

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

Mission Statement

In Lake Dallas ISD, we inspire, educate, & empower our students.

Vision

Small School Atmosphere, Big School Opportunities

Core Beliefs

- **Students** are growth-minded leaders who are active and respected members of the Falcon Family.
- **Parents and families** are involved and engaged members of the Falcon Family through collaborative two-way communication.
- **Faculty and staff** value collaboration and communication to develop lifelong Falcon Learners.
- **Campus leaders and principals** develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- **The Superintendent and central office** motivate and develop faculty and staff to meet the academic needs of all Falcons.
- **The School Board** is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the Falcon Family.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Corinth Elementary (CE) is a neighborhood school with most students residing within a couple of miles of the campus. Corinth Elementary serves approximately 580 students. 43.79% of the student population are girls, and 56.21% are boys. Our student population includes 42.07% White, 31.38% Hispanic, 13.45% Black-African American, 6.21% Two-or-More Races, 6.21% Asian, 0.52% American Indian-Alaskan Native, and 0.17% Native Hawaiian-Pacific Islander. 41.83% of our students are Economically Disadvantaged and 61.02 are At-Risk. 10.17% of the student population is Dyslexic and 6.55% is Gifted and Talented. Section 504 is 13.28%. Special Education is 21.90%. Emergent Bilingual is 11.55%. The campus' attendance rate for the 2023-2024 school year was 95.01%.

The class size for grades Pre-kindergarten through 5th ranges from 13 to 24 students per class.

Discipline referrals have decreased from the 2022-2023 school year (approximately 478 office referrals) to the 2023-2024 school year (approximately 282 office referrals).

Corinth Elementary utilized Title I funds to have a Communities in School Site Coordinator for the campus.

CEIC stakeholders contribute to creating and implementing the Campus Improvement Plan.

Demographics Strengths

Corinth Elementary is fully staffed to support special populations, such as Special Education, Gifted and Talented, ESL, and Dyslexia. All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.'

CE has 100 students served by CIS.

There are apartment buildings and houses currently being built in CE's zone that will help to increase our campus' student enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased disruptive behaviors exhibited in classrooms **Root Cause:** Teacher need time and tools to effectively implement and practice expectations with consistency.

Problem Statement 2: A high percentage of parents do not participate in academic initiatives or volunteer on campus. **Root Cause:** Lack of scheduling, planning, and communicating opportunities in advance.

Student Learning

Student Learning Summary

STAAR 3-8 Performance Report													
Approaches or Above all													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	75%	74%	68%	78%	N/A	N/A	93%	88%	38%	100%	65%	62%	76%
2023	69%	59%	61%	78%	N/A	N/A	75%	63%	33%	100%	54%	52%	45%
Subject Area - Mathematics													
2024	64%	62%	57%	68%	N/A	N/A	79%	69%	33%	75%	56%	49%	55%
2023	58%	49%	45%	70%	N/A	N/A	67%	44%	29%	83%	47%	36%	45%
Subject Area - Science													
2024	48%	30%	31%	68%	N/A	N/A	75%	17%	32%	33%	36%	28%	42%
2023	58%	50%	59%	62%	N/A	N/A	67%	40%	N/A	80%	41%	36%	43%
Approaches or Above 03													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	76%	90%	70%	69%	N/A	N/A	100%	100%	38%	100%	73%	65%	80%
2023	64%	56%	52%	75%	N/A	N/A	75%	60%	37%	N/A	46%	47%	56%
Subject Area - Mathematics													

STAAR 3-8 Performance Report

2024	78%	80%	78%	71%	N/A	N/A	100%	100%	42%	100%	78%	69%	80%
2023	61%	56%	52%	73%	N/A	N/A	50%	40%	37%	N/A	46%	42%	44%

Approaches or Above 04

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

2024	70%	64%	59%	76%	N/A	N/A	75%	100%	35%	N/A	48%	47%	71%
2023	66%	54%	58%	80%	N/A	N/A	60%	50%	38%	100%	52%	47%	38%

Subject Area - Mathematics

2024	46%	57%	32%	49%	N/A	N/A	50%	60%	10%	N/A	21%	16%	14%
2023	52%	46%	31%	66%	N/A	N/A	80%	33%	33%	N/A	48%	30%	54%

Approaches or Above 05

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

2024	80%	70%	72%	88%	N/A	N/A	100%	67%	41%	100%	71%	69%	75%
2023	77%	67%	76%	79%	N/A	N/A	100%	80%	17%	100%	65%	60%	43%

Subject Area - Mathematics

2024	68%	50%	59%	80%	N/A	N/A	75%	50%	45%	67%	62%	52%	58%
2023	63%	42%	59%	71%	N/A	N/A	67%	60%	8%	100%	47%	40%	29%

Subject Area - Science

2024	48%	30%	31%	68%	N/A	N/A	75%	17%	32%	33%	36%	28%	42%
2023	58%	50%	59%	62%	N/A	N/A	67%	40%	N/A	80%	41%	36%	43%

STAAR 3-8 Performance Report

Meets or Above all

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	44%	41%	32%	51%	N/A	N/A	57%	50%	8%	25%	37%	25%	31%
2023	38%	34%	26%	47%	N/A	N/A	33%	38%	10%	67%	22%	16%	10%
Subject Area - Mathematics													
2024	36%	21%	32%	42%	N/A	N/A	57%	25%	11%	50%	25%	19%	38%
2023	31%	29%	23%	38%	N/A	N/A	42%	6%	4%	33%	22%	10%	17%
Subject Area - Science													
2024	13%	N/A	6%	22%	N/A	N/A	25%	N/A	5%	33%	11%	3%	8%
2023	30%	17%	35%	35%	N/A	N/A	33%	N/A	N/A	N/A	18%	10%	N/A

Meets or Above 03

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	47%	60%	43%	45%	N/A	N/A	50%	40%	4%	N/A	48%	30%	50%
2023	27%	31%	13%	33%	N/A	N/A	50%	20%	5%	N/A	8%	5%	11%
Subject Area - Mathematics													
2024	48%	30%	61%	38%	N/A	N/A	83%	60%	21%	100%	40%	37%	80%
2023	24%	25%	13%	30%	N/A	N/A	50%	N/A	N/A	N/A	13%	5%	11%

Meets or Above 04

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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STAAR 3-8 Performance Report

Subject Area - Reading													
2024	30%	21%	14%	38%	N/A	N/A	75%	40%	N/A	N/A	12%	11%	14%
2023	28%	15%	19%	41%	N/A	N/A	N/A	33%	10%	N/A	19%	4%	N/A
Subject Area - Mathematics													
2024	23%	14%	18%	30%	N/A	N/A	25%	20%	N/A	N/A	3%	5%	N/A
2023	27%	23%	19%	39%	N/A	N/A	20%	N/A	10%	N/A	24%	6%	23%
Meets or Above 05													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	55%	50%	38%	68%	N/A	N/A	50%	67%	18%	33%	47%	31%	25%
2023	60%	58%	53%	63%	N/A	N/A	67%	60%	17%	80%	41%	33%	29%
Subject Area - Mathematics													
2024	37%	20%	22%	56%	N/A	N/A	50%	N/A	9%	33%	27%	12%	25%
2023	42%	42%	41%	44%	N/A	N/A	67%	20%	N/A	40%	29%	17%	14%
Subject Area - Science													
2024	13%	N/A	6%	22%	N/A	N/A	25%	N/A	5%	33%	11%	3%	8%
2023	30%	17%	35%	35%	N/A	N/A	33%	N/A	N/A	N/A	18%	10%	N/A
Masters or Above all													
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading													
2024	19%	12%	10%	25%	N/A	N/A	21%	25%	N/A	N/A	10%	6%	14%
2023	16%	17%	8%	21%	N/A	N/A	17%	13%	2%	50%	7%	4%	3%
Subject Area - Mathematics													

STAAR 3-8 Performance Report

2024	11%	3%	6%	13%	N/A	N/A	50%	6%	2%	N/A	6%	5%	17%
2023	12%	10%	5%	16%	N/A	N/A	25%	N/A	N/A	N/A	6%	3%	7%

Subject Area - Science

2024	2%	N/A	N/A	2%	N/A	N/A	25%	N/A	N/A	N/A	4%	2%	8%
2023	14%	8%	12%	19%	N/A	N/A	N/A	N/A	N/A	N/A	6%	N/A	N/A

Masters or Above 03

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

2024	16%	20%	22%	12%	N/A	N/A	17%	20%	N/A	N/A	13%	9%	30%
2023	10%	13%	4%	13%	N/A	N/A	25%	N/A	N/A	N/A	3%	N/A	N/A

Subject- Math

2024	19%	10%	17%	12%	N/A	N/A	83%	20%	4%	N/A	15%	11%	40%
2023	7%	N/A	4%	10%	N/A	N/A	25%	N/A	N/A	N/A	N/A	N/A	N/A

Masters or Above 04

2024	10%	7%	N/A	16%	N/A	N/A	N/A	20%	N/A	N/A	N/A	N/A	N/A
2023	7%	8%	N/A	14%	N/A	N/A	N/A	N/A	5%	N/A	5%	N/A	N/A

Subject Area - Mathematics

2024	7%	N/A	5%	11%	N/A	N/A	25%	N/A	N/A	N/A	N/A	N/A	N/A
2023	9%	N/A	N/A	18%	N/A	N/A	20%	N/A	N/A	N/A	7%	4%	15%

Masters or Above 05

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
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Subject Area - Reading

STAAR 3-8 Performance Report													
2024	29%	10%	9%	46%	N/A	N/A	50%	33%	N/A	N/A	16%	7%	8%
2023	31%	33%	24%	33%	N/A	N/A	33%	40%	N/A	60%	15%	10%	14%
Subject Area - Mathematics													
2024	8%	N/A	N/A	15%	N/A	N/A	25%	N/A	N/A	N/A	2%	2%	8%
2023	19%	33%	12%	19%	N/A	N/A	33%	N/A	N/A	N/A	12%	2%	N/A
Subject Area - Science													
2024	2%	N/A	N/A	2%	N/A	N/A	25%	N/A	N/A	N/A	4%	2%	8%
2023	14%	8%	12%	19%	N/A	N/A	N/A	N/A	N/A	N/A	6%	N/A	N/A

Approaches or higher scores increased in Reading and Math from the previous year (2023). Reading scores increased from 69% (2023) to 75% (2024). Math scores increased from 58% (2023) to 64% (2024). Approaches or higher scores decreased in Science from the previous year by 10% - 58% (2023) to 48% (2024).

Meets or higher scores increased in Reading and Math from the previous year (2023). Reading scores increased from 38% (2023) to 44% (2024). Math scores increased from 31% (2023) to 36% (2024). Meets or higher scores decreased in Science from the previous year by 17% - 30% (2023) to 13% (2024).

Masters or higher scores increased in Reading from the previous school year (2023). Reading scores increased from 16% (2023) to 19% (2024). Masters or higher scores stay approximately the same in Math, with 12% in 2023 and 11% in 2024. Masters or higher scores in Science decreased by 12% - 14% (2023) to 2% (2024).

The following graph shows the percentage of students who progressed at least one proficiency level based on TELPAS composite scores.

TELPAS 2023-2024	
Grade Level	Percent of Students Who Progress At Least One Proficiency Level On TELPAS
1st	100%
2nd	17%
3rd	40%
4th	25%
5th	55%
Campus	45%

Students in grades K-5 are assessed on their reading level through the Fountas & Pinnell benchmarking tool at the beginning, middle, and end of the school year.

Fountas & Pinnell	
Grade Level	Percentage of Students Who Made At Least One Year's Growth in Reading Level
K	63%
1	90%
2	65%
3	86%
4	47%
5	77%
Campus	71%

Students in Kindergarten are assessed using TX- KEA at the beginning, middle, and end of Kindergarten. The tool is used to evaluate students' academic success throughout Kindergarten. 60.75% of students showed readiness by the end of the 2023-2024 school year.

Students in 1st and 2nd grade are assessed to identify their reading and comprehension development.

	TPRI
	Developed
	BOY
1st	61.50%
2nd	36.00%

Student Learning Strengths

The percentage of students who scored Approaches on the STAAR Reading assessment increased from 69% (2023) to 75% (2024) and 58% (2023) to 64% (2024) on STAAR Math assessments.

The percentage of African American students who scored Approaches on the STAAR Reading assessment increased from 59% (2023) to 74% (2024). The percentage of Hispanic students who scored Approaches on the STAAR Reading assessment increased from 49% (2023) to 57% (2024).

The percentage of African American students who scored Approaches on the STAAR Math assessment increased from 49% (2023) to 62% (2024). The percentage of Hispanic students who scored Approaches on the STAAR Reading assessment increased from 45% (2023) to 68% (2024).

The percentage of ESL Current and Monitored students who approached on STAAR increased from 45% (2023) to 76% (2024) in Reading and 45%(2023) to 55% (2024) in Math.

71% of students in Grades K - 5 made one year's growth according to the Fountas & Pinnell benchmarking tool.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On the Science STAAR, 87% of students did not meet grade-level expectations based on STAAR assessment data. **Root Cause:** Teachers need a systematic approach to teaching science with limited time in the schedule.

Problem Statement 2: On the TELPAS assessment, 55% of all students did not progress at least one proficiency level. **Root Cause:** Lack of prioritizing ELPS strategies.

School Processes & Programs

School Processes & Programs Summary

For curriculum, teachers in grades K-5 utilize Instructional Focus Documents provided by TEKS Resource System. Teachers in grades K-5 also have many resources to provide instruction to students in class, such as Stemsopes for Science and Math, Units of Study for Writing, and Social Studies Weekly for Social Studies. Our Pre-K teacher uses CLI to provide instruction in class. Leader in Me and Momentous resources have been provided for Pre-kindergarten through 5th grade to address leadership and, life skills and social-emotional learning. Professional development is determined and provided based on the needs of the staff.

During the 2023-2024 school year, Kindergarten through 2nd-grade teachers, special education teachers, and other support staff attended professional development to increase their capacity to implement the phonics curriculum, UFLI. Kindergarten through 5th-grade teachers participated in embedded coaching with Solution Tree to increase their knowledge of PLC best practices and next steps based on the needs of each team three times over the year. Kindergarten through 5th-grade teachers who provide reading instruction attended professional development with Leach Literacy to increase their knowledge of implementation of the Workshop Model three or four times over the school year based on the needs of each teacher. 3rd - 5th-grade teachers attending Lead4ward's Rockin' Review, which teachers could learn more about how to:

- Focus review on priority TEKS clusters
- Leverage content strategies to engage learners
- Explore hands-on/minds-on activities that provide meaningful practice
- Activate student voice to create engaging review
- Empower students to analyze and take ownership of common errors

Specific teachers were also provided professional development on other topics pertinent to the subjects/ content they taught or areas based on individual teacher needs.

Several leadership teams help with decisions made on campus. The Campus Leadership Team consists of the principal, the assistant principal, the counselor, the RTI specialist, and the instructional coach. The guiding coalition and team leads consist of several staff members on the campus. These teams help make campus and team decisions about campus initiatives. There is a PBIS team that consists of staff on campus. The PBIS team helps to make decisions about the implementation of PBIS. Grade-level teams were also included in decision-making for actions pertinent to their teams.

The campus administration sends out a weekly staff newsletter. The newsletter contains upcoming events, deadlines, rewards and celebrations, and other important information. Communication is also sent out through email as needed. Information from administrators was also discussed in staff meetings on the 2nd and 4th Monday of each month.

A family newsletter is sent out to all families every two weeks. The family newsletter included upcoming events, and information specific to grade-level teams, CIS, the school counselor, and other staff on campus.

The campus has a master schedule that allows for an adequate amount of minutes per subject for each grade level. Support services pull students out of class to provide services and/or provide in-class inclusion support based on the students' IEPs and schedule of services.

During school, students have opportunities to participate in Leadership Clubs each Friday, as well as the Kindness Club, Office Helpers, Announcements Team, and Leadership Assembly Team. Students also have leadership opportunities in the classroom, such as classroom jobs. During the 2023-2024 school year, student leadership opportunities increased, as there were opportunities for students to help keep the bathroom areas picked up, help monitor the cafeteria, and help in teachers' classrooms. During the 2024-2025 school year, there will be additional leadership opportunities offered, such as being a part of the Student Lighthouse Team which will have a voice in making campus decisions, Hallway Monitors during arrival, and Safety Patrol during arrival and dismissal. Students will also have the opportunity to participate in STEAM/ STEM clubs.

Technology is integrated into classrooms through programs, including MobyMax, Splashlearn, Lowman, Seesaw, and other websites selected by teachers. Students also attended Technology class once each week, where they learned about internet safety, Digital Citizenship, typing, and other technology skills.

School Processes & Programs Strengths

There are several leadership teams with a diverse group of stakeholders that help with decisions made on campus.

Campus administrators send a weekly staff newsletter to provide important information and reminders.

A family newsletter is sent out to all families every two weeks to keep families knowledgeable about events on campus.

Students were offered more leadership opportunities than the previous school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus professional development has not increased teacher capacity. **Root Cause:** Teachers need additional time to fully grasp the information provided during campus professional development sessions.

Problem Statement 2: District-provided curriculum has not been implemented with fidelity on campus. **Root Cause:** Teachers need more training on the implementation of the curriculum.

Perceptions

Perceptions Summary

According to the MRA Survey, students work to overcome barriers, problem-solve, and find solutions on their own, and know how to enlist support when needed (80% - 5% increase from 2023). Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home (81% - 12% increase from 2023). Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential (81% - 9% increase from 2023). Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence (79% - 5% increase from 2023). Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to (79% - 6% increase from 2023). Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits (78% - 1% increase from 2023). These areas scored Effective (80 - 89%) or high Satisfactory (70 - 79) on the MRA survey completed by 129 4th and 5th-grade students, 16 staff, and 47 families in May 2024.

The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning (58% - 13% decrease from 2023). Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn (61% - 10% decreased from 2023). Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement (60% - 5% decrease from 2023).

According to the Upbeat survey completed by staff in Spring 2024, teachers at Corinth Elementary build trusting relationships with parents (95%). The principal at CE looks out for the well-being of the staff (95%). The staff trusts the principal (97%), and the principal backs staff up when they need support (97%). The principal uses data to monitor students' progress (97%). The staff feel physically safe at the school (92%). Teachers trust each other (92%) and help each other improve their instructional practices (92%). The school is a welcoming community for newly hired teachers (97%). The staff has someone they can turn to on campus when they are having a difficult time (97%). They feel like they belong at this school (92%), and people at the school care about them (92%). Opportunities are accessible to all teachers, regardless of race, culture, and other aspects of personal identity (97%). Administrators value the perspectives of teachers (95%) and respect staff (97%) from different races, ethnicities, and cultures. Administrators actively work towards creating an inclusive school culture (92%). Teachers strive to help all students feel like they belong (97%) and care about the well-being of the students (97%). Staff find a sense of purpose in the work they do each day (97%) and believe that the work they do has a lasting positive impact on students (97%). Teachers can see themselves teaching at CE for at least the next year (97%) and are satisfied with being a teacher at this school (95%).

Teachers feel that the professional development available to them is not a good use of their time (57%) and that the workload expected of teachers is not reasonable (62%). They feel they do not have access to high-quality curriculum (51%). They feel they do not have influence over hiring professional staff (73%) or that they are compensated for taking on extra responsibilities (84%). Teachers feel that the diversity of the teachers is not representative of the diversity of the students (59%). Rules for student behavior are not consistently enforced by teachers, even for students who are not in their class (43%), and disciplinary practices are not applied fairly to all students at the school (46%).

According to feedback gathered from the Possip survey sent to parents each month, during the 2023-2024 school year, 75% of families that completed the survey are happy with the school, and 23% are mostly happy. The feedback showed that families believe the teachers and staff at CE care about their child. They appreciate increased communication this year. The feedback also showed that parents believe the administrators, teachers, and staff are professional, helpful, and devoted to growing students' academic knowledge.

Perceptions Strengths

Students work to overcome barriers, problem-solve, and find solutions on their own, and know how to enlist support when needed. Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

The staff trusts the principal, and the principal backs the staff up when they need support. The principal uses data to monitor students' progress. The school is a welcoming community for newly hired teachers. The staff has someone they can turn to on campus when they are having a difficult time. Opportunities are accessible to all teachers, regardless of race,

culture, and other aspects of personal identity. Administrators respect staff from different races, ethnicities, and cultures. Teachers strive to help all students feel like they belong and care about the well-being of the students. Staff find a sense of purpose in the work they do each day and believe that the work they do has a lasting positive impact on students. Teachers can see themselves teaching at CE for at least the next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers are not confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. **Root Cause:** Teachers have not been provided professional development in implementing evidence-based instructional best practices or opportunities to see these practices utilized in classrooms.

Problem Statement 2: Rules for student behavior are not consistently enforced by teachers, even for students who are not in their class. **Root Cause:** The staff has not collectively committed to prioritizing and ensuring ALL students are held to the same behavioral expectations in all settings.

Priority Problem Statements

Priorities

Revised/Approved: July 15, 2024

Priority 1: Increase Student Success





Goal 1: By May 2024, 90% of Corinth Elementary students will make one year's academic growth in reading and math.

Evaluation Data Sources: STAAR, MAP, Fountas & Pinnell

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Learning Communities (PLC) teams will meet biweekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all CE students.</p> <p>Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CE will monitor student progress in academic achievement with assessments throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, RTI Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CE will provide a Literacy Specialist to deliver targeted intervention and literacy support for students with reading difficulties in Kindergarten through 2nd grade utilizing a specialized literacy program.</p> <p>Strategy's Expected Result/Impact: Increased growth in reading skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist</p> <p>Title I: 2.4, 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 4 Details	Formative Reviews		
<p>Strategy 4: CE will provide Accelerated Instruction to students who did not pass STAAR during the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Increase student knowledge of grade-level skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Each CE PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in reading, math, and science.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CE will provide an RTI/ MTSS Specialist on the campus to support 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 100% - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar


Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CE will provide dyslexia-trained general education therapists and 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, Assistant 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 Therapist - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: CE will offer full-day pre-kindergarten for the 2024-2025 school year.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Pre-kindergarten Teacher 100% - 199- Early Education Allotment, Pre-kindergarten aid 100% - 429 - Pre-K Grant</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: - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: CE 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</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Students in Kindergarten through 5th grade will be given opportunities for independent reading daily.</p> <p>Strategy's Expected Result/Impact: Increase students' ability to read and comprehend books on their level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: CE teachers will utilize district-provided curriculum in all core subjects to provide high-quality instruction to students.</p> <p>Strategy's Expected Result/Impact: Increase student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Increase Student Success

Goal 2: By May 2025, 70% of 5th grade students at CE will make one year's growth in science.





Evaluation Data Sources: MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in grades K-5 will receive explicit science instruction utilizing district- approved curriculum in classrooms for a minimum of four days each week.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of science vocabulary and concepts</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom teachers in grades K-5 will provide hands-on science activities at least twice a month.</p> <p>Strategy's Expected Result/Impact: Increase student knowledge of science vocabulary and concepts</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
			

Priority 1: Increase Student Success

Goal 3: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 20%.


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: CE 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</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Funding Sources: ESL Specialist 100% - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ELPS strategies will be included in Kindergarten through 5th grade lessons daily. Strategy's Expected Result/Impact: Increase students' ability to understand concepts taught Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 1: Increase Student Success

Goal 4: By May 2025, CE will increase the student attendance rate to 97.0%.





Evaluation Data Sources: ADA reports, SFE reports, STAAR reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student attendance will be discussed weekly 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; decrease in daily tardies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student attendance and tardies are monitored every month and incentives are implemented by class.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CE attendance committee will meet every two weeks to review attendance and contact parents.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students with perfect attendance, including tardies and absences each nine weeks will be rewarded.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
			

Priority 1: Increase Student Success

Goal 5: On the Leader in Me Measurable Results Assessment, CE will show increases in Academics in both Instructional Efficacy (Empowering Teachers) and Student Goal (Goal Achievement) from Spring of 2024 to Spring of 2025.





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 4th and 5th-grade students, staff, and all parents to determine the level of campus culture and climate in the Spring of 2025.</p> <p>Strategy's Expected Result/Impact: The campus will be able to determine the level of campus culture and climate and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in campus culture and climate..</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 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 1: Increase Student Success

Goal 6: CE will provide opportunities for students to grow in the area of social and emotional well-being.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus guidance counselor will provide counseling lessons to students in grades PreK-5. Strategy's Expected Result/Impact: Increased social and emotional coping skills Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Leader in Me lessons will be implemented in classrooms three times per week. Strategy's Expected Result/Impact: Students will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: At CE, classroom teachers will have circle time with their students a minimum of twice per week. Strategy's Expected Result/Impact: Build community within the classroom Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day. Strategy's Expected Result/Impact: Increased student awareness Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative		
	Nov	Jan	Mar





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CE will utilize our Communities in Schools representative to provide open-group lessons to students based on the needs of the students.</p> <p>Strategy's Expected Result/Impact: Students will be able to respond appropriately to situations and self-regulate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: CIS Site Coordinator - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The campus guidance counselor will provide weekly lessons to Tier 3 RTI students with behavior needs and biweekly lessons to Tier 2 RTI students with behavior needs.</p> <p>Strategy's Expected Result/Impact: Decrease student dysregulation, students learn coping skills and strategies and increase classroom instruction time due to decreased disruptions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist</p>	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers and staff will utilize Navigate 360 to provide behavioral intervention to students.</p> <p>Strategy's Expected Result/Impact: Increased student knowledge of understanding their emotions and actions deemed inappropriate according to the Student Code of Conduct and campuswide expectations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist, Counselor</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Priority 1: Increase Student Success

Goal 7: CE will increase student leadership opportunities, participation in clubs/ extracurricular activities, and participation in service learning projects within the community by 10%.

- Evaluation Data Sources:** Walkthroughs
 Student interviews
 Student Leadership Teams
 The number of students involved in clubs/ extracurricular activities
 Attendance Logs for Service Learning Opportunities





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School-wide leadership assemblies held throughout the school year will be led by student leaders. 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, Lighthouse Coordinators</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided leadership opportunities, such as cafeteria helpers, helping keep the building tidy, office helpers, safety patrol, library helpers, and student mentor programs.</p> <p>Strategy's Expected Result/Impact: Students are empowered to be leaders on campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leader in Me Campus Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CE will offer a Friday schedule that provides club time to 100% of students in kindergarten through grade five during the school day.</p> <p>Strategy's Expected Result/Impact: Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CE will participate in two service opportunities during the school year.</p> <p>Strategy's Expected Result/Impact: Students will be responsible, contributing community members.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Priority 2: Increase Faculty and Staff Engagement

Goal 1: From August 2024 through May 2025, CE campus administration will complete classroom walkthroughs and observations weekly to provide intentional, specific feedback to teachers.

Evaluation Data Sources: Walkthrough Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CE administrators will conduct walkthroughs weekly. Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CE administrators will conduct observations on all required professional staff within the 2024- 2025 school year. Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			


Priority 2: Increase Faculty and Staff Engagement


Goal 2: By May 2025, CE will retain 90% of staff for the 2025-2026 school year.

Evaluation Data Sources: Number of staff exiting at the end of the 2024-2025 school year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will utilize the Upbeat Survey for feedback in the fall and spring of the 2024-2025 school year to better understand how to help staff feel supported and appreciated.</p> <p>Strategy's Expected Result/Impact: Staff will stay employed at CE because they feel supported and appreciated.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: From August 2024 through May 2025, CE will provide mentors to all teachers new to teaching, new to CE, and new to the grade level/ content area.</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Between August 2024 and May 2025, CE will offer staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CE will celebrate staff weekly by recognizing staff in the staff newsletter, providing a rose to staff during staff meetings who have helped another staff member, and providing rewards to staff utilizing PBIS Rewards.</p> <p>Strategy's Expected Result/Impact: Increase staff morale and campus culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CE will provide staff development to all staff during the school year.</p> <p>Strategy's Expected Result/Impact: Increase staff capacity</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Priority 3: Improve Parent and Family Engagement

Goal 1: From August 2024 through May 2024, Corinth Elementary staff will increase parent communication during the 2024-2025 school year by 5%.

Evaluation Data Sources: Parent Square, Social media analytics, S'more newsletter analytics, Campus Calendar, Communication Logs





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Biweekly newsletters will be sent to families via Parent Square. Strategy's Expected Result/Impact: Increased communication between the school and home, Families will be aware of campus events Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CE campus webpage and online calendar will be maintained and updated communicating accurate campus information and events. Strategy's Expected Result/Impact: Increased communication between the home and school, Families will be aware of campus events Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CE will utilize social media (Twitter and Facebook) to provide up-to-date communication, including campus events, and to showcase student learning. Strategy's Expected Result/Impact: Increased campus communication with families and community Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All teachers will contact all families to share positive feedback on the students within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication with families, Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 3: Improve Parent and Family Engagement

Goal 2: From August 2024 through May 2025, Corinth Elementary staff will increase parent/ community engagement in the 2024-2025 school year.

Evaluation Data Sources: Parent Square reports, sign-in sheets from events, number of events held throughout the year





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CE staff will host 2 family events during the 2024 - 2025 school year. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CE will request feedback from parents on the monthly Possip survey. Strategy's Expected Result/Impact: Increase family engagement, provide feedback for areas of strength and growth Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CE will provide families opportunities to engage in their student's learning throughout the 2024- 2025 school year by inviting parents to attend CE 101, two student-led/ parent-teacher conferences, and an open house and music program for each grade level. Strategy's Expected Result/Impact: Increase parent engagement, guide for families to understand and assist with their child's education needs Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CE will meet with families to review and edit the Parent and Family Engagement policy and distribute the policy to 100% of families. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CE will provide activities in the family newsletter monthly for families to engage in at home. Strategy's Expected Result/Impact: Increased parent engagement, develop school-parent partnership Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: CE will communicate the need for volunteers on campus in each family newsletter. Strategy's Expected Result/Impact: Increase family engagement, develop school-parent partnership 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: Efficient Operations

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





Evaluation Data Sources: Adopted budget, Expenditure Report

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

Priority 4: Efficient Operations

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





Evaluation Data Sources: Audit door logs

Strategy 1 Details	Formative Reviews		
Strategy 1: CE will implement daily door checks and campus entry procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE will work with the staff and campus SRO to maintain safety procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: CE will continue to implement the Say Something anonymous reporting system and Raptor alert system. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, 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: Efficient Operations

Goal 3: CE faculty and staff will comply with all district security and safety practices throughout the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: CE will have a School Resource Officer (SRO) on campus daily to monitor campus activities. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: CE will have a secure front vestibule with a buzzer system for entry into the office. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Exterior door audits will be conducted weekly and logs will be maintained. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: CE staff will receive annual training on Emergency Response Protocols. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Maintain a Behavioral Threat Assessment Team that is current on required trainings. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: CE will train all staff and utilize Raptor for visitors to sign in, as well as for safety drills throughout the school year. Strategy's Expected Result/Impact: Increase safety on campus Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Receptionist	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 Corinth 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.

Campus Education Improvement Committee

Committee Role	Name	Position
Community Representative	Mary Freeman	Community Representative
District-level Professional	John Modica	District Representative
Community Representative	Jeffrey Chapman	Community Member
Non-classroom Professional	Elizabeth Espolt	Instructional Coach
Non-classroom Professional	LaTonne Leftwich	RTI Specialist
Non-classroom Professional	Monica Gonzalez	Counselor
Non-classroom Professional	Lori Carmona	SPED teacher
Non-classroom Professional	Raven Dugas	Specials
Paraprofessional	Linda Grubbs	SPED para
Classroom Teacher	Elisabeth Peabody	Kindergarten
Classroom Teacher	Hannah Shewrood	4th Grade
Classroom Teacher	Cynthia Salmons	3rd Grade
Classroom Teacher	Megan Winger	2nd Grade
Classroom Teacher	Kimberly Mackeprang	1st Grade
Classroom Teacher	Claudia Garza	Pre-K
Classroom Teacher	Mackenzie Broadstreet	5th Grade
Non-classroom Professional	Bailey Skinner	CIS
Administrator	Ashley Fay	Assistant Principal
Administrator	Jessica Bovan	Principal