

Eagle Mountain-Saginaw Independent School District

Lake Country Elementary

2022-2023 Campus Improvement Plan



**LAKE COUNTRY
LIONS**

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

Needs Assessment Overview

Needs Assessment Overview Summary

A Comprehensive Needs Assessment CNA was conducted by the Campus Principal Advisory CPAC Committee on April 19, 2022 followed by a Campus Data Dig by the Campus Leadership Team on July 21, 2022. Data analysis and recommendations from both meetings were included in the develop the 2022-23 LCES Campus Improvement Plan.

Demographics

Demographics Summary

Lake Country Elementary School has the following full-time staff members for the 2021-2022 school year:

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Librarian
- 27 General Education Teachers
- 4 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 - Makerspace & Physical Education)
- 7 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 Diagnostician

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 2021-2022 (9/27/2021)		
Enrollment		687
African American		10.5%
Hispanic		31.5%
White		77.2%
Native American		1.6%
Asian Pacific Islander		2.0%
Multi-Racial		8.6%
Economically Disadvantaged		28.8%
Limited English Proficient		6.0%
Special Education		10.1%
Gifted & Talented		5.8%
At-Risk		27.9%
Mobility Rate		17.65
504		6.9%

Student Achievement

Student Achievement Summary

2021-22 Accountability Rating Summary

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

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&_program=perf rept.perfmast.sas&ccyy=2022&lev=C&id=220918117&prgopt=repo

Subject & Grade	Approaches	Meets	Masters
3rd Grade Reading	73%	47%	28%
3rd Grade Mathematics	62%	35%	9%
4th Grade Reading	88%	63%	34%
4th Grade Mathematics	67%	35%	14%
5th Grade Reading	89%	64%	43%
5th Grade Mathematics	88%	55%	26%
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): Mathematics scores in grades 3 and 4 were low. **Root Cause:** 3rd grade teachers reported that the self-contained setting didn't allow for them to focus on their content strengths. 4th grade group had 1/3 of students identified with disabilities served through 504 or Special Education with not enough support personnel.

School Culture and Climate

School Culture and Climate Summary

2- Comprehensive Needs Assessment 2021-22 – Culture, Organization and Safety

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
1. Teachers and paraprofessionals meet certification requirements.	Strive, professional development, teacher certifications	S	
2. LCES has a vision and mission statement widely known and understood.	CPAC, newsletter, website	S	
3. Staff members involved in decisions about school operation at LCES?	CPAC, leadership team, surveys	S	
4. Discipline policies exist and are enforced.	Behavior reports; parent communication procedures	W	Clarify procedures for in class and admin. referrals
5. LCES is safe and orderly.	observation	S – drills, dismissal and arrival W	Hallway behavior, cafeteria behavior, difficulty hearing announcements outside the building, students wandering the halls, bathroom frequency and behavior
6. Staff morale is high.	Open-ended survey with all staff	S	
7. Student morale is high.	Student survey, 3-5	W	48% feel safe at school, 38% feel happy

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
8. The principals are the instructional leader on the campus.	TTESS, PLC participation, CARE team leader, walkthroughs	S	
9. The budget process involves input from teachers.	Grade level budgets	S	
10. LCES has procedures in place to ensure student safety.	Drills, Crisis Go, campus wide call back, Go bags, walkies, dismissal tags	S	
11. Safety drills are conducted as required by policy and law.	Drills in accordance with safety requirements	S	
12. Strategies are in place to increase teacher retention.	3% increase in pay	W	Incentives for hiring new teachers but not for retaining existing teachers
13. Strategies are in place to promote increased staff attendance.		W	Strategies not in place
14. Strategies are in place to increase student attendance.		W	Strategies not in place
15. Strategies are in place to support new teachers.	Mentors, district coaching support, new teacher academy	S	Field day is on bad weather day
16. Teachers are involved in site-based decision making.	Leadership team, CPAC, surveys, staff involved in interview process	S	

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student behavior and discipline disrupts learning and only 48% students reported always feeling safe at school and 38% reported always feeling happy coming to school. **Root Cause:** High expectations for appropriate behavior need to be established and clearly communicated. A better support systems needs to be in implemented to address behavior concerns.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

4 - Comprehensive Needs Assessment – Professional Development

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
1. All staff receives ongoing and sustained professional development that is aligned with the goals of the District Improvement Plan.		Strengths- Reading academy Ongoing training and guidance in care team meetings District PLC days	PD is aligned with goals.
2. LCES has a process to determine the professional development needs of teachers.		S- W- Too many required PD's that are not relevant to content areas	Create a process for teacher input for PD.
3. LCES collaborates with other campuses/districts in providing quality professional development.		S- required district CLCs W- district driven	Needs based; teacher driven topics
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.		S-CLC opportunity and recording; specialist visit campus	Continue current process
5. All educators participate in professional development to ensure that the content area curriculum is taught effectively and consistently.		S-CLCs W- not consistent across grade levels	Create a common language and allow for vertical alignment.
6. Teachers participate in ongoing professional development activities to ensure that high-quality content area instruction supports student needs.		S-CARE team W- vertical PD /Common language	Provide more strategies to support student needs.

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
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.		S-Weekly team planning W-PLC	Master schedule of grade level planning times...do not schedule meetings during the same time.
8. Professional development offered is relevant to classroom instruction.		S- W- more relevant choices	Needs based PD with a way to communicate professional needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

1- Comprehensive Needs Assessment – Curriculum & Instruction

Factor	Data Source	Strength Weakness	Problem Statement 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	S	District curriculum aligned with TEKS
2. There is a clear expectation that all students will be proficient in the content areas outlined in the state standards (TEKS).	S/S I can statements, learning targets, data folders	W	What does proficient mean? One year's growth? Meeting benchmark scores? How does it affect special populations?
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	S – academics W - enrichment	PE needs a detailed scope and sequence for the year including TEKS and student expectations
4. Educators work collaboratively to examine and improve the content area curriculum on an ongoing basis.	CLC's, CFA's, team planning	W	Need to implement effective grade level PLC's; transition from CFA's to campus specialists/district coaches leading CLC's with cohorts (sister schools)
5. Content area instruction is designed to ensure that students are engaged in meaningful instructional activities.	Instructional guides, district resources	S	Common curriculum resources across the district
6. All teachers take personal responsibility for helping every student achieve their full potential.	TTESS evaluations, CARE teams, RtI process, data folders, communication with teachers and parents, interventionists and special programs (speech, SpEd, dyslexia)	S W	Weakness – waivers for class sizes, transfers, additional teacher responsibilities, grouping of special populations (PACE, SpEd, dyslexia)
7. Teachers 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	S	
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	S	

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
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	S	
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	S	
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,	S	
12. There is adequate time for uninterrupted instruction in content areas.	LINK recess	W	WIN disrupts subject matter; K needs afternoon specials
13. Content area curriculum leaders are available to provide instructional support for teachers.	Monthly coaching calendars	S	Access through Teams; available for monthly meetings; model instruction
14. The district evaluates curriculum and instruction to determine whether they address the needs of all students.	Curriculum writing teams	S	

Parent and Community Engagement

Parent and Community Engagement Summary

3 - Comprehensive Needs Assessment – Family and Community Involvement

Factor	Data Source	Strength Weakness	Problem Statement
1. LCES has identified specific strategies to increase parental involvement.	Campus Improvement Plan	S	Goal – Ideal State Continue to provide parent involvement activities: Back to School bash, Truck or Treat, Monster Math night, Touch a truck, Literacy Night, Faculty Caroling
2. Strong collaboration with community resources is evident.	Discussion	S	Watch Dogs: add parent expectation & teacher ideas Collaborate with Lake View church, Pizza Bistro, Lustig dentistry, Saginaw Tea, & Chick-fil-a
3. Parents are involved as decision makers in a broad spectrum of school and district decisions.	Discussion	S	PTA, CPAC
4. LCES offers meaningful parental involvement activities that support student learning.	Discussion	S	Watch Dog/Den Moms, Reader volunteers, open house, meet the teacher, Kindergarten round up,
6. Teachers routinely communicate with parents about the academic progress of their children.	Discussion	S	Dojo, remind, class newsletters, progress report, report card, data folders
7. LCES has a strategic plan for parent and community involvement.	Campus Improvement Plan	S	
8. Translators and written communication is available to families who speak languages other than English.	District Provided	S	
9. Health and human services are available to support students and their families.	District Provided	S	Ms. Herndon is very accessible to our parents. Mr. Hays has community resources available to help with needs.
10. LCES provides adequate communication to parents about student academic progress and events.	Discussion with parents	W	Classroom communication is not consistent and could use some streamlining. Campus communication is consistent.

School Context and Organization

School Context and Organization Summary

2- Comprehensive Needs Assessment – Culture, Organization and Safety

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
1. Teachers and paraprofessionals meet certification requirements.	Strive, professional development, teacher certifications	S	
2. LCES has a vision and mission statement widely known and understood.	CPAC, newsletter, website	S	
3. Staff members involved in decisions about school operation at LCES?	CPAC, leadership team, surveys	S	
4. Discipline policies exist and are enforced.	Behavior reports; parent communication procedures	W	Clarify procedures for in class and admin. referrals
5. LCES is safe and orderly.	observation	S – drills, dismissal and arrival W	Hallway behavior, cafeteria behavior, difficulty hearing announcements outside the building, students wandering the halls, bathroom frequency and behavior
6. Staff morale is high.	Open-ended survey with all staff	S	
7. Student morale is high.	Student survey, 3-5	W	48% feel safe at school, 38% feel happy

Factor	Data Source	Strength Weakness	Problem Statement Goal – Ideal State
8. The principals are the instructional leader on the campus.	TTESS, PLC participation, CARE team leader, walkthroughs	S	
9. The budget process involves input from teachers.	Grade level budgets	S	
10. LCES has procedures in place to ensure student safety.	Drills, Crisis Go, campus wide call back, Go bags, walkies, dismissal tags	S	
11. Safety drills are conducted as required by policy and law.	Drills in accordance with safety requirements	S	
12. Strategies are in place to increase teacher retention.	3% increase in pay	W	Incentives for hiring new teachers but not for retaining existing teachers
13. Strategies are in place to promote increased staff attendance.		W	Strategies not in place
14. Strategies are in place to increase student attendance.		W S	Strategies not in place Field day is on bad weather day
15. Strategies are in place to support new teachers.	Mentors, district coaching support, new teacher academy	S	
16. Teachers are involved in site-based decision making.	Leadership team, CPAC, surveys, staff involved in interview process	S	

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 2: Mathematics scores in grades 3 and 4 were low.

Root Cause 2: 3rd grade teachers reported that the self-contained setting didn't allow for them to focus on their content strengths. 4th grade group had 1/3 of students identified with disabilities served through 504 or Special Education with not enough support personnel.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: Student behavior and discipline disrupts learning and only 48% students reported always feeling safe at school and 38% reported always feeling happy coming to school.

Root Cause 1: High expectations for appropriate behavior need to be established and clearly communicated. A better support systems needs to be in implemented to address behavior concerns.

Problem Statement 1 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

- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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

- 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

Revised/Approved: September 12, 2022

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: All students in grades Kindergarten - 2nd Grade will make 1 year of growth in Reading as measured by BAS.

High Priority

HB3 Goal

Evaluation Data Sources: BAS

Strategy 1 Details		Formative 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 reading skills. Staff Responsible for Monitoring: Campus Administration Content Facilitators	Formative			
	Dec	Mar	June	
Strategy 2 Details		Formative Reviews		
Strategy 2: All students will have a digital data folder to set goals and track their progress in reading. Data folders will be shared with parents digitally to involve parents in monitoring student progress towards goals. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Content Facilitators	Formative			
	Dec	Mar	June	
Strategy 3 Details		Formative 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 Content Facilitators	Formative			
	Dec	Mar	June	

Strategy 4 Details		Formative 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 Content Facilitators		Formative		
		Dec	Mar	June
		0% No Progress 100% Accomplished  Continue/Modify ✗ Discontinue		

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: 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		Formative 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 Content Facilitators	Formative			
	Dec	Mar	June	
Strategy 2 Details		Formative Reviews		
Strategy 2: All students will have a digital data folder to set goals and track their progress in math. Data folders will be shared with parents digitally to involve parents in monitoring student progress towards goals. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Content Facilitators	Formative			
	Dec	Mar	June	
Strategy 3 Details		Formative 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 Content Facilitators	Formative			
	Dec	Mar	June	

Strategy 4 Details		Formative 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 Content Facilitators		Formative			
		Dec	Mar	June	
		0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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 3 - 5 will make 1 year of growth in Reading as measured by iStation ISIP.

High Priority

HB3 Goal

Evaluation Data Sources: iStation

Strategy 1 Details		Formative 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 reading skills. Lesson plans and instructional activities are aligned to the district curriculum. Staff Responsible for Monitoring: Campus Administration Content Facilitators		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: All students will have a digital data folder to set goals and track their progress in reading. Data folders will be shared with parents digitally to involve parents in monitoring student progress towards goals. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Administration		Formative		
		Dec	Mar	June
Strategy 3 Details		Formative 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: Administration Instructional Specialists		Formative		
		Dec	Mar	June

Strategy 4 Details		Formative 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: Administration Instructional Specialists		Formative			
		Dec	Mar	June	
		0% No Progress	100% Accomplished	Continue/Modify ➔	Discontinue ✗

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: All students in grades 3 - 5 will make 1 year of growth in Mathematics as measured by iStation ISIP.

High Priority

HB3 Goal

Evaluation Data Sources: iStation

Strategy 1 Details		Formative 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 Content Facilitators		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
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		Dec	Mar	June
Strategy 3 Details		Formative 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 Content Facilitators		Formative		
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Strategy 4 Details		Formative 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 Content Facilitators	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			
		Formative		
		Dec	Mar	June

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: For Index 1 in All Students, 85% of all 3rd - 5th grade students will earn APPROACHES, 55% will earn MEETS and 35% will earn MASTERS on all 2023 STAAR tested areas. (80/52/25 in 2022)

High Priority

Evaluation Data Sources: 2022 Accountability Data - STAAR Scores

Strategy 1 Details		Formative 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 Content Facilitators		Formative		
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Strategy 2 Details		Formative Reviews		
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Strategy 3 Details		Formative Reviews		
Strategy 3: All students will have a digital data folder to set goals and track their progress in reading. Data folders will be shared with parents digitally to involve parents in monitoring student progress towards goals. 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 Content Facilitators		Formative		
	Dec	Mar	June	
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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		Formative Reviews		
Strategy 1: With input from student leaders, campus leadership will develop a system for campus-wide Houses in grades Kindergarten - 5th. 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 leadership Team		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: LCES will implement a Student Success Academy Program to provide support to students and teachers through systematic Positive Behavior Intervention System PBIS strategies. Strategy's Expected Result/Impact: Reduced discipline referrals Staff Responsible for Monitoring: Campus administration SSA Teacher		Formative		
		Dec	Mar	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Students identified as not making adequate progress in behavior 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: Reduced discipline referrals Staff Responsible for Monitoring: Campus administration SSA Teacher		Formative		
		Dec	Mar	June
		0% No Progress 100% Accomplished Continue/Modify Discontinue		

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 expand the WatchDOGS and DenMOMS volunteer program to increase the number of campus volunteers to 100 volunteers for 2022-23.

High Priority

Evaluation Data Sources: Volunteer Log

Strategy 1 Details		Formative Reviews		
Strategy 1: Lake Country Elementary School will proactively build partnerships with families and community groups to increase their involvement in and volunteering time and services at school. Strategy's Expected Result/Impact: Positive school -family - community relationships Volunteer hours to support teachers and staff Staff Responsible for Monitoring: Counselor Administration		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Lake Country Elementary School will send weekly email newsletter to families and staff members to promote the volunteer program. Strategy's Expected Result/Impact: Families and staff are well informed about volunteering at school. Staff Responsible for Monitoring: Administration		Formative		
		Dec	Mar	June
0% No Progress		100% Accomplished		Continue/Modify Discontinue

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 academic and personalized goals that are shared with parents through digital data folders.

Strategy 1 Details		Formative Reviews			
Strategy 1: All students will have a digital data folder to set goals and track their progress in reading and math. Data folders will be shared with parents digitally to involve parents in monitoring student progress towards goals. Strategy's Expected Result/Impact: Families are able to digitally track student's academic progress in reading and math. Staff Responsible for Monitoring: Administration Teachers	0% No Progress	100% Accomplished			➡ Continue/Modify ✖ Discontinue
		Formative			
		Dec	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 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		Formative 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: Administration	0% No Progress 100% Accomplished Continue/Modify Discontinue	Formative		
		Dec	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 Objective 4;5;6)

Performance Objective 5: 97.5% of our students will be in attendance during the 2022-2023 school year.

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

Strategy 1 Details		Formative 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		
					Dec	Mar	June
Strategy 2 Details		Formative 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		
					Dec	Mar	June
		0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

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		Formative 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	0% No Progress	100% Accomplished		
		Continue/Modify		
		Discontinue		
		Dec	Mar	June

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 2022-23 school year.

Evaluation Data Sources: Drill Log

Strategy 1 Details		Formative 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		
					Dec	Mar	June
Strategy 2 Details		Formative 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		
					Dec	Mar	June
		0% No Progress					
		100% Accomplished					
		Continue/Modify					
		Discontinue					

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Anke Bracey	Principal
Administrator	Terrilin Holz	Assistant Principal
Classroom Teacher	Anita Stephens	Pre-K Teacher
Classroom Teacher	Chandler Illies	Kindergarten Teacher
Classroom Teacher	Jennifer Secrest	First Grade Teacher
Classroom Teacher	Courtney Tidwell	Second Grade Teacher
Classroom Teacher	Christina Witt	Third Grade Teacher
Classroom Teacher	Jessica Kirkley	Fourth Grade Teacher
Classroom Teacher	Kim Coy	Fifth Grade Teacher
Classroom Teacher	Jill Jones	Reading Interventionist
Classroom Teacher	Tara Mancino	Math Interventionist
Non-classroom Professional	Angel Conley	Librarian
Non-classroom Professional	Casye LeRay	Counselor
Parent	Mel Gurley	Parent
Parent	Lauren Osterhout	Parent
Parent	Brent Ranabargar	Parent
Community Representative	Connie Lott	Community Member
Parent	Alicia DeLario	Parent
Classroom Teacher	Amanda Pangelinan	LIFE Teacher
Non-classroom Professional	Danielle Serrano	Student Success Academy Teacher
Paraprofessional	Faith Escamilla	Principal Secretary

Addendums



EMS ISD Elementary School Math 2022-2023 Targeted Improvement Plan

The mission of Eagle Mountain-Saginaw Independent School District is to foster a **culture of excellence** that instills a **passion** for a **lifetime of continuous achievement** in **every student**.

Purpose: EMS ISD Elementary Math Focus Plan will provide campus administrators, teachers, and the Teaching and Learning team a strategic plan to ensure that every 4th grade elementary school student shows a minimum of one year of growth on the STAAR math exam. The collective commitments of our district and campus leaders will provide time to collaboratively develop a deeper understanding of the connection between the written, taught, and tested curriculum, structured professional learning communities, data analysis, classroom observations, and targeted professional learning.

Outcome: EMS ISD Elementary Math Focus Plan will empower leaders (teachers and campus administration) to guide campus PLCs, provide the Teaching and Learning team with information to adjust curriculum, determine professional learning needs, and provide teachers the ability to focus on the delivery of instruction utilizing the EMS ISD content instructional frameworks in a high level of student engagement in rigorous and relevant learning.

Campuses: All elementary level campuses

Focus Team:

- Elementary School Principals
- Elementary Math Coordinator
- Elementary Math Coaches
- Elementary Special Education District Support
- Director of Continuous Improvement and Professional Learning
- Director of MTSS
- Executive Director of Elementary Services
- Chief Academic Officer



EMS ISD Elementary School Math 2022-2023 Targeted Improvement Plan

Dates:

District CLC Days

- August 09- District Curriculum Day- Coordinated by Elementary Math Coordinator/Director of PD&CI/ES Principals and Led by Elementary Math CLC Facilitators
- Sept 6- CLC in morning- Led by CLC Facilitators
- Oct 11- CLC in morning- Led by CLC Facilitators
- Jan 2- CLC in morning- Led by CLC Facilitators
- Feb 21- CLC in morning- Led by CLC Facilitators

Campus PLC

- Principals and Coaches will support campus-based PLCs based on specific needs.
- Principals and Coaches will support campus-based vertical teams to ensure alignment of vocabulary, instructional practices, and resources.

Process:

District PLC Structure

What: Focus District PLC for 4 Grade Math

Who: All 4 Grade Math Teachers

When: District CLC dates above and a minimum of biweekly PLC meetings on campus

Why: Provide alignment and support to 4 grade math teachers as they plan and implement curriculum-based instruction.

How: Structured Agenda Provided- [PLC/PDSA Cycle](#) , [Effective PLC Rubric](#)

- Review of data from previous formative and summative assessments
- Determination of strengths and weaknesses
- Collaboration over effective instructional strategies
- Review and unpack upcoming standards
- Collaboration over effective engagement strategies
- Create/Analyze formative assessments for upcoming instructional units
- Revisit backward design for instructional units including spiral review and tiered intervention focuses.



**EMS ISD Elementary School Math
2022-2023 Targeted Improvement Plan**

Actions: Leaders will develop an action plan for all participants with accountability of the needed learning.

- **Campus Principal:**
 - Provide consistency with behavior so instruction can continue in the classroom
 - Provide a common PLC time grade level and vertical
 - Listen, advocate, be visible, and provide clarity
 - Communicate with Teaching and Learning Team, District Leadership, Teachers, Coaches, Families, Students
 - Develop master schedule that supports TIER 1 instruction and intervention
 - Share and support implementation of strategies that come out of PLCs
 - Enter action plan in Plan4Learning and monitor
 - Analyze data to ensure growth in outcome and share with Focus Team
 - Be intentional in all actions related to the plan
 - De-implement any action that is not necessary or provide a time saving process to complete
 - Build a trusting environment
- **Teachers:**
 - Be collaborative, solution oriented, and open-minded to change
 - Apply and implement the curriculum and structures within the Teaching and Learning System and PLC
 - Be honest and transparent with needs to Focus Team (Principals, Coaches, Teammates, District Personnel)
 - Intentionally design lessons that are relevant, rigorous, and engaging
 - Communicate with focus team
 - Actively engage in focused PLC
 - Develop lesson plans which follow the Understanding by Design (Backward Design) framework
 - Build a trusting environment



EMS ISD Elementary School Math
2022-2023 Targeted Improvement Plan

- Coach:
 - Provide one-to-one support on a regular basis using the impact cycle structure
 - Model within the teacher's classroom
 - Share instructional models
 - Provide video lessons
 - Assist with Data Analytics
 - Assist with facilitating the PLCs
 - Lead afternoon PD opportunities over specified topics identified in PLCs
 - Maintain coaching logs
- Director of Continuous Improvement and Professional Learning:
 - Provide process for Backwards Design
 - Targeted PD for Structured PLC
 - Time and process for classroom observations
 - Coordinate inclusive support training
 - Enter action plan into Plan4Learning and monitor
 - Lead the development of the EMS ISD Learning Cycle
 - Bring in learning and support from the Special Programs, Counseling and ESL departments when needed
- Elementary Math Coordinator:
 - Provide specific help with the COVID loss of learning
 - Support the team to create/analyze formative assessments
 - Collaborate with instructional technologists on providing help with hard-to-understand concepts
 - Analyze data to determine needed actions
 - Provide support for basic math facts, fluency, vocabulary
 - Provide support for revised STAAR exam



EMS ISD Elementary School Math
2022-2023 Targeted Improvement Plan

- Elementary Special Education District Support:
 - Provide instructional support training
 - Provide instructional strategies to assist our students with specialized needs
 - Participate in professional learning and some PLC meetings to provide additional support
 - Analyze special population data to determine needed actions
 - Collaborate with the C&I team to ensure alignment
- Director of MTSS:
 - Collaborate with focus team to provide TIER II and III support (Interventionists, push in model, etc.)
 - Analyze special population data to determine needed actions
- Executive Director of Elementary Services:
 - Provide support for campus principals to ensure processes are followed, supports are provided, feedback to participants
 - Attend PLC training to assist with process
 - Accountability support and monitoring
- Chief Academic Officer:
 - Provide financial support for action plan
 - Provide oversight of process
 - Provide updates and reports for Deputy Superintendent, Superintendent, and Board of Trustees



**EMS ISD Elementary School Math
2022-2023 Targeted Improvement Plan**

Causal Factor(s) Implementation of math instructional framework and strategies

Goal: Each 4th grade math teacher will implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and will analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.

Strategy: Teachers will utilize the instructional strategies and math frameworks within their classroom while providing informal, formative and summative assessments to ensure learning is taking place and students are provided extensions when they have prior knowledge, and interventions and supports for students in need.			
Hattie Effect Size on Student Achievement: .90			
Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Teachers will learn instructional strategies and how to design lessons that meet the needs of the students in a rigorous and relevant engaging environment. Teachers will have intensive support from the district math coaches to receive coaching and modeling assistance in an authentic, "in the moment" setting.	PLC Structured Agenda Coach Support Flexible scheduling Assessment training Classroom Systems Thinking/PDSA Training Understanding the math TEKS training Data Analysis and Implementation	Students are showing appropriate growth in their learning and are engaged, teacher reports of more students receiving assistance and learning gaps closing, math coach reports of teachers welcoming coaching and modeling opportunities during their visits and outside of the classroom as well.	Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers.



EMS ISD Elementary School Math 2022-2023 Targeted Improvement Plan

Causal Factor (s) Lack of collaboration to build collective and self-efficacy with instruction

Goal: Each 4th grade math teacher will be provided time to PLC to learn how to implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and how to analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.

Strategy: Teachers will be afforded uninterrupted time with campus and district math supports with time dedicated to understanding the math curriculum, have transparent collaboration with Focus team, and analyze trends and outliers in math data so the collective efficacy is built across the district.			
Hattie Effect Size on Student Achievement: 1.57			
Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Sept 6, Oct 11, Jan 2, Feb 21, 4 th grade teachers will be provided with time to meet for PLC and professional learning on backwards design, data analysis, understanding TEKS, and instructional strategies with members of the Focus Team.	Math Coaches Elementary 4th grade math teachers Members of the focus team when appropriate	A focused agenda is created for teachers for each of the PLCs and adhered to for the duration of the training. Impact of learning is observed in the classroom Learning goals achieved Student Feedback Data Tracking	Classroom observations indicate that the math teachers have carried forth the information and best teaching practices from the training. Progress monitoring (both formative and summative) shows gaps are being closed and student achievement is increasing.



**EMS ISD Elementary School Math
2022-2023 Targeted Improvement Plan**

Causal Factor(s) Lack of intensive coaching support for immediate support and proactive supports

Goal: Each 4th grade math teacher will be provided direct coaching and modeling from the elementary math coaches to provide direct support in PLC, instructional strategies and implementation of the district curriculum, data analysis, strategies for students with special needs and classroom supports.

Strategy: Teachers will be provided direct support from a math coach which will include one on one support, instructional strategies, curriculum implementation, assessment understanding, and data analysis to meet the individual needs of every student			
Hattie Effect Size on Student Achievement: .72			
Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Teachers will have access to the coach during district CLC dates. Teachers will have one on one support from a coach on a regular basis. Teachers will utilize the action plan within their classrooms.	Elementary Math Coaches Coaching Plan (Results Coaching and Impact Cycle) Documentation of visits and assistance provided for continuous improvement Understanding of diverse student populations Coaching and collaboration support from the Special Programs, ESL, Bilingual teams	All 4th grade math teachers use the same vocabulary and resources in a general, ESL, and special education classroom Structured agenda for PLC Building assessments and using the data to adjust instruction. Teachers have campus scheduled time of collaboration to discuss curriculum and student achievement.	ALL student scores on common formative assessments improve, progress toward student goals (including IEP) and objectives are met at a higher rate of frequency, and resources, instructional strategies, and goal setting reflect the teaching practices in all classrooms.



**EMS ISD Elementary School Math
2022-2023 Targeted Improvement Plan**

Causal Factor(s) Support with students with special needs (SPED, Dyslexia, ESL, Trauma, etc.)

Goal: Each 4th grade teacher will be provided direct coaching and modeling from the elementary math coaches along with support from special programs, MTSS/Dyslexia, counseling, and ESL to provide support in PLC to determine best instructional strategies for students with special needs and classroom supports which will show student growth by the teacher's efficacy of student achievement.

Strategy: Teachers will receive specific training and processes to assist students who are emergent learners, who have experienced trauma, who are struggling academically/behaviorally, or who need differentiated support due to an IEP.			
Hattie Effect Size on Student Achievement: 1.29			
Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Campus and district staff will work with the appropriate department or team to schedule specific professional learning based on the needs of our students. The team will design a plan of support that includes follow-up and accountability for teacher learning and implementation as well as student growth.	Math department & Coaches MTSS/Dyslexia support Special Programs support Counseling support ESL/emergent language learner support CI&PD	All teachers are attending and participating and showing growth in the instruction, training, and support by implementing learned strategies in their lessons as seen by campus administration and district leadership in walkthroughs and in coaching observations. Teacher efficacy in the belief that every student can learn is seen in the culture of the classroom and in student academic success.	Student data tracking are present and showing student growth. Teacher efficacy is shown through feedback and student feedback. Student self-efficacy is observed in their growth on STAAR and seen through student reflection, goal setting, and data tracking.

Anke Bracey

Subject: CPAC Meeting
Location: LCES Library

Start: Mon 9/12/2022 3:30 PM
End: Mon 9/12/2022 4:30 PM

Recurrence: (none)

Meeting Status: Meeting organizer

Organizer: Anke Bracey
Required Attendees: Anke Bracey; LCES CPAC; Brittanymjoyner@gmail.com
Optional Attendees: connielott2@gmail.com; Courtney Tidwell; Christina Witta; Jennifer Secrest; Jessica Kirkley; Tara Mancino; Jill Jones; Angel Conley; Kim Coy; Danielle Serrano; Brent Ranabargar; Faith Escamilla; Casye Leray; Amanda Pangellinan; Terrilin Holz; Anita Stephens; lmd0108@gmail.com; Mary Gurley

- Agenda:
1. Introductions and Committee Purpose
 2. Campus Vision, Goals, Belief Statements
 3. Review of 2022 Accountability Rating
 4. Presentation of DRAFT 2022-23 Campus Improvement Plan
 5. Approval of 2022-23 Campus Improvement Plan
 6. Q & A

Lake Country Elementary School - CPAC Meeting

September 12, 2022

3:30pm

Lake Country ES

Name - Print	Name - Signature	Role
Anke Bracey	<i>Anke Bracey</i>	Principal
Angel Conley	<i>Angel Conley</i>	Librarian
Jennifer Secret	<i>Jennifer Secret</i>	1st grade lead
Jill Jones	<i>Jill Jones</i>	Reading Specialist
Terrilyn Holz	<i>Terrilyn Holz</i>	A.P.
Christina Witz	<i>Christina Witz</i>	3rd lead
Tara Mancino	<i>Tara Mancino</i>	Math Specialist
Anita Stephens	<i>Anita Stephens</i>	Pre-K Teacher
Courtney Thwell	<i>Courtney Thwell</i>	2nd Teacher
Connie Lott	<i>Connie Lott</i>	Business Owner - Community
Mary E. Gurley	<i>Mary E. Gurley</i>	1st grade Parent
Brittany Jorgensen	<i>Brittany Jorgensen</i>	1st & 3rd Parent

Lake Country Elementary School - CPAC Meeting

September 12, 2022 3:30pm Lake Country ES

Name - Print	Name - Signature	Role
Cathy Lukay	Cathy Lukay	COUNSELOR
Jessica Kirkley	Jessica Kirkley	LTN