2. Safety and Security

Core Beliefs

Adopted by LCES Faculty and Staff on August 13, 2021

1. Every student is a unique individual with unique abilities.
2. Mutual respect and kindness are essential to a successful culture for our Pride.
3. Focus on the whole child and their social-emotional and academic needs.
4. A safe and limitless environment results in a high-quality education.
5. Education is a team effort between students, staff, and families.
6. Effective and respectful communication and collaboration are keys to success.
 7. Engaged students learn more effectively.
 8. Mistakes are new learning opportunities.
9. We are committed to our students and each other.

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Comprehensive Needs Assessment

Revised/Approved: April 3, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

A Comprehensive Needs Assessment CNA was conducted by the Campus Principal Advisory CPAC Committee on April 3, 2023 followed by a Campus Data Dig by the Campus Leadership Team on July 12, 2023. Data analysis and recommendations from both meetings were included in the develop the 2023-24 LCES Campus Improvement Plan.

Demographics

Demographics Summary

Lake Country Elementary School has the following full-time staff members for the 2022-2023 school year:

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Librarian
- 33 General Education Teachers
- 5 Special Education Teachers
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Literacy Specialist
- 1 Math Specialist
- 1 Registered Nurse
- 3 Paraprofessionals (Instructional - Makerspace & Physical Education)
- 9 Paraprofessionals (Instructional - Special Education)
- 3 Paraprofessionals (Office)
- 1 Gifted/Talented Teacher
- 1 Speech Therapist

Lake Country Elementary School also employs the following part-time employees:

- 2 Dyslexia Therapists
- 1.5 Diagnosticians

Lake Country Elementary School offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education ACES, Special Education Life Skills, Special Education Speech Therapy, Dyslexia Services, & Reading & Math Intervention.

Demographic Data 2022-2023	
Enrollment	679
Black/African American	10.8%
Hispanic/Latino	32.3%
White	50.1%
American Indian/Alaska	0.0%
Asian	1.8%
Hawaiian/Pacific Islander	0.0%
Multi-Racial	5.2%
Economically Disadvantaged	31.7%
Limited English Proficient	6.8%
Special Education	14.0%
Gifted & Talented	7.1%
At-Risk	49.34%
Mobility Rate	17.65%
504	6.2%
Attendance Rate	95.2%

Demographics Strengths

Attendance Rate increased from 93.3% to 95.2% due to an increased focus on good attendance by teachers and administration.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students identified "At Risk" increased from 27.9% to 49.3% **Root Cause:** Students may have been underidentified in the past.

Problem Statement 2: The number of identified Special Education students increased from 10.1% to 14.0%. **Root Cause:** Increased number of students recommended for testing by parents. Students identified as dyslexic are now often served under special education rather than 504.

Student Achievement

Student Achievement Summary

2022-23 Student STAAR Performance and Accountability Rating (to be updated in August 2023)

LCES received an overall rating of "B" for 2021-22.

STAAR Test & Grade	Approaches 2022	Approaches 2023	Meets 2022	Meets 2023	Masters 2022	Masters 2023
3rd Grade Reading	75%		51%		28%	
3rd Grade Mathematics	63%		38%		10%	
4th Grade Reading	89%		64%		34%	
4th Grade Mathematics	70%		38%		15%	
5th Grade Reading	91%		68%		45%	
5th Grade Mathematics	88%		55%		26%	
5th Grade Science	86%		45%		18%	
All Subjects	80%		52%		25%	

Student Achievement Strengths

Student Performance in Reading was high at grades 4 and 5.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Digital data folders were not user friendly and were not conducive to setting and tracking goals. **Root Cause:** Although the concept of setting and tracking goals digitally was a great idea theoretically, it proved to be too time consuming and difficult for students to do independently.

School Culture and Climate

School Culture and Climate Summary

Comprehensive Needs Assessment – Student Needs 2022-23

Measures of Date: D=Demographics; P=Perception; SL=Student Learning; SP=School Processes

Factor	Data Source	Strength	Problem Statement
		Weakness	Goal – Ideal State
1. The needs of all students are addressed, particularly those of low achieving students in all major subgroups.	Care Team/ RTI Process, SPED, Dyslexia, ACES, Speech	Strength	Based on a campus wide data dig our subgroups did not stand out from any other student groups. Our campus used data to drive instruction and adjust as needed.
2. LCES offers timely and additional assistance to students having difficulty in mastering academic standards.	Care Team/ RTI Process, SPED, Dyslexia	Strength	We have Instructional teachers pulling all Tier 3 students. SPED push in and pull out. Instructional aid and tutor on campus. Teachers provide Tier 2 interventions in the classroom. District coaches come at least once a month to guide teachers with instruction based on data.
3. LCES has a well-defined process that is being used to identify students experiencing difficulty mastering the state standards.	Care Team/ RTI Process	Strength	We have aligned all care team processes to make the overall process better and more efficient for everyone involved. Teachers fill out a data portfolio on each student throughout the year so they are able to see student growth and if they need more support in specific areas.
4. LCES offers thematic, integrated instruction designed to accommodate the needs of various learning styles.	Observation, lesson plans, TTESS	Weakness	Action plan: We will guide teachers through professional development on differentiation on different learning styles, schedule district coaches, as well as admin and coaches being more present in the classroom to offer instructional support.
5. LCES has a system in place to address the emotional needs of students.	Student survey, Restorative practices	Weakness	Action plan: We will use the student survey to target student support. We will continue and refine the use of restorative practices in the classrooms.
6. What does the data indicate about learning gaps among subgroups?			Unknown at this time
7. Teachers take personal responsibility for helping every student achieve their full potential.	Student survey	Strength	Out of 260 students that answered the student survey, only 4 responded that the teacher does not help them learn new things.

School Culture and Climate Strengths

We have Instructional teachers pulling all Tier 3 students. SPED push in and pull out. Instructional aid and tutor on campus. Teachers provide Tier 2 interventions in the classroom. District coaches come at least once a month to guide teachers with instruction based on data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Character Education Lessons were not taught consistently. **Root Cause:** There was no set schedule for the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Comprehensive Needs Assessment – Staff Quality, Recruitment and Retention 2022-23

Factor	Data Source	Strength	Problem Statement
		Weakness	Goal – Ideal State
1. All staff receives ongoing and sustained professional development that is aligned with the goals of the District Improvement Plan.	Course Catalog	Weakness	More training on serving students with specific learning needs, RTI, technology (more academic based)
2. LCES has a process to determine the professional development needs of teachers.	T-TESS	Strength	Staff T-TESS summative evaluations
3. LCES collaborates with other campuses/districts in providing quality professional development.	CLC meetings District provided	Weakness	Need to be ran by the actual district coaches, more intentional collaboration like before in previous years, no collab with other districts
4. Ongoing, job embedded professional development is provided so all educators understand the content area standards and are able to use the standards to guide instruction.	Course Catalog District PD days	Strength	Curriculum previews (in person/recorded video), backwards design, PLCs
5. All educators participate in professional development to ensure that the content area curriculum is taught effectively and consistently.	District PD schedule	Strength	Built into scheduled PD days
6. Teachers participate in ongoing professional development activities to ensure that high-quality content area instruction supports student needs.	District PD Schedule	Strength	Built into scheduled PD days
7. Teachers' daily schedule allows time for collaboration with colleagues allowing professional development and growth to be incorporated into the day-to-day routine of staff.	Team personal experience	Weakness	<p>The requirement to attend multiple meetings for 504, IEP, {PLCs, and Care Team makes this difficult.</p> <p>Only have one day a week most weeks with team to collaborate. New teachers especially need more than that.</p> <p>PLC's are not truly data dig/planning time, it is usually time wasted with information already shared</p>

Factor	Data Source	Strength	Problem Statement
		Weakness	Goal – Ideal State
8. Professional development offered is relevant to classroom instruction.	Course Catalog	Strength	Yes it is at CLCs but could be better Offered more for teachers who need it/don't

Staff Quality, Recruitment, and Retention Strengths

Curriculum previews (in person/recorded video), backwards design, PLCs
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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The requirement to attend multiple meetings for 504, IEP, {PLCs, and Care Team makes this difficult. Only have one day a week most weeks with team to collaborate. New teachers especially need more than that. PLC's are not truly data dig/planning time **Root Cause:** Need to allot more time for true PLCs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Comprehensive Needs Assessment – Curriculum & Instruction 2022-23

Factor	Data Source	Strength	Problem Statement
		Weakness	Goal – Ideal State
1. State standards (TEKS) are explicitly used to align the content area curriculum and assessments that are used for instruction.	Scope and sequence; DCAs, Istation, BAS, interims, MClass	Strength	Scope and sequence, DCAs, interims are aligned.
		Weakness	Some students are being scored on things they haven't learned yet in class on ISIP
2. There is a clear expectation that all students will be proficient in the content areas outlined in the state standards (TEKS).	School Processes	Strength	Hard copy data folders (possible PTA purchase)
3. The content area curriculum provides clear goals and a scope and sequence at each grade level so that each teacher's role in instruction is understood.	Scope and sequence, Year at a Glance, Instructional guides for each 9 weeks in academic content areas	Strength	
4. Educators work collaboratively to examine and improve the content area curriculum on an ongoing basis.	CLC's, CFA's, team planning, Care Team meetings	Strength	
5. Content area instruction is designed to ensure that students are engaged in meaningful instructional activities.	Instructional guides, district resources	Weakness	Materials are not provided to challenge every level of students
			Allow access to good resources/programming for all students

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
6. All teachers take personal responsibility for helping every student achieve their full potential.	Surveys, CARE teams, Rti process, data folders, communication with teachers and parents, interventionists and special programs (speech, SpEd, dyslexia)	Strength Weakness	<p>Requiring teachers to provide tier 2 interventions for special education students should not be a requirement. Tier 2 instruction is not a place to remain. It is the place we start to remediate and move students toward special education services if they need them. Allowing teachers to focus on students without special education support would remediate the learning of more students.</p> <p>Allow classroom teacher to focus tier 2 instruction on tier 2 students</p> <p>Tier 3 students are serviced by Tier 3 intervention and SPED students are serviced by SPED</p> <p>Modify house activities to be more intentional</p> <ul style="list-style-type: none"> • Pep rally • Bigs/littles-Bonding activity • Clubs • Bigs/littles-Character development <ol style="list-style-type: none"> 1. Teachers chose 1 student who demonstrates the character trait to recognize at pep rally
7. Teacher's tailor instruction to meet the individual needs of diverse learners.	RtI, CARE team, guided reading groups, WIN time, reteach, check for understanding, data folders, assessment data	Strength	
8. Classroom instruction is frequently monitored to ensure teachers are providing high quality content area instruction that supports student needs.	TTESS evaluations, walkthroughs, district coaches, lesson plan checks	Strength	
9. All content area assessments are clearly aligned with curriculum, instruction and state standards.	Scope and sequence, instructional guides, curriculum instruction specialists, TEKS, district assessment calendar	Strength	

Factor	Data Source	Strength	Problem Statement
		Weakness	Goal – Ideal State
10. A variety of formal and informal assessments are used regularly to monitor students' progress and to identify individual student learning needs.	BAS, MClass, DCA, istation, checks for understanding, common formative assessments	Strength	
11. The materials available for content area instruction are aligned with and clearly support the district's curriculum and state standards.	F&P, Investigations, Stemscopes,	Strength	
12. There is adequate time for uninterrupted instruction in content areas.	House activities, LIINK recess, Calendar	Weakness	Uninterrupted instructional minutes during recess, house activities and WIN times are too long. Reduce the amount of House activities and shorten WIN time and provide Team leads and SPED with Master keys.
13. Content area curriculum leaders are available to provide instructional support for teachers.	Monthly Coaching calendar	Strength	Coaches can be requested to meet with a teacher.
14. The district evaluates curriculum and instruction to determine whether they address the needs of all students.	Curriculum writing teams	Strength	

Curriculum, Instruction, and Assessment Strengths

Scope and sequence, DCAs, interims are aligned.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: More time and focus is needed on analyzing data throughout the year to focus instruction. **Root Cause:** More time needs to be allocated for data PLCs.

Parent and Community Engagement

Parent and Community Engagement Summary

Comprehensive Needs Assessment – Parent and Community Engagement 2022-23

Factor	Data Source	Strength	Problem Statement
		Weakness	Goal – Ideal State
1. LCES has identified specific strategies to increase parental involvement.	Campus Improvement Plan	Strength	Watch dogs, Den moms, PTA, parent family events, open lunch campus, field trip opportunities, room moms/dads
2. Strong collaboration with community resources is evident.	Discussion	Weakness	We will find more whole school opportunities to reach out to the community to come and talk/interact with the kids. *career day
3. Parents are involved as decision makers in a broad spectrum of school and district decisions.	Discussion	Strength	Value parent surveys multiple times a year CPAC opportunities
4. LCES offers meaningful parental involvement activities that support student learning.	Discussion	Weakness	We will implement math and literacy night to encourage parent engagement with students learning.
6. Teachers routinely communicate with parents about the academic progress of their children.	Discussion	Strength	Parent teacher conferences, all have online access, facebook group to add pictures of student learning
7. LCES has a strategic plan for parent and community involvement.	Campus Improvement Plan	Strength	Watch dogs, Den moms, PTA, parent family events, open lunch campus, field trip opportunities, room moms/dads
8. Translators and written communication are available to families who speak languages other than English.	District Provided	Weakness	District will work harder to provide translators on a daily basis if needed.
9. Health and human services are available to support students and their families.	District Provided	Strength	Nurse, counselor, lunch staff communication, PE events
10. LCES provides adequate communication to parents about student academic progress and events.	Discussion with parents	Strength	Parent teacher conferences, all have online access, facebook group to add pictures of student learning Newsletter, remind, email, check grades/attendance in skyward

Parent and Community Engagement Strengths

Watch dogs, Den moms, PTA, parent family events, open lunch campus, field trip opportunities, room moms/dads

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: More meaningful parent involvement events are needed. **Root Cause:** Schedule parent involvement events strategically throughout the year including a career day and math & literacy night.

School Context and Organization

School Context and Organization Summary

Comprehensive Needs Assessment – Culture, Organization and Safety

Factor	Data Source	Strength	Problem Statement
		Weakness	Goal – Ideal State
1. Teachers and paraprofessionals meet certification requirements.	Strive, professional development, teacher certifications	Strength	Goal- 100% of teachers and paraprofessionals meet all certification requirements. We meet this goal.
2. LCES has a vision and mission statement widely known and understood.	CPAC, newsletter, website	Weakness	<p>We do have a vision and mission statement, but we need to be better about communicating it out.</p> <p>Action Plan- Communicate our vision and mission more fluidly. Connect it to the work we do on campus. Add the statement to be more visible throughout the campus.</p>
3. Staff members involved in decisions about school operation at LCES?	CPAC, leadership team, surveys	Strength/ Weakness	<p>We have many communication systems, but we can refine the process. If you are on the leadership team and/or have a strong team there is a feeling of better communication but this is not the case on every team.</p> <p>Action Plan- to create procedures for leadership to communicate and how every staff member is included on a team and each member feels informed and supported.</p>
4. Discipline policies exist and are enforced.	Behavior reports; parent communication procedures	Strength/ Weakness	<p>Discipline policies exist. Communication at all levels is not consistent.</p> <p>Action plan- All parties communicate consistently and effectively between school and home.</p> <p>Professional development with guidelines, definitions, and procedures presented and revisited throughout the year.</p>
5. LCES is safe and orderly.	Observation Parent Survey	Strength	<p>Teachers are checking doors. Routines in place to check doors every day. As a whole safe and orderly campus.</p> <p>Student behavior is what makes most students feel unsafe. Mostly ACES students.</p>
6. Staff morale is high.	Open-ended survey with all staff	Strength	Teachers feel supported and valued.

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
7. Student morale is high.	Student survey, 3-5	Strength	Overall student morale is high per the student survey. 35% always feel happy at school 52% most of the time feel happy at school
8. The principals are the instructional leader on the campus.	TTESS, PLC participation, CARE team leader, walkthroughs	Strength	Teachers feel supported by the administration. Admin is always in PLC/Careteam. They also provide timely and specific feedback while presuming positive intent
9. The budget process involves input from teachers.	Grade level budgets	Strength	Input from teachers comes through leadership.
10. LCES has procedures in place to ensure student safety.	Drills, Crisis Go, campus wide call back, Go bags, walkies, dismissal tags	Strength	Do all of the drills. All drills on calendar unless it is a random practice. Dismissal lanyards to ensure students dismissal safety. All team leads, leadership, admin, and crisis team have a walkie for clear communication throughout the campus
11. Safety drills are conducted as required by policy and law.	Drills in accordance with safety requirements	Strength	Dates and drills are all provided to the district prior to school starting and verified through crisis go.
12. Strategies are in place to increase teacher retention.	3% increase in pay	Strength	*Verified pay increase through EMS *District provides new teacher academies *Campus mentors provided
13. Strategies are in place to promote increased staff attendance.		Weakness	Action: Continue promoting high staff morale, positive atmosphere Provide
14. Strategies are in place to increase student attendance.		Strength	Teacher and Admin phone calls home. Attendance discussions with parents during 504 and ARD meetings.
15. Strategies are in place to support new teachers.	Mentors, district coaching support, new teacher academy	Strength	District provides new Teacher Academy and a campus mentor is provided. District coaches area available by request and check in on needs.
16. Teachers are involved in site-based decision making.	Leadership team, CPAC, surveys, staff involved in interview process	Strength	Teachers are included in all decision making process.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Campus mission and vision is not widely known and needs to be revisited and communicated frequently. **Root Cause:** No focus on communicating the mission and vision was made.

Technology

Technology Summary

6- Comprehensive Needs Assessment – Technology

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
1. Instructional technology is available to all students.		S: yes in the classroom W: lack of auxiliary technology; repair time	More technology for use outside of the classroom; timely repair and extra devices in stock
2. Teachers integrate technology into teaching.		S: YES W: district wifi	Strengthen wifi
3. Support is available for troubleshooting of technology in a timely manner.		S: it's available W: it's not timely	Tech support should be available in a timely manner
4. Technology professional development is available to all teachers.		S: yes	
5. Adequate technology is available to enhance student learning.		S: yes W: need for device supervision	GoGuardian/Impero

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
6. Support is available to assist teachers with technology integration into instruction.		S: yes W: not targeted	Targeted supported as needed
7. Teachers are knowledgeable in the use and integration of technology		S: yes	

Priority Problem Statements

Problem Statement 1: Digital data folders were not user friendly and were not conducive to setting and tracking goals.

Root Cause 1: Although the concept of setting and tracking goals digitally was a great idea theoretically, it proved to be too time consuming and difficult for students to do independently.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Character Education Lessons were not taught consistently.

Root Cause 2: There was no set schedule for the year.

Problem Statement 2 Areas: School Culture and Climate

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local benchmark or common assessments data
- 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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

- Section 504 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- T-TESS data
- T-PESS 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
- Communications 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 Objective 1;2;3)

Performance Objective 1: 90% of students in Kindergarten - 2nd Grade who score at meeting or above standard on BOY Mclass in _____ will maintain or increase scores as measured in EOY Mclass.

K- phonological awareness

1st- nonsense word reading (letter sounds and decoding)

2nd- passage reading (fluency and accuracy)

High Priority

HB3 Goal

Evaluation Data Sources: Mclass

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district scope and sequence and teach phonics and word study daily. Learning objectives will be posted and aligned to lesson plans and observed learning activities. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will have a data notebooks to set goals and track their progress in reading. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teacher will regularly collaborate with ELAR instructional specialists and content facilitator in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Interventionists 504 Coordinator Special Education Lead Teacher	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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 Objective 1;2;3)

Performance Objective 2: 80% of all students in Kindergarten - 2nd Grade who score well below or below benchmark on BOY Mclass will reach on level standard in _____ as measured in EOY Mclass.





K- phonological awareness

1st- nonsense word reading (letter sounds and decoding)

2nd- nonsense word reading (letter sounds and decoding)

High Priority

Evaluation Data Sources: Mclass

Strategy 1 Details	Reviews			
Strategy 1: Teachers will group students based on BOY Mclass data and utilize Mclass Tutoring to provide targeted interventions and progress monitor students "below" or "well below", Strategy's Expected Result/Impact: Students will gain needed skills and move up to on or above grade level by EOY. Staff Responsible for Monitoring: Teacher, Interventionists, Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: Students will received needed support to make progress. Staff Responsible for Monitoring: Teachers, Interventionists, Administration	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 Objective 1;2;3)





Performance Objective 3: All students in grades Kindergarten - 2nd Grade will make 1 year of growth in Mathematics as measured by iStation ISIP.

High Priority

HB3 Goal

Evaluation Data Sources: iStation

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will have a data folder to set goals and track their progress in math. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teacher will regularly collaborate with math instructional specialists and content facilitator in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists 504 Coordinator Special Education Lead Teacher	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 Objective 1;2;3)





Performance Objective 4: 80% of students in Grade 3 - Grade 5 will score an average of 1.3 on three Short Constructed Responses SCR as measured on the EOY short cycle assessments.

High Priority

HB3 Goal

Evaluation Data Sources: SCR's on DCA Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers across all content areas will focus on utilizing the same strategies to coach students on writing SCR's using the RAP format so they consistently apply those strategies in all content areas. Strategy's Expected Result/Impact: All students will gain knowledge and skills to write level 2 SCR's Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will have a data folder notebooks to set goals and track their progress in writing SCR's. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teacher will regularly collaborate with ELAR instructional specialists and content facilitator in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Interventionists 504 Coordinator Special Education Lead Teacher		Formative			Summative
		Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 Objective 1;2;3)





Performance Objective 5: 80% of students in Grade 3 - Grade 5 on level 1 or 2 on BOY Istation ISIP will make 1 year growth in Math as measured by EOY Istation ISIP.

High Priority

HB3 Goal

Evaluation Data Sources: iStation

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will have a data folder notebook to set goals and track their progress in reading. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teacher will regularly collaborate with math instructional specialists and content facilitator in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches Special Education Teachers		Formative			Summative
		Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 Objective 1;2;3)

Performance Objective 6: 85% of all 3rd - 5th Grade students will earn APPROACHES, 55% will earn MEETS and 35% will earn MASTERS on all 2024 STAAR tested areas as indicated on Index 1 on our Campus Accountability Report.

High Priority

Evaluation Data Sources: 2024 STAAR Scores





Strategy 1 Details	Reviews			
Strategy 1: Teacher will regularly collaborate with math instructional specialists and content facilitator in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their reading and math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: All students will grow at least one year in their reading and math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All students will have a data folders to set goals and track their progress in reading. Strategy's Expected Result/Impact: All students will grow at least one year in their reading and math skills. Staff Responsible for Monitoring: Campus Administration Interventionists Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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 Objective 4;5;6)

Performance Objective 1: 100% of students, staff, parents, and the community will agree/strongly agree that LCES is a positive, safe, and nurturing learning environment.

High Priority

Evaluation Data Sources: Student Surveys, Staff Surveys, Parent/Community Surveys





Strategy 1 Details	Reviews			
Strategy 1: We will continue our system for campus-wide Houses in grades Kindergarten - 5th to build and strengthen relationships between students, staff and families. Strategy's Expected Result/Impact: Clear and sustainable systems will be in place for the operation of a campus-wide house system. Staff Responsible for Monitoring: Campus Administration Campus House Leadership Team	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: LCES will continue a modified Student Success Academy Program to provide support to students on Tier 3 for Behavior RTI. Students identified as not making adequate progress in behavior through MTSS will receive additional supports through 504 plans and IEP plans. Strategy's Expected Result/Impact: Reduced discipline referrals Staff Responsible for Monitoring: Campus Administration	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 Objective 4;5;6)

Performance Objective 2: Lake Country Elementary School will proactively build partnerships with families and community groups to increase the number of campus volunteers to 100 volunteers for 2023-24.





High Priority

Evaluation Data Sources: Volunteer Log

Strategy 1 Details	Reviews			
Strategy 1: Lake Country Elementary School will actively recruit to expand the WatchDOGS and DenMOMS volunteer program. Strategy's Expected Result/Impact: Positive school -family - community relationships Volunteer hours to support teachers and staff Staff Responsible for Monitoring: Counselor Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lake Country Elementary School will host a monthly Family Engagement Event from August-May. Strategy's Expected Result/Impact: Families will engage in monthly family involvement events at school to build stronger school-family relationships. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Lake Country Elementary School will send weekly email newsletter to families and staff members to promote family events, volunteer programs and build school-family relationships. Strategy's Expected Result/Impact: Families and staff are well connected and informed about activities and volunteering at school. Staff Responsible for Monitoring: Campus Administration	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 Objective 4;5;6)





Performance Objective 3: 100% of Lake Country Elementary School students will set personalized academic goals utilizing data folders.

Strategy 1 Details	Reviews			
Strategy 1: All students will have a data folder notebook to set goals and track their progress in reading and math. Strategy's Expected Result/Impact: Students will set goals and develop a growth mindset. Staff Responsible for Monitoring: Administration Teachers	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 Objective 4;5;6)

Performance Objective 4: 100% of Lake Country Elementary School staff will set personalized goals for professional growth.

Evaluation Data Sources: Goals are set in Strive,

Strategy 1 Details	Reviews			
Strategy 1: 100% of Lake Country Elementary School teachers and staff will set personalized goals for professional growth in Strive during BOY conferences and reflect on their growth during their EOY Conferences. Strategy's Expected Result/Impact: Personalized professional growth for all LCES staff members. Staff Responsible for Monitoring: Campus Administration	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 Objective 4;5;6)

Performance Objective 5: Our campus attendance rate will be 95.5% or higher for the 2023-2024 school year.





Evaluation Data Sources: PEIMS Student Attendance Report
Skyward Staff Attendance Report

Strategy 1 Details	Reviews			
Strategy 1: Students with Perfect Attendance each week (no absences or tardies) will receive 10 points for their House. Strategy's Expected Result/Impact: Improved Attendance Reduced Tardies Staff Responsible for Monitoring: Homeroom Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will monitor student attendance and hold conferences with parents if students are chronically absent. Strategy's Expected Result/Impact: Improved attendance for students chronically absent. Staff Responsible for Monitoring: Campus Administration.	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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: Lake Country Elementary School will train 100% of students and staff in Safety Procedures outlined in the Campus Emergency Plan.





Evaluation Data Sources: Drill Logs and Reflections
Written Safety Procedures in Campus Emergency Plan

Strategy 1 Details	Reviews			
Strategy 1: Lake Country Elementary School will use of the Crisis Go protocols and Standard Response Protocols (SRP) with all staff, including substitutes and participate in safety drills at least once a month as required by state law. Strategy's Expected Result/Impact: Students and staff are well preparedness for emergency drills and actual emergency situations. Staff Responsible for Monitoring: Administration	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 Country Elementary School will complete 100% of the required safety drills for the 2023-24 school year.

Evaluation Data Sources: Drill Log

Strategy 1 Details	Reviews			
Strategy 1: Safety drills will be scheduled on the campus calendar and reflective feedback for improvement will be collected after each drill. Strategy's Expected Result/Impact: All required drills will be conducted, effectively preparing students and staff of all emergency situations. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lake Country Elementary School will promote safe and healthy learning environment by providing a focused character education program. Strategy's Expected Result/Impact: Students will feel safe and happy at school. Staff Responsible for Monitoring: Administration Counselor	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Anke Bracey	Principal
Classroom Teacher	Anita Stephens	Pre-K Teacher
Classroom Teacher	Jennifer Secrest	First Grade Teacher
Classroom Teacher	Courtney Tidwell	Second Grade Teacher
Classroom Teacher	Kim Coy	Fifth Grade Teacher
Non-classroom Professional	Angel Conley	Librarian
Non-classroom Professional	Casye LeRay	Counselor
Parent	Mel Gurley	Parent
Parent	Lauren Osterhout	Parent
Community Representative	Connie Lott	Community Member
Parent	Alicia DeLario	Parent
Paraprofessional	Faith Escamilla	Principal Secretary
Classroom Teacher	Kasey Worthy	Classroom Teacher
Administrator	Jill Tucker	Assistant Principal
Classroom Teacher	Jennifer Parker	Classroom Teacher
Classroom Teacher	Shannon Light	Classroom Teacher
Parent	Brittany Joyner	Parent