Eagle Mountain-Saginaw Independent School District

Lake Pointe Elementary

2024-2025 Campus Improvement Plan

Mission Statement

To inspire every student to achieve their highest potential.

Vision

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

Beliefs

ONE TEAM works together in kindness.

WISE WORKERS make the most of their learning time.

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

SAGACIOUS SCHOLARS seek understanding and show what they know.

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Comprehensive Needs Assessment

Revised/Approved: July 18, 2024

Demographics

Demographics Summary

DEMOGRAPHICS

Lake Pointe Elementary School is a growing suburban school located in Fort Worth, Texas. Lake Pointe serves 770 students who mostly reside in the surrounding Lake Pointe Community. The campus is in its 16th year of operation.

Enrollment by grade level: PK- 43, KG- 119, G1- 120, G2- 113, G3- 121, G4- 126, G5- 128

The campus is comprised of:

.26% American Indian- Alaskan Native

20.05% Black-African American

5.34% Asian

33.59% Hispanic

6.64% Two or more races

34.11% White

49.09% Free/Reduced Lunch

53.52% At-Risk

13.02% Mobility Rate

16.15% Emerging Bilinguals

16.80% Special Education

5.08% 504

5.6% GT

12.5% Military Connected Students

12.63% Students receiving Tier 2/Tier 3 Interventions

The staff at Lake Pointe consists of approximately 68 members including:

1 Principal

1 Assistant Principal

1 Counselor

36 General Education Teachers

1 Librarian

5 Special Education Teachers

1 SPED Counselor

1 Fine Arts Teacher (Music/Art)

1 Physical Education Teacher

1 Literacy Specialist

1 Math Specialist

1 Registered Nurse

3 Paraprofessionals (Instructional- Computer and Physical Education)

6 Paraprofessionals (Instructional- Special Education)

3 Paraprofessionals (Office)

1 SSA Coach

2 Dyslexia Therapists

1 Gifted/Talented Teacher

3 Speech Pathologists

1 Diagnostician

Lake Pointe Elementary offers the following instructional programs and services: Gifted and Talented, ESL, Special Education Itinerant and Resource, Special Education Structure Learning Environment, Special Education Speech Therapy, Dyslexia Services, Literacy and Math Interventions, UIL, Young Mans Club, Owl Dads, League of Luminous Leaders, 4th-5th Student Voice and Student Leadership Team.

Demographics Strengths

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

Student Learning

Student Learning Summary

Student Learning Summary

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

2024 STAAR Results:

STAAR 5th Grade Reading- 76% Approaches, 30% Meets, 28% Masters

STAAR 5th Grade Math- 76% Approaches, 34% Meets, 11% Masters

STAAR 5th Grade Science- 53% Approaches, 14% Meets. 5% Masters

STAAR 4th Reading- 82% Approaches, 31% Meets, 20% Masters

STAAR 4th Math- 79% Approaches, 25% Meets, 20% Masters

STAAR 3rd Reading- 64% Approaches, 26% Meets, 7% Masters

STAAR 3rd Math- 62% Approaches, 29% Meets, 5% Masters

EOY Benchmark Assessment System- Reading Level Assessment

73.05% of Kindergarteners met EOY year goal

73.95% of 1st graders met EOY year goal

75% of 2nd graders met EOY goal

mClass Assessment Results:

Kindergarten growth rate from BOY to EOY- 68%

1st Grade growth rate from BOY to EOY- 75%

2nd Grade growth rate from BOY to EOY- 70%

Student Learning Strengths

32% of 3rd-5th grade students achieved Mastery on STAAR assessments.

4th Grade STAAR Math ranked 1st highest in the district with a 79% passing rate.

- Ranked 1st highest passing rate in district- 79%
- Ranked 1st highest meets & masters rate- 25% & 20%

4th Grade STAAR Reading

- Ranked 4th highest passing rate in district- 82%
- Ranked 1st highest meets rate- 31%

5th Grade STAAR Reading ranked 5th highest in the district with a 76% passing rate.

- Ranked 5th highest passing rate in district- 76%
- Ranked 1st highest in number of students earning meets- 44

2nd Grade EOY BAS 75% ranked 1st highest in the district.

1st Grade EOY BAS 73.95% ranked 2nd highest in the district.

Students set individual learning goals, monitor their progress through PDSAs, and present their goals & progress to parents.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TELPAS scores indicate a need to increase in all 4 domains.   **Root Cause:** Develop staff knowledge of utilizing TELPAS rubrics to grow students' skills into daily instruction and the reciprocal impact on TELPAS scores, conduct 3 student reviews (2 in the fall, 1 in the spring), utilize the 7 Steps to a Language Rich Interactive Classroom.

Problem Statement 2 (Prioritized): mClass scores indicate students are not growing at an adequate rate- KG-68, G1- 75, G2-70   **Root Cause:** Follow a system of early interventions to prevent loss and close gaps by- Implement progress monitoring plan for all students, implement the mClass intervention lessons for well below and below benchmark students.

Problem Statement 3 (Prioritized): STAAR scores indicate inadequate performance on developing a written response to explain, analyze, and evaluate information about a reading selection or stimulus (short constructed response)   **Root Cause:** Instruction in on-demand writing using effective organization/conventions/development of ideas, monitoring writing growth through student goals.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

The average years of experience for teachers is 11 years.

1-5 years- 29.2%

6-10 years- 18%

11-20 years- 40%

20+ years- 10%

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

Perceptions

Perceptions Summary

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

Initiatives to add feathers to our OWLS include:

The OWL Way Student and Staff OWL Hoots

Hearts of Appreciation

Perfect attendance recognition monthly and 9 weeks

Pep Rallies to celebrate student and staff success

Recognition of student/staff birthdays

Delivery of individual student birthday cards

Book Battle

PTA Thanksgiving Food Drive

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

Young Man's Club

Honor Choir

UIL Teams

Mobile STEM Cart

Perceptions Strengths

EOY SEL Results

<u>Climate: K-3rd</u>

74% of students scored in the average to above average range for Overall SEL skills in understanding others complex emotions and perspectives, social problem-solving skills, and self-control.

91% of students scored in the average to above average range for emotion recognition which is the ability to understand what others are feeling from their behavior.

74% of students scored in the average to above average range for social perspective-taking which involves the ability to understand what someone else is thinking or intends, even when it is not obvious.

77% of student scored in the average to above average range for social problem solving which involves the ability to solve challenging everyday social problems.

60% of students scored in the average to above average range for self-control which includes the skills children use to control their attention, emotions, and behavior to achieve their goals.

Climate: 4th-5th

86% of students scored in the average to above average range for Overall SEL skills in understanding of others complex emotions and perspectives, social problem-solving skills, and self-control.

86% of students scored in the average to above average range for understanding others which reflects children's understanding that other can have mixed and complex social emotions and their understanding of others' perspectives.

87% of students scored in the average to above average range for social problem-solving which reflects children's ability to think through challenging social problems.

88% of students scored in the average to above average range for self-control which reflects children's' understanding of others' complex emotions and perspectives as well as self-control.

87% of students scored in the average to above average range for self-awareness which reflects children's understanding of their own social and emotional skill level.

Culture: K-3/4-5

Sense of Safety

- 85%/86% of students report that they feel safe at school.
- 75%/75% of students report that the rules are fair.

Sense of Belonging

- 84%/84% of students report agree that teachers care about me.
- 68%/69% of students report that Kids care about me.

Instructional Support

- 77%/94% of students report that teachers help me learn.
- 86%/95% of students report that teachers are encouraging.

Priority Problem Statements

Problem Statement 1: TELPAS scores indicate a need to increase in all 4 domains.

Root Cause 1: Develop staff knowledge of utilizing TELPAS rubrics to grow students' skills into daily instruction and the reciprocal impact on TELPAS scores, conduct 3 student reviews (2 in the fall, 1 in the spring), utilize the 7 Steps to a Language Rich Interactive Classroom.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: mClass scores indicate students are not growing at an adequate rate- KG-68, G1- 75, G2-70

Root Cause 2: Follow a system of early interventions to prevent loss and close gaps by- Implement progress monitoring plan for all students, implement the mClass intervention lessons for well below and below benchmark students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: STAAR scores indicate inadequate performance on developing a written response to explain, analyze, and evaluate information about a reading selection or stimulus (short constructed response)

Root Cause 3: Instruction in on-demand writing using effective organization/conventions/development of ideas, monitoring writing growth through student goals.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 1: By the end of the 2024-2025 school year, 75% of EB students will advance one level in each domain in the TELPAS assessment.

High Priority

Evaluation Data Sources: 2024 TELPAS Results
2025 TELPAS Results

Strategy 1 Details				Reviews			
Strategy 1: All classroom teachers will participate in three EB Instructional Reviews. Linguistic accommodations and strategies will be reviewed to determine effectiveness. Teachers will review rubrics to determine next steps of linguistic support.				**Formative**			**Summative**
				Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Instructional accommodations will be aligned to the specific needs of the learner resulting in growth on TELPAS scores. **Staff Responsible for Monitoring:** Campus Administrators, Teachers **Problem Statements:** Student Learning 1							

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize the 7 Steps to a Language Rich Interactive Classroom to support the needs of all learners. Staff will develop look-fors for each step for classroom implementation. 1. Teach students what to say when they don't know 2. Have students speak in complete sentences 3. Randomize and rotate when calling on students 4. Use total response signals 5. Use visuals and vocabulary strategies that support objectives 6. Have students participate in structured conversations 7. Have students participate in structured reading and writing activities **Strategy's Expected Result/Impact:** Increase student participation and develop academic language **Staff Responsible for Monitoring:** Campus Administrators, Teachers **Problem Statements:** Student Learning 1	Formative			Summative
	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: TELPAS scores indicate a need to increase in all 4 domains.   **Root Cause**: Develop staff knowledge of utilizing TELPAS rubrics to grow students' skills into daily instruction and the reciprocal impact on TELPAS scores, conduct 3 student reviews (2 in the fall, 1 in the spring), utilize the 7 Steps to a Language Rich Interactive Classroom.

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 2: 80% of students in 3rd, 4th, and 5th grades will score a 2 on three SCR/ECR as measured on the EMS curriculum assessments.

High Priority

Evaluation Data Sources: SCRs on DCA Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers across all content areas will focus on utilizing the RAP strategy to develop students' SCR/ECR skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will gain knowledge, skills, and practices to write a level 2 short constructed response.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Literacy Interventionist, Campus Administration				
Problem Statements: Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Teachers and students will utilize data folders and the PDSA process to set goal and track progress in writing SCR/ECR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will gain knowledge, skills, and practices to write a level 2 short constructed response.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Literacy Interventionist, Campus Administration				
Problem Statements: Student Learning 3				

Strategy 3 Details	Reviews			
Strategy 3: In March 2025, 2nd grade teachers will introduce students with the RAP strategy using grade level passages.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will gain knowledge, skills, and practices to write a level 2 short constructed response	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Literacy Interventionist, Campus Administration				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: STAAR scores indicate inadequate performance on developing a written response to explain, analyze, and evaluate information about a reading selection or stimulus (short constructed response)   **Root Cause**: Instruction in on-demand writing using effective organization/conventions/development of ideas, monitoring writing growth through student goals.

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 3: 85% of Kindergarten- 5th grade students will demonstrate mastery of learning by earning an on-grade level score on the EOY MAP screener (Math, Reading, and Science -5th)

Evaluation Data Sources: Monthly MAP Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize MAP recommendations to set math & reading interventions for OWL Flight time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will grow in math and reading skills.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coach, Literacy & Math Interventionists, Campus Administration				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and students will utilize data folders and the PDSA process to set goal and track progress in MAP Math, Reading, and Science.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will grow in math and reading skills.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coach, Literacy & Math Interventionists, Campus Administration				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 4: By April 17, 90% of all students in K-5 will complete 70% or more of their assigned puzzle goal progress in ST Math.

Evaluation Data Sources: ST Math

Strategy 1 Details			Reviews			
Strategy 1: All teachers will receive a training on ST Math implementation and goal setting.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased effectiveness of Tier 1 instruction **Staff Responsible for Monitoring:** Math Interventionist, Campus Administration			**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Staff and students will utilize data folders to set ST Math goals and analyze progress.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students who have completed 70% of puzzles will have the grade level knowledge and skills in math to meet expectations on campus and district assessments. **Staff Responsible for Monitoring:** Teachers, Math Interventionist, Campus Administrators			**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 5: By May 2025, 85% of the Kindergarten, 1st Grade, and 2nd Grade students will achieve their EOY expectations on BAS and mClass.

High Priority

Evaluation Data Sources: 24-25 EOY scores for BAS and mClass

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct progress monitoring during Owl Flight for all students based cut-scores for Tier 2 & Tier 3 services based on the BOY and MOY screeners for BAS and mClass.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By the end of the 24-25 school year, 85% of students will meet their end of year goal on BAS and mClass				
Staff Responsible for Monitoring: Teacher, Instructional Coach, Literacy Interventionist, Campus Administrators				
Problem Statements: Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten, 1st Grade, and 2nd Grade teachers will conduct monthly data reviews on progress monitoring checks for all students on BAS and mClass levels.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By the end of the 24-25 school year, 85% of students will meet their end of year goal on BAS and mClass				
Staff Responsible for Monitoring: Teacher, Instructional Coach, Literacy Interventionist, Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 85% of students will meet end of year expectations				
Staff Responsible for Monitoring: Principal, Assistant Principal				

Strategy 4 Details	Reviews			
Strategy 4: Itinerant and resource SPED model allowing SPED teachers to serve multiple students to address individualized IEP goals.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Evidence of differentiation in walk throughs and observations; close achievement gaps **Staff Responsible for Monitoring:** Campus Administrators, Special Education Teachers, Classroom Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: mClass scores indicate students are not growing at an adequate rate- KG-68, G1- 75, G2-70 **Root Cause**: Follow a system of early interventions to prevent loss and close gaps by- Implement progress monitoring plan for all students, implement the mClass intervention lessons for well below and below benchmark students.

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 6: By May 2025, 90% of Pre-Kindergarten students will meet the EOY CIRCLE expectations.

Evaluation Data Sources: EOY CIRCLE scores

Strategy 1 Details			Reviews			
Strategy 1: Pre-KIndergarten teachers will implement the EMS ISD Tier 1 curriculum.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of students will meet the EOY CIRCLE expectations.			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Literacy Interventionist, Campus Administrators						
Strategy 2 Details			**Reviews**			
Strategy 2: Pre-Kindergarten students will track their progress on CIRCLE goals in their goal folder.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of students will meet the EOY CLI expectations.			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Literacy Interventionist, Campus Administrators						

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 7: By the end of 2024-2025 school year, all students in 3rd, 4th, and 5th grades will meet or exceed the district performance targets on the 2025 STAAR assessments in reading, math, and science.
G3 Math- 85% Approaches, 47% Meets, 25% Masters
G3 Reading- 85% Approaches, 50% Meets, 25% Masters
G4 Math- 85% Approaches, 47% Meets, 20% Masters
G4 Reading- 85% Approaches, 50% Meets, 25% Masters
G5 Math- 85% Approaches, 47% Meets, 25% Masters
G5 Reading- 85% Approaches, 50% Meets, 30% Masters
G5 Science- 90% Approaches, 50% Meets, 20% Masters

> **Evaluation Data Sources:** MAP data
> Data Meeting Spreadsheets noting T1, T2, T3
> Walk-throughs and observations
> Unit Internalization
> DCA results
> Interim assessments
> STAAR results

Strategy 1 Details		Reviews			
Strategy 1: Students in 2nd grade will increase fact fluency through targeted practice with Legends of Learning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will perform higher on formative and summative assessments due to an increase in fact fluency		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Interventionists, Campus Administrators					

Strategy 2 Details	Reviews			
Strategy 2: Each 3rd-5th grade math teacher will be provided PLC time to adapt instruction to meet the needs of student by-internalize the district curriculum, analyze data using the PDSA process, integrate the Fundamental 5 and 7 Steps, **Strategy's Expected Result/Impact:** Teachers will develop their understanding of the curriculum, Fundamental 5, 7 Steps, and PDSA model. Student performance increase in the meets (15% increase) and total passing score of 85%. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Math Interventionist, Campus Administrators	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: All teachers will engage students in the PDSA process monitoring a goal based on readiness standards for the nine weeks in the areas of Reading/Language Arts, Math, and Science. **Strategy's Expected Result/Impact:** Student data folders documents in walk throughs, student ownership of setting, explaining, and reflecting on goals. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Interventionists, Campus Administration	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 1: Accelerated instruction will be provided during OWL Flight time for all students who failed to achieve grade level expectations on the At-Risk screeners (BOY & MOY) for PK-3, 4-5 Math & Reading STAAR.

Evaluation Data Sources: BOY, MOY, EOY Screeners
At-Risk List
Student Data Folders
DCAs
Interim assessments
MAP results
HB 1416 Tutoring hours
Data will be analyzed and AI plans monitored and adjusted through PLCs and/or CARE Team Meetings

Strategy 1 Details	Reviews			
Strategy 1: Daily OWL Flight time to address Tier 2 interventions and extension opportunities to increase students performance. Data will be tracked by classroom teachers and interventionists for all students required to receive hours of accelerated instruction through Tier 2, Tier 3, and HB tutoring.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identified areas of weakness will be targeted during intervention time. Increase in student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Interventionists, Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Parent communication of student progress based on district screeners will be shared at the beginning, middle, and end of the year.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Connects school to family to support their success. **Staff Responsible for Monitoring:** Teachers, Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will review BOY, MOY, and EOY data to determine students who meet the criteria of At-Risk per the state criteria. Students identified as At-Risk will receive Tier 2 interventions	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Interventions will be provided to close achievement gaps **Staff Responsible for Monitoring:** Teachers, Interventionists, Campus Administrators				

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

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 2: 100% of students will maintain goal setting and data tracking throughout the school year.

    Evaluation Data Sources: Data Meetings
Data Spreadsheets
T2 and T3 forms in Project Education
Students goal folders/documents

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct data conferences with students using data folders. Data folders will incorporate a minimum of these components: Where am I compared to where I need to be? What is my personal learning goal? Am I making progress? Are the strategies I'm using helping me learn or moving me towards my goal? What could I do differently to get better learning results?	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be aware of individual goals and understand assessment results, current levels, progress towards goals, process that work, and changes to make improvement. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Interventionists, Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet in vertical teams for reading, math, and science to review goal setting and data tracking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Vocabulary development, alignment of strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Interventionists, Campus Administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: All teachers engage students in the PDSA process monitoring a goal based on readiness standard for the nine weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement, student ownership of the goal setting process and reflection of progress **Staff Responsible for Monitoring:** Campus Administrators	**Dec**	**Feb**	**Apr**	**June**

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

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 3: 100% of students and staff will implement and understand the CHAMPS procedures in all common areas and in the classroom.

    Evaluation Data Sources: Decrease in office referrals
Increase in positive calls home
Walkthrough and observation data

Strategy 1 Details		Reviews			
Strategy 1: The PBIS committee will meet multiple times throughout the school year to assess effectiveness of CHAMPS implementation and share ideas for behavior Tier 1 strategies		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Positive school culture- increase in learning and decrease in behaviors that prohibit learning **Staff Responsible for Monitoring:** Teachers, Campus Administrators					

Strategy 2 Details		Reviews			
Strategy 2: Fidelity checks of CHAMPS implementation to decrease negative behaviors that prohibit learning and increase instructional opportunities.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased positive behaviors Decrease in office referrals Increase instructional time **Staff Responsible for Monitoring:** Campus Administrators					

Strategy 3 Details		Reviews			
Strategy 3: 100% of teachers will use MTSS to support the behavioral needs of students at the Tier 1, Tier 2, and Tier 3 level.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduce inappropriate classroom behaviors; students develop self-regulation skills **Staff Responsible for Monitoring:** Campus administrators, SSA Coach					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 1: Lake Pointe staff will be provided with learning opportunities which equip them with the necessary skills to foster personal and social development within their students.

> **Evaluation Data Sources:** SEL data
> PBIS data
> Office Referral data
> BTA data

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will be provided with two professional learning opportunities focused on classroom strategies for promoting personal and social development during the 2024-2025 school year.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Classroom staff will feel prepared to offer classroom strategies on a regular basis. **Staff Responsible for Monitoring:** Campus Administration, Counselor, SSA Coach				

Strategy 2 Details	Reviews			
Strategy 2: The campus counselor, intervention counselor, and campus administration will train staff on a supplemental resource toolkit to enhance personal and social well-being of students.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will access to multiple resources to support personal and social well-being as needed on an individual basis. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Intervention Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will promote a safe and healthy learning environment by providing character education lessons based on the OWLS Bootcamp, Positive Action, and Harmony curriculum.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will feel safe and develop skills to make good choices. Decrease in student discipline. **Staff Responsible for Monitoring:** Campus Administrator, Counselor				

Strategy 4 Details	Reviews			
Strategy 4: Implement MTSS interventions for Tier 2 and Tier 3 behavior needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved culture, increase student achievement, reduce office referrals **Staff Responsible for Monitoring:** Campus Administrators, Counselor, SSA Coach	**Dec**	**Feb**	**Apr**	**June**

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

Goal 3: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 2: 100% of students will set academic and personal goals tracked and analyzed by teachers & students to evaluate understanding of the curriculum and measure individual growth.

    Evaluation Data Sources: Student data folders

Strategy 1 Details	Reviews			

Strategy 1: 100% of students will have a data folder to set goals and track their progress in reading, math, science, and personal goals (4 goals).
    Strategy's Expected Result/Impact: Increase awareness of individual progress
Increase ins tudent achievement
    Staff Responsible for Monitoring: Teachers, Campus Administration
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			

Strategy 2: 100% of teachers will conduct data conferences with students using data folders. Data conferences will include these components- Where am I compared to where I need to be? Am I making progress? Are the process/strategies I'm using helping me learn or move me towards my goal? What could I do differently to get better results?
    Strategy's Expected Result/Impact: Improved student achievement
    Staff Responsible for Monitoring: Teachers, Campus Administrators
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Performance Objective 1: 96% of students will be in attendance during the 24-25 school year.

    Evaluation Data Sources: PEIMS attendance data

Strategy 1 Details				Reviews			

Strategy 1: Students will be recognized in the classroom for perfect attendance by month and each nine weeks. Students will receive a brag tag.
     Strategy's Expected Result/Impact: Increased attendance
 Improved school culture
     Staff Responsible for Monitoring: Attendance Secretary, Campus Administrators
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**
Strategy 2 Details				Reviews			

Strategy 2: Attendance will be reviewed each three weeks communicating concerns in absences and/or tardies.
     Strategy's Expected Result/Impact: Decreased number of days absent; decreased number of days tardies
     Staff Responsible for Monitoring: Campus Administration, Registrar, Classroom Teachers
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**

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

Goal 4: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Performance Objective 2: 100% of students will set academic and personal goals tracked and analyzed by teachers & students to evaluate understanding of the curriculum and measure individual growth.

    Evaluation Data Sources: Goal folder checks

Strategy 1 Details	Reviews			
Strategy 1: Encourage students in grades 2-5 to participate in UIL.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth in participants' academic skills, communication skills, and confidence. **Staff Responsible for Monitoring:** UIL Leader, UIL Coaches, Teaches, Campus Administrators	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Develop a student leadership group that helps students during arrival.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive behavior Improve school culture **Staff Responsible for Monitoring:** Teacher Leader, Campus Administrator	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Recognize and celebrate student contributions and achievements through the OWLStanding Office Hoots, fostering a sense of belonging and pride in their school community	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve school culture Increase in positive behaviors **Staff Responsible for Monitoring:** Teachers, Campus Administrators	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 1: 100% of teachers will set personalized goals for professional growth and student achievement

    Evaluation Data Sources: T-TESS Goals submitted in STRIVE

Strategy 1 Details		Reviews			
Strategy 1: 100% of teachers will set personalized goal for professional growth and student learning goal.		**Formative**			**Summative**
Strategy's Expected Result/Impact: BOY T-TESS Conferences EOY T-TESS Conferences		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 5: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 2: LPE will enhance collaboration and trust among staff members by implementing intentional opportunities for relationship building.

    Evaluation Data Sources: Staff participation in activities

Strategy 1 Details			Reviews			
Strategy 1: CPAC and campus leadership team will plan and implement a minimum of one relationship building opportunity each semester.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved school culture **Staff Responsible for Monitoring:** CPAC, Leadership Team			Dec	Feb	Apr	June

Strategy 2 Details			Reviews			
Strategy 2: Staff will be surveyed to identify ways in which staff would like to be recognized and acknowledged for their contributions that are aligned with the district/campus resources and work place culture by October 2024.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved school culture **Staff Responsible for Monitoring:** Leadership Team, Campus Administrators			Dec	Feb	Apr	June

       0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 3: Create and develop an on-boarding process for all new staff members to include designated meetings to answer questions and offer assistance as needed.

Evaluation Data Sources: New teacher input

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings with all new staff to discuss topics of choice, answer questions regarding policies/ procedures, or receive training from appropriate personnel	**Formative**			**Summative**
Strategy's Expected Result/Impact: Risk free environment will be developed for all new staff members to feel comfortable asking questions and understanding expectations at LPE **Staff Responsible for Monitoring:** Campus administration, Coaches, Interventionists	**Dec**	**Feb**	**Apr**	**June**

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

Goal 6: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 1: 100% of staff and student will received training in and follow the Standard Response Protocoal and Reunification Process.

    Evaluation Data Sources: Training sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Students and staff will be trained in the 5 actions of standard response protocol- hold, secure, lock down, evacuate, and shelter.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff and students will be well prepared and know what to do in an emergency situation	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: SRP drills will be practiced each month according to the campus emergency operation plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will be prepared and know what to do in an emergency	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administration				

Strategy 3 Details	Reviews			
Strategy 3: 100% of staff will be trained in the National Incident Management System (NIMS) to prepare for and respond to and manage a critical incident.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be prepared and know what to do during a critical incident.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administration				

Strategy 4 Details	Reviews			
Strategy 4: 100% of classroom doors remain locked.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classrooms will be secured.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrators				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 2: 100% of students and staff will participate in creating and fostering a positive school culture at Lake Pointe Elementary.

    Evaluation Data Sources: Discipline data
xSEL data

Strategy 1 Details	Reviews			
Strategy 1: The core beliefs of OWLS will be explicitly taught and reviewed daily on the morning announcements and in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Outlines the positive behaviors desired at Lake Pointe.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: 100% of students will participate in the OWLS Bootcamp to learn/review what it means to be an Owl.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Communicates the following: Who we are, what we do, what we stand for, why we do it and how we do it.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Teachers in PK-5th grades will provide a daily character education lesson using Postivie Action/Harmony.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved classroom culture Improved school culture Increase in positive behaviors Decrease in office referrals	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators				

Strategy 4 Details	Reviews			
Strategy 4: The SEL Committee will review and respond to the SEL screener data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of students' perspectives Improved school culture	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Counselor				

Strategy 5 Details	Reviews			
Strategy 5: The school counselor will utilize the elementary counseling curriculum and practices to promote physical and mental well-being for all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in violent risk assessments, decrease in office referrals **Staff Responsible for Monitoring:** Administrators, Counselors	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Teachers and staff will use Positive Behavior Intervention Support (PBIS) and CHAMPS to teach positive school and classroom routines and procedures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced office referrals **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Create a Student Voice Committee of 3rd-5th grade students (teacher nominated) to provide feedback on campus systems. Meetings held during lunch.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Use student feedback to align systems **Staff Responsible for Monitoring:** Administrators	Dec	Feb	Apr	June

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

Goal 6: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 3: 100% of staff and students will implement PBIS in all common areas and in all classrooms.

    Evaluation Data Sources: PBIS data
Office referral data

Strategy 1 Details	Reviews			
Strategy 1: CHAMPS will be used in all classrooms as the learning activity changes to ensure students know the required behaviors for success.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in off task behaviors Increase in time on task **Staff Responsible for Monitoring:** Teachers, Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Using the PBIS Rewards app students will be recognized and rewarded for positive actions and behavior by earning digital kindness coins.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: PBIS Rewards Reports Improved positive behaviors Decrease in office referrals **Staff Responsible for Monitoring:** Teachers, Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: 100% of students will be taught how to log in to the SSO to access the PBIS Rewards app to find their kindness coins total and purchase merchandise from the school and class store	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in positive behaviors Decrease in office referrrals **Staff Responsible for Monitoring:** Teachers, Counselor, Campus Administrators				

Strategy 4 Details	Reviews			
Strategy 4: The PBIS committee will review campus behavior data and PBIS Reward data to share postive behavior strategies with staff 3 times a year.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in positive behaviors Decrease in office referrals **Staff Responsible for Monitoring:** Campus Administrators				

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

State Compensatory

Budget for Lake Pointe Elementary

Total SCE Funds: $8,091.12
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

After school tutorials for at-risk students in grades K-5.

Personnel for Lake Pointe Elementary

Name	Position	FTE
Jackie Troutz	Math Interventionist	1
Kelly Campbell	Reading Interventionist	1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Terri Haider	Teacher
Parent	Tara Chambers	Parent
Administrator	Brent Caldwell	Assistant Principal
Classroom Teacher	Leslie Aldridge	Teacher
Classroom Teacher	Ashlee Szymanski	Teacher/Parent
Classroom Teacher	Katie Holt	Teacher/Parent
Classroom Teacher	Cindy Tumlinson	Teacher
Classroom Teacher	Autumn Wood	Teacher
Classroom Teacher	Jessica Simon	Teacher
Parent/Community	Chairty Brose	Parent/Community
Administrator	Vanessa Kiser	Principal

Addendums

Entity	Name	Cal	Operational Days	Grade Level	Total Days Membership	Total Ineligible Days Present	Total Eligible Days Present	Refined ADA	Percentage Of Attendance
112	LAKE POINTE ELEMENTA	112	170	01	17058.0	0.0	16204.0	95.32	94.99
			170	02	18786.0	0.0	17742.0	104.36	94.44
			170	03	20870.0	0.0	19702.0	115.89	94.40
			170	04	19366.0	0.0	18377.0	108.10	94.89
			170	KG	16862.0	0.0	15898.0	93.52	94.28
			170	ALL	92942.0	0.0	87923.0	517.19	94.60
		PK	170	PK	1833.5	76.5	1668.0	9.81	95.15
			170	ALL	1833.5	76.5	1668.0	9.81	95.15
	REPORT TOTALS:				94775.5	76.5	89591.0	527.00	94.61

*********************** End of report ***********************

Campus attendance Rate Template Parameters
ADA Report

Calendar Low	Calendar High	Grad Yr Low	Grad Yr High	Race Low	Race High	Student Type Low	Student Type High	Date Low	Date High	Totals By	Report Type
			Processed By								
	ZZZ	2031	2036		ZZZ		ZZZ	08/15/2022	05/26/2023	Entity & Grade	Summary Only
			Student Range								
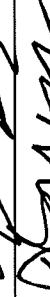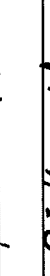
Processed Entities: 112

Excluded Entities: None

2023-2024 Campus Site-Based Committee

Meeting Date: March 5, 2024

4:00 P.M.

LPE Library

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

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

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

BOY BAS	Total Students	Total (E & M)	Exceeds	Meets	Approaches	Does Not Meet
1st Grade	119	58%	18.49%	39.50%	14.29%	27.73%
2nd Grade	112	67%	52.68%	14.29%	7.14%	25.89%

MOY BAS	Total Students	Total (E & M)	Exceeds	Meets	Approaches	Does Not Meet
Kindergarten	115	85.21%	13.91%	71.3%	14.78%	0%
1st Grade	117	66.67%	45.3%	21.37%	9.4%	23.93%
2nd Grade	112	67.85%	48.21%	19.64%	7.14%	25%

BOY mClass Composite	Total Students	Well Below	Below	At Benchmark	Above
KG	117	32%	15%	24%	29%
1st	121	21%	21%	23%	35%
2nd	112	23%	12%	31%	34%

MOY mClass Composite	Total Students	Well Below	Below	At Benchmark	Above
KG	115	26%	17%	27%	30%
1st	117	26%	14%	34%	26%
2nd	112	21%	13%	38%	28%

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. 100%

Strategy 2: All students will have a data folder to set goals and track their progress in reading (BAS, istation, mClass). 100%

Strategy 3: Teachers will meet monthly with campus staff and/or district reading coach to review student reading levels, collaborate, and plan. Nov/Dec

G2- 71% reading on Level J or higher (32 students below)

G1- 61% reading on Level F or higher (47 students below)

KG- 79% reading on Level B or higher (24 students below)

Jan

G2- 85% reading on level K or higher (17 students below)

G1 67% reading on level G or higher (39 students below)

KG- 85% reading on level B or higher (17 students below)

Strategy 4: Daily Owl Flight time to address Tier II Intervention goals and extension time to increase student performance on reading assessments.

Nov/Dec

KG- 10 Reading Tier 2

1st- 43 Reading Tier 2

2nd -32 Reading Tier 2

Jan

KG- 13 Reading Tier 2

G1- 40 Reading Tier 2

G2- 25 Reading Tier 2

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

BOY Math Istation	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
KG	21%	16%	24%	25%	14%
1st	33%	16%	16%	15%	20%
2nd	29%	20%	19%	22%	11%
3rd	26%	18%	29%	12%	15%
4th	12%	15%	22%	19%	32%
5th	20%	17%	19%	17%	27%

Summary	Lvl 1-2	Lvl 3-5
KG	37%	63%
1st	49%	51%
2nd	49%	52%
3rd	44%	56%
4th	27%	73%
5th	37%	63%

MOY Math Istation						Summary		
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5		Lvl 1-2	Lvl 3-5
KG	19%	21%	17%	25%	18%	KG	40%	60%
1st	14%	11%	17%	22%	36%	1st	25%	75%
2nd	21%	24%	24%	20%	11%	2nd	45%	55%
3rd	22%	38%	22%	11%	7%	3rd	60%	40%
4th	12%	29%	28%	15%	15%	4th	41%	58%
5th	25%	20%	19%	14%	22%	5th	45%	55%

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. 100%

Strategy 2: All students will have a data folder to set goals and track their progress in math (Istation, ST Math, DCAs). 100%

Strategy 3: Teachers will meet monthly with campus staff and/or district math coach to review student reading levels, collaborate, and plan. Sept. Oct. Dec.

Strategy 4: Daily Owl Flight time to address Tier II Intervention goals and extension time to increase student performance on math assessments.

Nov/Dec
KG-2 Math Tier 2
1st- 32 Math Tier 2
2nd-21 Math Tier 2

Jan
KG-0 Math Tier 2
1st- 27 Math Tier 2
2nd-32 Math Tier 2

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

District Targets
G3 Math- 85% Approaches, 47% Meets, 25% Masters
G3 Reading- 85% Approaches, 50% Meets, 25% Masters
G4 Math- 85% Approaches, 47% Meets, 20% Masters
G4 Reading- 85% Approaches, 50% Meets, 25% Masters
G5 Math- 85% Approaches, 47% Meets, 25% Masters
G5 Reading- 85% Approaches, 50% Meets, 30% Masters

Lake Pointe STAAR Data
2023 G3 Math- 74% Approaches, 31% Meets, 14% Masters
2023 G3 Reading- 79% Approaches, 36% Meets, 12% Masters
2023 G4 Math- 77% Approaches, 30% Meets, 25% Masters
2023 G4 Reading- 79% Approaches, 34% Meets, 20% Masters
2023 G5 Math- 93% Approaches, 32% Meets, 29% Masters
2023 G5 Reading- 89% Approaches, 37% Meets, 23% Masters

G5 Science- 90% Approaches, 50% Meets, 20% Masters   2023 G5 Science- 84% Approaches, 25% Meets, 22% Masters

Math DCA1	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	125	8	70.69%	80.80%	57.60%	33.60%	10/02/23
4th Grade	119	9	75.84%	85.71%	69.75%	55.46%	10/05/23
3rd Grade	119	8	75.25%	83.19%	68.07%	42.86%	09/05/23
Math DCA2	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	127	8	71.51%	87.40%	62.20%	31.50%	11/30/23
4th Grade	116	8	68.18%	87.07%	50.86%	36.21%	12/08/23
3rd Grade	119	8	67.44%	78.99%	49.58%	28.57%	10/04/23
Math DCA3	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	126	11	70.16%	78.57%	61.11%	35.71%	01/31/24
4th Grade	121	10	73.97%	87.60%	64.46%	47.93%	02/08/24
3rd Grade	117	9	69.63%	74.36%	53.85%	43.59%	02/21/24

Reading DCA1	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	113	6	55.75%	46.02%	15.93%	4.42%	10/10/23
4th Grade	119	7	64.17%	62.18%	31.93%	10.08%	10/11/23
3rd Grade	119	6	50.80%	52.94%	27.73%	2.52%	10/04/23
Reading DCA2	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	127	9	57.17%	57.48%	25.98%	7.87%	11/16/23
4th Grade	117	9	59.54%	57.26%	23.08%	11.97%	11/16/23
3rd Grade	118	7	60.09%	73.73%	24.58%	16.10%	11/15/23
Reading DCA3	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	120	8	79.42%	88.33%	65%	49.17%	02/07/24

	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
4th Grade	120	7	65.61%	67.50%	27.50%	10.83%	02/27/24
3rd Grade	107	6	55.14%	69.16%	17.76%	11.22%	02/14/24

Social Studies DCA1	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	125	9	71.20%	68.80%	58.40%	3.20%	10/04/23
4th Grade	105	4	66.98%	37.14%	33.33%	10.48%	10/03/23
3rd Grade	115	8	73.52%	66.96%	56.52%	17.39%	10/12/23

Social Studies DCA2	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	109	6	55.14%	34.86%	16.51%	0.92%	12/08/23
4th Grade	108	7	50%	19.44%	9.26%	0%	11/30/23
3rd Grade	109	7	54.59%	40.37%	26.61%	11.01%	12/05/23

Social Studies DCA3	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade							
4th Grade							
3rd Grade							

Science DCA1	Total Students	Raw Score	Percent Score	Meets GL	Masters GL	Date Taken
5th Grade	126	8	70.50%	57.14%	25.40%	10/05/23
4th Grade	118	8	63.63%	38.14%	9.32%	10/03/23
3rd Grade	115	7	74.78%	73.04%	35.65%	09/26/23

Science DCA2	Total Students	Raw Score	Percent Score	Meets GL	Masters GL	Date Taken
5th Grade	116	6	68.53%	60.34%	60.34%	11/15/23
4th Grade	117	14	82.86%	84.62%	33.33%	11/15/23
3rd Grade	116	6	68.53%	60.34%	60.34%	11/15/23

Science DCA3	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
5th Grade	128	7	72.42%	0%	53.91%	35.94%	02/07/24

4th Grade	117	8	68.95%	NA	28.21%	17.09%	02/15/24
3rd Grade	121	9	68.91%	NA	38.84%	27.27%	01/31/24

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. 100%

Strategy 2: All students will have a data folder to set goals and track their progress in reading, math, and science with and a system for students to track their progress on pre/mid/post assessments. 100%

Strategy 3: Itinerant and resource SPED model allowing SPED teachers to serve multiple students to address individualized IEP goals

Strategy 4: Daily Owl Flight Intervention time to address Tier II and HB 4545 (At Risk, ELL,Asian, SE, ECO) gaps in understanding and Extension time (GT,High Performing) to increase mastery on assessments.

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

Strategy 1: All classroom teachers will participate in two EB Instructional Reviews. Linguistic accommodations and strategies will be reviewed to determine effectiveness. Teachers will review rubrics to determine next steps of linguistic support.

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

Strategy 1: Instruction in on-demand writing using effective organization/development of ideas and language conventions

Insert number of student writing at a rubric level of 2

	October 2023	November 2023	December 2023	February 2024
3rd	13	12	14	41
4th	34	20	44	
5th	24	19	46	
	19% (72)	14% (510	28% (103)	

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

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

Strategy 1: All teachers with perfect attendance for each month period will be given a raffle ticket.
September- Mrs. Chamberlain, October- Miss Bermudez, November- Mrs. Pena

Strategy 2: Each class will be recognized as they complete the One Team is all here. Teachers will notify the office for a shout-out on the morning announcements
Completed by Barron, Estis, Sanderson, Guyton, Brashier

Strategy 3: Students will perfect attendance each nine weeks will be recognized at pep rallies.
Due to October APEX Pep Rally, students ate lunch with administrator

Strategy 4: The campus attendance committee will meet throughout the year to discuss student attendance, intervention needs, and student attendance incentives.

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

Strategy 1: The school counselor will utilize the elementary counseling curriculum and practices to promote physical and mental well-being for all students.

Strategy 2: Staff will use Positive Behavior Intervention Support (PBIS)/CHAMPS to teach positive school and classroom routines and procedures
Classroom teachers utilized Owl Bootcamp to teach OWLS.

Strategy 3: Student and staff recognition for act of kindness through OWL Hoots and Hearts.
1073 hearts
18 Office Hoots

Strategy 4: Recognize students who met a goal in their data folder with class celebration.

Strategy 5: Create a Student Voice Committee of 4th and 5th grade students to provide feedback on campus systems.
Meetings- Nov. 3, Feb. 16, April 29

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

Strategy 1: Deepen teacher understanding of the ICLE rubrics and the relevance to instructional planning.

Strategy 2: All teachers will participate in one campus instructional walks to recognize and reflect on instructional strategies and best practices (Fundamental Five/ICLE Rubrics) during the 1st or 2nd nine weeks.
December 7

Strategy 3: Provide professional development from our campus Technology Specialists to integrate technology into the curriculum, instruction, and learning environments.
Meetings: 9/26, 10/31, 11/28, 2/13, 3/19, 4/30

Strategy 4: Continue to build capacity of staff to identify key behaviors and actions of PLCs.
Staff will use a planning document/data analysis form of their choice

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

Strategy 1: Increase the participation of the OWL Dads program from 18 volunteers (22-23) to 30 volunteers (23-24).
6 volunteers

Strategy 2: Encourage families to participate in PTA and campus sponsored events to build school and family relationships.
Encouragement placed in weekly Parent Newsletter and FB posts

Strategy 3: 100% of staff members join the LPE PTA to support parental involvement and nurture relationships between LPE and families.

Strategy 4: Earn the PTA Golden Apple award (100% of staff join PTA).
10/23- Need 15 more to join
2/1/24- Need 8 more to join

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

Strategy 1: 100% of teachers will set personalized goals for professional growth in STRIVE during BOY T-TESS conferences and reflect on their growth their EOY conferences.
100% complete
Performance Objective 6: 100% of students will set academic and personal goals housed within their Data Folder.
Strategy 1: All students will have a data folder to set goals and track their progress in reading, math, science, and SEL. 100%
Strategy 2: Encourage students in grades 2-5 to participate in UIL. 75 students, 12 Coaches
Strategy 3: Recognize and celebrate students who meet a goal in their data folder. 100%

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7,8)
Performance Objective 1: 100% of teachers will use an evidence based tiered system of behavioral support and a focused character education program to meet the behavioral needs of all students.
Strategy 1: Continue to implement PBIS and STOIC/CHAMPS, and MTSS inventions (Tier 2/Tier 3) for behavior support.
Nov/Dec
Behavior T2-16
Behavior T3-8
Feb
Behavior T2- 10
Behavior T3
Strategy 2: Promote a safe and healthy learning environment by providing character education lessons through the Positive Action curriculum.
The master schedule allows for PA lessons after morning announcements.
January 2024- 3rd-5th OWLS Reboot with Administrators
February 2024- 3rd-5th Name Calling Lesson with Administrators
Performance Objective 2: Lake Pointe Elementary will utilize the continuous improvement model to identify key processes that will guide and impact campus decisions around student achievement.
Strategy 1: Staff will participate in collaboration opportunities as grade levels, vertical teams, and POLL meetings.
POLLs-20
Grade Level PLCs- 35
Strategy 2: All teachers will participate in one campus instructional walk to recognize and reflect on instructional strategies and best practices during the fall semester. (Fundamental Five/ICLE Rubrics/CHAMPS/STOIC).
December 7
Strategy 3: Utilize the MTSS process to address student academic and behavioral concerns in CARE Team meetings as flagged by the district universal screening expectations. Student goals will be created, and progress monitored

BOY At-Risk

GL	Total	Math	Reading
PK	95% (43)	78% (40)	93% (33)
KG	37% (44)	21% (24)	32% (37)
1	45% (54)	38% (45)	34% (41)
2	39% (45)	28% (32)	26% (30)
3	34% (41)	24% (29)	28% (32)
4	33% (39)	23% (28)	17% (20)
5	26%	21% (26)	25% (31)

MOY At-Risk

GL	Total	Math	Reading
PK	32% (14)	25% (11)	18% (8)
KG	32% (38)	18% (21)	25% (30)
1	33% (39)	11% (13)	24% (28)
2	28% (32)	19% (22)	23% (26)
3	35% (42)	21% (25)	34% (41)
4	33% (39)	23% (28)	17% (20)
5	26%	21% (26)	25% (31)

Tier 2 - December 2023

GL	Total	Math	Reading	Behavior
PK	2 (5%)	■	■	2
KG	20 (17%)	2	10	8
1	77 (65%)	32	43	2
2	57 (50%)	21	32	4
3	22 (18%)	22	0	0
4	52 (43%)	33	19	0
5	51 (40%)	26	25	0

Tier 2 - February 2024

GL	Total	Math	Reading	Behavior
PK	2 (5%)	■	■	2
KG	17 (14%)	2	13	2
1	63 (53%)	27	35	1
2	44 (39%)	16	26	2
3	40 (33%)	25	14	1
4	30 (24%)	17	13	0
5	52 (41%)	26	25	1

Tier 3 - December 2023

GL	Total	Math	Reading	Behavior
PK	1	■	■	1
KG	9 (8%)	2	3	4
1	22 (18%)	9	12	1
2	13 (11%)	8	4	1
3	19 (16%)	8	11	0
4	17 (14%)	10	7	0
5	17 (13%)	9	7	1

Tier 3 - February 2024

GL	Total	Math	Reading	Behavior
PK		■	■	2
KG	16 (13%)	4	10	2
1	24 (20%)	9	13	2
2	13 (11%)	5	8	0
3	25 (20%)	9	12	4
4	18 (14%)	9	9	0
5	26 (20%)	10	9	7

Strategy 4: All teachers engage students in the PDSA process monitoring a goal based on readiness standard for the grade level

All teachers have a posted PDSA that is based on current unit of study or a nine week focus.

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

Strategy 1: Staff will receive training in the Standard Response Protocol and Reunification Protocol.

Reviewed during Welcome Back Week	
Strategy 2: Emergency drills will be practiced each month according to the district schedule in the District Emergency Operations Plan.	
Reviewed during Welcome Back Week and on 9/18	