

Lake Dallas Independent School District
Shady Shores Elementary School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

There were approximately 580 students enrolled at SSE at the end of the 2023-2024 school year. The mobility rate has remained steady at around 9%. Economically Disadvantaged percentage has remained at 45%. The ELL population has remained at 13%. The special education population has increased to 21% with the amount of students qualifying for ECSE increasing compared to years past and dyslexia now falling under special education. At-risk population is 48%. Student attendance decreased from 95.4% to 95.2% for the 2023-2024 school year. 4.3% of the teachers are beginning teachers. The average years of experience of teachers is 12.7 and the average years of experience with the district is 8.9.

Demographics Strengths

All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.' 87% of teachers have 6 or more years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of the mobile student population is not on grade level in reading and/or math, and is Economically Disadvantaged. **Root Cause:** Students' multiple years of moving is causing gaps in their foundation of reading and/or math.

Student Learning

Student Learning Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-2, the campus has utilized Fountas and Pinnell, and NWEA MAP Growth to assess student learning. The RtI Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most Tier 2 and Tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of a Title I instructional assistant for support.

Student Learning Strengths

STAAR Performance Measures Grades 3-5

In grade 3, STAAR RLA results showed growth in both the meets and masters performance levels.

In grade 4 STAAR RLA and Math, results showed growth in the approaches, meets, and masters performance levels.

In grade 5 STAAR RLA, results showed growth in the masters performance level.

220 students in 4th-5th grades showed 1 year of growth on STAAR and 35 of those students showed more than 1 year of growth.

In grades 3-5 under Reporting Category 2 for RLA, all grade levels' percentage increased.

According to MAPS Growth Assessment, from fall of 2023 to spring of 2024, students in K-5 showed growth in the 53rd percentile in reading and 60th percentile in math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading: Limited growth in Special Education results and Emergent Bilingual student performance measures. **Root Cause:** Need to increase targeted classroom and academic differentiation strategies.

Problem Statement 2 (Prioritized): Mathematics: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students. **Root Cause:** Significant gaps in foundational math skills.

Problem Statement 3: Reading K-5: 29% of students are performing below grade level in reading according to Fountas and Pinnell reading assessment. **Root Cause:** Students lack foundational literacy skills.

Problem Statement 4: Mathematics K-5: 42% of students are performing below grade level on math performance measures in MAP (NWEA) assessments. **Root Cause:** Students lack foundational math skills, and teaching methods were breadth not depth based.

Problem Statement 5: Science: 5th grade students performed significantly lower than the state average on STAAR. **Root Cause:** Students lack vocabulary knowledge and need more opportunities for writing in science.

School Processes & Programs

School Processes & Programs Summary

The district and campus continued the use of the TEKS Resource System. Students in grades 1-5 are leveled in their reading using the Fountas and Pinnell system three times a year. Pre-kindergarten students are assessed using CLI three times a year. Kindergarten students are assessed at beginning of the year using the Kindergarten Entry Assessment and leveled in their reading using the Fountas and Pinnell system at middle of the year and end of the year. First and second grade students will be assessed through TPRI at the beginning of the year and at the end of the year. All students in grades K-5 take the NWEA MAP Growth assessment in math three times during the year, and 3-5 will take the NWEA MAP Growth assessment in reading.

Students participate in student leadership clubs on Friday during the school day. Students have opportunities for school-wide leadership roles.

Adjustments were made to the master schedule to lessen transitions and create protected instructional blocks of time.

Staff are involved in decision-making through Leader in Me action teams, CEIC, Funshine, and IMA.

The Threat Assessment Team (now called Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of addressing students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2024-2025 school year.

School Processes & Programs Strengths

Professional Learning Communities met weekly and were facilitated by the campus Instructional Coach and Principal.

Opportunities for staff to have a voice in decision-making were continued through the creation of a Guiding Coalition team, a PBIS team, and Team Leads.

Tier times (Falcon Time) were included in the master schedule for grades K-5 to provide targeted instruction to students in reading and in math. Students showing mastery of the student expectation are provided extension during these times.

Perceptions

Perceptions Summary

Students in grades K-1 and 4-5 have higher rates of discipline data reflective of behavior challenges. Students showed on the Measurable Results Assessment (Leader in Me survey) that they believe they are cared about and understood by the people in their school. Possip surveys are given out monthly to families for feedback. Upbeat surveys are administered to staff two times a year to assess the culture and climate of the school.

Perceptions Strengths

Leader in Me Measurable Results Assessment surveys students and staff for climate and culture data. Students reported positively in the areas of Student Leadership, Supportive Student Environment, and Academic Self-Efficacy. Staff reported positively in the areas of Staff Leadership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student discipline has increased in grades K-1 and 4-5 compared to 2022-2023. **Root Cause:** Students need extra support with behavior foundations.

Priority Problem Statements

Problem Statement 1: Reading: Limited growth in Special Education results and Emergent Bilingual student performance measures.

Root Cause 1: Need to increase targeted classroom and academic differentiation strategies.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: Mathematics: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

Root Cause 2: Significant gaps in foundational math skills.

Problem Statement 2 Areas: Student Achievement - Student Learning

Priorities

Revised/Approved: July 15, 2024





Priority 1: Priority 1: Student Success

Goal 1: By May 2025, SSE students will increase achievement in Math, Reading, and Science by 5%.

Evaluation Data Sources: Spring 2025 MAP Growth Assessment Report for Math
Spring 2025 F&P data in Eduphoria for Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Learning Communities (PLC) teams will meet bi-weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all SSE students.</p> <p>Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SSE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Title I Educational Aide (100%) - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SSE teachers will identify students as At-Risk based on criteria and will provide targeted instruction to students to ensure academic success.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SSE will have a Literacy Specialist provide targeted intervention and literacy support for students in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Specialist (100%) - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: SSE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: RtI Specialist (50%) - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: SSE will provide dyslexia trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE), Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: SSE will offer full day pre-kindergarten for the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Increased kindergarten readiness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Pre-Kindergarten Aide (50%) - 199- State Pre-K, Pre-Kindergarten Teacher (100%) - 199- Early Education Allotment, Pre-Kindergarten Aide (50%) - 199- Early Education Allotment, Pre-Kindergarten Teacher (50%) - 199- State Pre-K</p>	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide summer programming to meet students' needs for accelerated instruction.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Summer School - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Priority 1: Priority 1: Student Success

Goal 2: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 5%.





Evaluation Data Sources: TELPAS 2025 report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SSE will have an ESL Specialist provide targeted language acquisition support for students in grades K-5. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: ESL Specialist (100%) - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
			

Priority 1: Priority 1: Student Success

Goal 3: By May 2025, SSE will increase the student attendance rate to 97%.

Evaluation Data Sources: Campus Attendance Reports in Skyward





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attendance meetings will be held monthly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will receive monthly and grading period incentives for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance rate</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Through the bi-monthly newsletters and truancy preventive measures (including parent meetings and phone calls), campus administrators will inform families of the importance of attendance, and the impact of chronic absenteeism on a student's learning success.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Priority 1: Student Success

Goal 4: By May 2025, SSE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

Evaluation Data Sources: Leader in Me Measurable Results Assessment (MRA)





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Measurable Results Assessment (MRA) will be given to 3rd, 4th, and 5th grade students, all SSE staff, and families to determine the level of student engagement and campus culture in the spring of 2025.</p> <p>Strategy's Expected Result/Impact: To provide climate and culture perception data from students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SSE will implement Wildly Important Goals (WIG), for school, grade level, and class goals, during the Leadership Block to teach students how to set, track, and celebrate their goals.</p> <p>Strategy's Expected Result/Impact: Increased student understanding of goal setting</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SSE teachers and staff will receive professional development in The Culture of Belonging by Franklin Covey through Leader in Me.</p> <p>Strategy's Expected Result/Impact: Increased teacher and staff knowledge, MRA results show improvement in teacher support & student belonging</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Team</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: School-wide leadership assemblies will be held every nine weeks and will be student-led. The assemblies will highlight student achievement and student leadership.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SSE will create a Student Lighthouse Team made up of student leaders that will meet regularly throughout the school year with a focus on improving leadership, culture, and academics on the campus.</p> <p>Strategy's Expected Result/Impact: Increased student voice in decision-making</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 1: By May 2025, SSE will retain 90% of the teaching staff for the 2025-2026 school year.





Evaluation Data Sources: Staffing reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SSE staff will complete an Upbeat Survey in the Fall and Spring of the 2024-2025 school year. Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health of the campus and work towards continuous improvement. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus leadership team will provide a monthly staff morale booster. Strategy's Expected Result/Impact: Increase in Upbeat survey results in the area of appreciation Staff Responsible for Monitoring: Principal & Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All teachers with less than 3 years of teaching experience will receive mentoring and support from an assigned mentor and the Instructional Coach. Strategy's Expected Result/Impact: Increase in teacher capacity and retention Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All teachers with less than 3 years of teaching experience or new to the campus will receive support through monthly campus support meetings led by the campus instructional leadership team. Strategy's Expected Result/Impact: Increase in teacher support as measured on Upbeat survey Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 2: SSE will ensure that 100% of the teaching staff receive professional development in the PLC model and 100% of the campus administrators, instructional coach, and team leads attend professional development in the PLC model by Solution Tree.





Evaluation Data Sources: PD sign in sheets, Presentations, Certificates from Solution Tree PD

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teaching staff will receive professional development in the PLC model throughout the school year. Strategy's Expected Result/Impact: Increased understanding of effective PLCs and implementation of effective strategies Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All classroom teachers will attend Solution Tree's Professional Learning Communities: At Work conference either in-person or virtually. Strategy's Expected Result/Impact: Increased understanding of effective PLCs Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Priority 3: Priority 3: Parent & Family/Community Support

Goal 1: By May 2025, SSE will increase engagement participation in parent/community communication during the 2024-2025 school year by 5%.

Evaluation Data Sources: Parent Square, Social media analytics, S'more newsletter analytics





Strategy 2 Details	Formative Reviews		
Strategy 2: SSE will share bi-monthly campus newsletters with families. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: To begin building relationships with families at the start of the school year, all SSE homeroom teachers will contact all families within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: SSE will utilize social media at a minimum of 2 times a week to provide up-to-date communication, including campus events, and showcase student learning. Strategy's Expected Result/Impact: Increased campus communication to families and community Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: SSE will send out Possip Surveys every month to gather feedback/communication from parents. Strategy's Expected Result/Impact: Increased communication with families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 3: Priority 3: Parent & Family/Community Support

Goal 2: By May 2025, SSE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

Evaluation Data Sources: MRA and Possip surveys





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SSE will host a family night in the fall and spring semesters with focuses on student learning. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 4.2</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each grade level will host an open house night and musical performance for families to attend. Students will share their leadership portfolios with their families during the open house. Strategy's Expected Result/Impact: Increased parent/community engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SSE will increase participation of WATCH D.O.G.S. volunteers by creating new advertising methods and designating specific volunteer days throughout the school year. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SSE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. Strategy's Expected Result/Impact: Increased community engagement, Increased fire safety awareness for students Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: SSE will partner with the Rotary Club during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: SSE will host a Leadership Day where community partners will be invited to visit the campus and learn about our student leadership. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: SSE will celebrate the 100th day of school with designated grade level times for families to visit their child's classroom and for their child to share their individual goals and progress. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Priority 4: Priority 4: Efficient Operations

Goal 1: From August 2024 through May 2025, SSE will ensure a financially responsible budget is followed.





Evaluation Data Sources: Adopted budget, Expenditure Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year. Strategy's Expected Result/Impact: To ensure efficient and effective use of funds Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Priority 4: Priority 4: Efficient Operations

Goal 2: From August 2024 through May 2025, SSE will implement procedures to ensure safe, secure facilities.

Evaluation Data Sources: Audit doors logs

Strategy 1 Details	Formative Reviews		
Strategy 1: SSE will implement daily door checks and campus entry procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: SSE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules. Strategy's Expected Result/Impact: increase campus security Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement the Say Something anonymous reporting system and Raptor alert system. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Shady Shores Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelsey Gonzalez	Title I Paraprofessional		