

Cedar Hill Independent School District
Lake Ridge Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Life-long learners will be provided Read world experiences focused on Educating the whole child while connecting the school and community.

Vision

Lake Ridge Elementary School strives to be a positive, safe learning environment where scholars are actively engaged and empowered to think critically, communicate effectively, and collaborate respectfully. **"The Race for Excellence has No Finish Line."**

Value Statement

At Lake Ridge Elementary, we are dedicated to nurturing a safe, respectful, and inspiring learning environment where every student is encouraged to reach their full potential. We value academic excellence, the celebration of diversity, and the development of strong character. Through collaboration, creativity, and compassion, we empower students to become lifelong learners, responsible citizens, and compassionate leaders. Together, we build a community of kindness, integrity, and perseverance, guiding students toward a bright and successful future.

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Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by June 2025. 18

Goal 2: Increase the percentage of 3rd grade (all students) scholars reading at or above grade level from 40% to 46% by June 2025. 21

Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above from 32% to 38% by June 2025. 27

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities to 90% by June 2025. 31

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The purpose of the Campus Needs Assessment (CNA) is to provide a comprehensive overview of Lake Ridge Elementary School's current state, based on various data sources from the 2023-2024 school year. The CNA focuses on key areas including demographics, student learning, processes and programs, and perceptions to identify strengths, challenges, and opportunities for growth.

The Campus Needs Assessment (CNA) process at Lake Ridge Elementary involves a collaborative team of teachers, staff, administrators, community members, and parents. This team comes together to review both qualitative and quantitative data collected from various sources. By analyzing this data, the team identifies the school's strengths, areas of need, and priorities for the upcoming school year.

The process goes beyond simply identifying areas for improvement; the team also works to determine the root causes of these needs. Understanding the root causes allows us to approach solutions with intentionality, ensuring that our strategies are targeted and effective.

The insights gained from the CNA process are then used to develop the Campus Improvement Plan (CIP) for the year. This plan outlines specific goals, action steps, and measures of success that will guide the school's work throughout the year. The CNA and the resulting CIP ensure that our efforts are aligned, focused, and designed to support both student achievement and the overall growth of Lake Ridge Elementary.

While Lake Ridge Elementary demonstrated growth and progress in several areas, including some positive outcomes in student achievement and program implementation, the assessment also highlights numerous areas that require improvement. These areas of need include challenges related to student performance in certain content areas, gaps in resource allocation, communication, and staff morale.

By analyzing these data points, the CNA aims to guide decision-making, inform strategic planning, and prioritize actions to support the continued growth and success of both students and staff at Lake Ridge Elementary School.

Demographics

Demographics Summary

Lake Ridge Elementary School is dedicated to meeting the diverse academic, social, and emotional needs of our scholars. Our school serves approximately 400 scholars and is supported by a staff of 65, including teachers, instructional aides, and support staff. The school is proud to maintain a strong commitment to fostering an inclusive and thriving community.

During the 2023-2024 school year, 72% of our classroom teachers were fully certified, and 100% of our paraprofessionals were certified. The school also welcomed one first-year teacher, with 44% of our teaching staff having at least two years of experience at Lake Ridge.

Lake Ridge Elementary is one of five schools in our district offering a choice program. Our Montessori Program, which serves scholars from PreK-3 to grade 5, is a competitive and well-regarded program. Scholars accepted into this program generally remain at Lake Ridge throughout their educational journey, creating a strong and supportive learning environment.

We are fortunate to have an active Parent Teacher Association (PTA) that is deeply involved both on campus and in the surrounding community. Additionally, we are supported by various local churches, businesses, and community organizations, which help us achieve our campus goals.

At Lake Ridge Elementary, we believe in creating a place for everyone, where excellence is not just an aspiration, but a commitment we live by every day.

Students by Grade

Students	Counts	Percent
Early Childhood	18	4.5%
PreK-3	8	2%
PreK-4	37	9.3%
Kindergarten	54	13.5%
Grade 1	59	14.8%
Grade 2	50	12.5%
Grade 3	57	14.3%
Grade 4	60	15%
Grade 5	57	14.3%
Total	400	100%

Ethnic Distribution

Students	Counts	Percent
African American	234	58.5%
Hispanic	104	26%
White	19	4.8%
American Indian	1	0.3%
Asian	8	2%
Pacific Islander	0	0%

Students	Counts	Percent
Two or More	34	8.5%

Sex

Students	Counts	Percent
Female	175	43.8%
Male	225	56.3%

Student Groups

Students	Counts	Percent
Economically Disadvantaged	239	59.8%
Section 504	15	3.8%
Emergent Bilingual	21	5.3%
At-Risk	175	43.8%
Gifted and Talented Ed.	27	6.8%
Special Education	76	19%
Migrant	2	.5%
Foster	4	1%
Total Mobility	45	15%

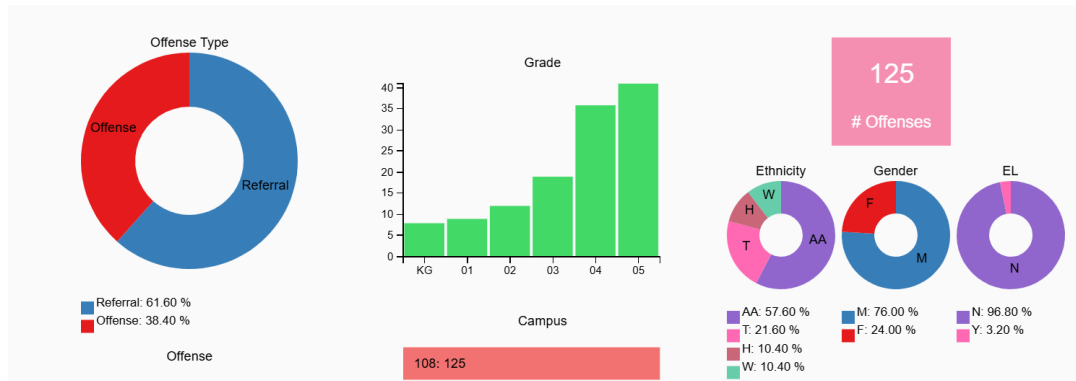
Attendance

21-22	22-23	23-24
92.3%	93.3%	94.4%

Teacher Retention Rate

23-24	24-25
72%	80%

Discipline



Demographics Strengths

Attendance

- In 2023-2024 school year, our overall average daily attendance rate was 94.41%. This was an 1.1% increase from the previous two years.

Discipline

- In 2023-2024, behavior referrals decreased from 161 to 123 compared to 2022-2023 school year.

Teacher Retention

- From 2023-2024 to 2024-2025, teacher retention rate increased from 72% to 80%.

Mobility Rate

- In 2023-2024, the campus mobility rate decreased 15% from 18.5% the previous year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Throughout the school year, 80% discipline referrals at Lake Ridge Elementary were consistently for the same group of students. **Root Cause:** Consistent targeted interventions and support to address behavioral challenges.

Problem Statement 2: Lake Ridge Elementary's attendance rate has remained below 96%, indicating a significant need for improvement in student attendance. **Root Cause:** Low student engagement at school.

Student Learning

Student Learning Summary

On the STAAR 2024 assessment, 99% of scholars participated in the assessment for all content areas. Lake Ridge Elementary saw a decline in student performance across all content areas when compared to the 2022-2023 school year. The most significant decreases were observed in 3rd and 5th grade math and 5th grade science, indicating areas of concern that need to be addressed to improve academic outcomes for our students. The percentage of 3rd-5th grade scholars scoring at the meets or above performance level in math decreased from 41% in 2023 to 27% in 2024. The percentage of masters performance level decreased from 12% to 8%. The percentage of masters performance level in math decreased from 19% to 17%. Furthermore, the percentage of 3rd-5th grade scholars scoring at the meets or above performance level in reading decreased from 51% in 2023 to 46% in 2024. The percentage of masters performance level in reading decreased from 24% to 13%.

However, there was notable improvement in our 4th grade scholars' performance. Across all performance levels, 4th grade students showed increases in both math and reading. Particularly, we saw double-digit gains in the "Meets" performance level, highlighting a positive trend in academic achievement for this group.

Moving forward, it will be essential to analyze and address the factors contributing to the decreases in 3rd and 4th grade math and science, while continuing to build on the successful strategies implemented in 4th grade to maintain and further strengthen academic performance.

STAAR 2023-2024 Disaggregated by Subject and Grade Level

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non- Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	65%	73%	76%	79%	*	-	*	-	40%	40%	*	69%	80%	78%	*
	2023	76%	74%	75%	71%	77%	*	-	*	-	100%	90%	*	79%	67%	68%	*
At Meets Grade Level or Above	2024	48%	40%	45%	41%	50%	*	-	*	-	40%	40%	*	44%	45%	41%	*
	2023	50%	44%	52%	55%	54%	*	-	*	-	20%	50%	*	59%	39%	44%	*
At Masters Grade Level	2024	21%	11%	5%	6%	7%	*	-	*	-	0%	0%	*	6%	5%	3%	*
	2023	20%	16%	23%	23%	15%	*	-	*	-	20%	20%	*	29%	11%	18%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	59%	48%	44%	64%	*	-	*	-	40%	40%	*	50%	45%	47%	*
	2023	73%	68%	67%	61%	69%	*	-	*	-	80%	60%	*	73%	56%	58%	*
At Meets Grade Level or Above	2024	42%	32%	14%	12%	29%	*	-	*	-	0%	30%	*	19%	5%	19%	*
	2023	45%	36%	39%	39%	31%	*	-	*	-	40%	40%	*	42%	33%	36%	*
At Masters Grade Level	2024	15%	10%	2%	3%	0%	*	-	*	-	0%	0%	*	3%	0%	0%	*
	2023	19%	14%	12%	10%	8%	*	-	*	-	20%	20%	*	15%	6%	12%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	78%	85%	86%	77%	*	-	*	-	*	78%	*	88%	83%	89%	*
	2023	77%	72%	81%	86%	69%	*	-	*	-	83%	89%	*	85%	79%	76%	*
At Meets Grade Level or Above	2024	51%	44%	51%	54%	38%	*	-	*	-	*	44%	*	53%	48%	46%	*
	2023	48%	37%	44%	45%	31%	*	-	*	-	33%	56%	*	50%	39%	38%	*
At Masters Grade Level	2024	23%	18%	18%	14%	31%	*	-	*	-	*	0%	*	19%	17%	20%	*
	2023	22%	13%	17%	27%	0%	*	-	*	-	17%	11%	*	20%	14%	7%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	68%	70%	68%	79%	*	-	*	-	*	56%	*	70%	71%	72%	*
	2023	71%	60%	55%	59%	44%	*	-	*	-	50%	56%	*	60%	52%	50%	*
At Meets Grade Level or Above	2024	46%	42%	44%	39%	50%	*	-	*	-	*	44%	*	36%	54%	47%	*
	2023	48%	35%	32%	36%	13%	*	-	*	-	33%	56%	*	35%	30%	25%	*
At Masters Grade Level	2024	21%	16%	19%	16%	29%	*	-	*	-	*	0%	*	12%	29%	17%	*
	2023	22%	12%	17%	27%	0%	*	-	*	-	33%	11%	*	15%	19%	11%	*
	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	74%	73%	69%	69%	*	-	*	-	86%	69%	*	83%	64%	58%	*
	2023	81%	79%	86%	86%	79%	*	*	*	-	-	70%	-	92%	79%	81%	*
At Meets Grade Level or Above	2024	55%	46%	42%	42%	31%	*	-	*	-	57%	46%	*	50%	36%	29%	*
	2023	57%	52%	57%	55%	57%	*	*	*	-	-	50%	-	68%	46%	45%	*
At Masters Grade Level	2024	29%	22%	15%	19%	6%	*	-	*	-	14%	0%	*	25%	7%	3%	*
	2023	28%	24%	33%	24%	36%	*	*	*	-	-	10%	-	44%	21%	26%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	64%	50%	46%	44%	*	-	*	-	57%	46%	*	50%	50%	45%	*
	2023	80%	72%	73%	72%	71%	*	*	*	-	-	60%	-	92%	54%	65%	*
At Meets Grade Level or Above	2024	50%	38%	23%	19%	13%	*	-	*	-	29%	46%	*	33%	14%	16%	*
	2023	51%	40%	51%	45%	50%	*	*	*	-	-	60%	-	72%	29%	42%	*
At Masters Grade Level	2024	19%	13%	4%	4%	0%	*	-	*	-	14%	8%	*	8%	0%	0%	*
	2023	21%	11%	8%	3%	7%	*	*	*	-	-	10%	-	8%	8%	3%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	42%	33%	23%	25%	*	-	*	-	57%	54%	*	38%	29%	26%	*
	2023	65%	52%	63%	62%	64%	*	*	*	-	-	70%	-	80%	46%	52%	*
At Meets Grade Level or Above	2024	28%	15%	15%	8%	19%	*	-	*	-	14%	46%	*	21%	11%	13%	*
	2023	36%	23%	33%	31%	21%	*	*	*	-	-	60%	-	48%	17%	23%	*
At Masters Grade Level	2024	11%	5%	8%	4%	6%	*	-	*	-	14%	23%	*	13%	4%	6%	*
	2023	16%	5%	8%	3%	7%	*	*	*	-	-	20%	-	12%	4%	10%	*

MAP NWEA EOY 23-24 Student Growth

At the end of the 2023-2024 school year, student growth measured by the MAP NWEA assessments showed a decrease from the middle of the year to the end of the year. While some grade levels demonstrated growth in specific areas, overall, there was limited progress in math and reading across most grade levels.

Grade levels that showed more than 50% growth in the end-of-year assessments included:

- **Kindergarten** (Reading: 50%)
- **2nd Grade** (Reading: 51%)
- **4th Grade** (Language: 56%)
- **5th Grade** (Science: 52%)

However, no grade level showed growth in math or reading except for 2nd grade reading, where a modest increase was observed. This data highlights the need for targeted strategies to address areas of stagnation,

particularly in math and reading, across most grade levels.

Grade Level	Math Percent	Rdg. Percent	Lang. Percent	Sci. Percent
K	38%	50%		
1	42%	32%		
2	58%	51%	47%	
3	35%	33%	40%	38%
4	35%	38%	56%	60%
5	20%	33%	34%	52%

TELPAS 23-24

In the 2023-2024 TELPAS assessment, six students were assessed in English language proficiency. Out of these six students, two demonstrated progress in their language development. Notably, one student achieved an Advanced High level, indicating a high level of proficiency in English. While the progress of these students is encouraging, there remains a need to focus on increasing language development and support for all English language learners.

Listening	Reading	Speaking	Writing	Composite
B-10% I-40% A-30% AH-20%	B-30% I-20% A-20% AH-30%	B-20% I-40% A-40% AH-0%	B-40% I-20% A-20% AH-0%	B-20% I-30% A-40% AH-10%

Student Learning Strengths

In the 2024 STAAR assessment, 4th grade students demonstrated notable improvements in both math and reading performance compared to 2023.

4th Grade Math:

- **Approaches (APP):** Increased from 55% in 2023 to 70% in 2024.
- **Meets (ME):** Increased from 32% in 2023 to 44% in 2024.
- **Masters (MA):** Increased slightly from 17% in 2023 to 19% in 2024.

4th Grade Reading:

- **Approaches (APP):** Increased from 82% in 2023 to 85% in 2024.
- **Meets (ME):** Increased from 44% in 2023 to 51% in 2024.
- **Masters (MA):** Increased slightly from 17% in 2023 to 18% in 2024.

These increases in 4th grade performance, particularly in the "Meets" level, reflect positive growth and the effectiveness of instructional strategies. However, continued focus is needed to further close gaps, especially in reaching higher levels of mastery.

MAP NWEA EOY 23-24 Student Growth

Grade levels that showed more than 50% growth in the end-of-year assessments included:

- **Kindergarten** (Reading: 50%)
- **2nd Grade** (Reading: 51%)
- **4th Grade** (Language: 56%)
- **5th Grade** (Science: 52%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2024, 27% of scholars scored at the "Meets" level or above in math, compared to 41% in 2023 on STAAR Math. **Root Cause:** Insufficient processes and routines to support lesson internalization

Problem Statement 2 (Prioritized): In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading. **Root Cause:** Insufficient implementation of writing instruction and practice.

Problem Statement 3 (Prioritized): In 2024, 15% of scholars scored at the "Meets" level or above in science, compared to 33% in 2023 on STAAR Science. **Root Cause:** Insufficient alignment between curriculum and assessment expectations.

Problem Statement 4 (Prioritized): In the 2023-2024 STAAR assessments, a significant achievement gap was observed in math performance, with fewer African American scholars scoring at the "Meets" or above performance level compared to other student groups. **Root Cause:** Gaps in foundational math skills, particularly in areas such as computation and problem-solving.

Problem Statement 5 (Prioritized): In 2024, 27% of scholars scored at the "Meets" level or above in math, compared to 41% in 2023 on STAAR Math. **Root Cause:** Gaps in math foundational skills, insufficient practice with computation, and challenges with problem-solving strategies.

Problem Statement 6 (Prioritized): In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading. **Root Cause:** Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.

School Processes & Programs

School Processes & Programs Summary

In the 2023-2024 school year, Lake Ridge Elementary made several efforts to support student learning and growth, though some areas of improvement remain.

1. RTI Meetings and Intervention Support

RTI meetings were consistently held with fidelity, following a structured agenda. These meetings involved administrators, instructional coaches, teachers, and sometimes parents, to discuss students' progress and implement interventions and accommodations. Documentation of student strengths and needs was consistently completed and uploaded to Edugence by administrators and coaches. Additionally, Longhorn Time (intervention) was implemented effectively for grades K-5, with designated time for small group instruction to address individual learning gaps and enrichment. Teachers and interventionists worked with scholars to provide targeted support.

2. Data Metrics and Goal Setting

Data from DCCA and MAP NWEA assessments were collected, but goals were inconsistently documented and not written in the S.M.A.R.T goal format. This inconsistency may have hindered clarity in measuring progress and setting clear, actionable objectives for student achievement.

3. Technology Integration

All students from kindergarten through 5th grade were provided with Chromebooks, allowing them to engage with educational platforms such as Achieve3000 and IXL. These platforms supported Tier 1 instruction, intervention, and extensions. Scholars were recognized for their progress and achievement on these platforms, contributing to overall engagement and motivation.

4. Extracurricular Activities

Lake Ridge Elementary offered a wide range of extracurricular activities for students to participate in both during and after school. Activities such as Step Team, Chess, Embroidery, Basketball, Game Club, Athletics, Dance, Baking, Puzzles, Art, Crochet, and Choir provided students with opportunities to develop skills and interests outside of the classroom.

5. Professional Development and PLCs

Professional Learning Communities (PLCs) met weekly, providing teachers with time to engage in collaborative practices, such as analyzing data, reviewing student work, and engaging in lesson rehearsals. PLCs focused on vertical alignment between grade levels (with the exception of 2nd grade), planning for Tier 1 instruction, and engaging in backwards planning to ensure high-quality lessons. These sessions facilitated dialogue and collaboration, strengthening instructional practices across the campus.

6. Heal. Play. Learn. Program

The Heal. Play. Learn. program was a valuable initiative that supported scholars based on survey data results. The program focused on fostering academic, social, and emotional growth through engaging activities. Scholars participated in yoga sessions, music lessons, and STEM activities, all designed to promote well-being and enhance learning outcomes. This holistic approach not only supported students' academic development but also contributed to their social and emotional growth, helping them build resilience, improve focus, and foster creativity. The program proved to be an effective way to address the diverse needs of our students, providing them with tools to succeed both inside and outside the classroom.

Summary: While 2023-2024 saw a number of positive actions, including the consistent implementation of RTI meetings and the use of technology to support learning, areas like behavioral intervention monitoring, goal-setting consistency, and grade-level alignment require further attention. These areas of growth will be key in continuing to support all students in their academic and personal development.

School Processes & Programs Strengths

RTI Meetings and Intervention Support

RTI meetings were consistently held with fidelity, following a structured agenda. These meetings involved administrators, instructional coaches, teachers, and sometimes parents, to discuss students' progress and implement interventions and accommodations. Documentation of student strengths and needs was consistently completed and uploaded to Edugence by administrators and coaches. Additionally, Longhorn Time (intervention) was implemented effectively for grades K-5, with designated time for small group instruction to address individual learning gaps and enrichment. Teachers and interventionists worked with scholars to provide targeted support.

Professional Development and PLCs

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Technology Integration

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Behavioral gaps and interventions were not consistently monitored, as outlined in the campus BRTI plan. **Root Cause:** Systematic tracking systems were not implemented or monitored.

Problem Statement 2: RTI goals were not written as SMART goals to effectively measure student outcomes and track student growth effectively. **Root Cause:** Goals were broad to support various skills.

Perceptions

Perceptions Summary

In November 2023, Lake Ridge Elementary School conducted surveys with both family members and students to gather feedback on various aspects of the school, including Engagement, Relationships, Culture, School Safety, Resources, and Communication & Feedback.

Family Survey Feedback:

A total of 78 family members responded to the survey, resulting in a 71% response rate. When compared to family members from 585 other elementary schools across the country, the highest-rated themes at Lake Ridge ES were:

- **School Safety**
- **Culture**

The lowest-rated themes were:

- **Communication & Feedback**
- **Resources**

Notably, according to the Youth Truth Survey, **Engagement** and **Communication & Feedback** were identified as top-rated family survey topics, though there remains room for improvement in these areas. Feedback indicated that families felt they lacked adequate resources to support their scholars' social-emotional and academic needs.

Student Survey Feedback:

In the same month, 200 students provided their feedback, with a response rate of 112%, which indicates that some students participated in multiple sessions. When compared to students from 896 other elementary schools, the highest-rated themes at Lake Ridge ES were:

- **Academic Challenge**
- **Instructional Methods**

The lowest-rated themes were:

- **Culture**
- **Engagement**

According to the Youth Truth Survey, **Engagement** and **Relationships** were the top-rated student topics, indicating that students felt positive about their relationships with peers and teachers. However, there was a noticeable concern regarding the lack of student involvement opportunities on campus, particularly around school culture.

Key Insights:

- **Strengths:** The school is highly rated for **School Safety** and **Culture** by families, and **Academic Challenge** and **Instructional Methods** by students. These areas reflect a positive school environment and effective teaching strategies.
- **Areas for Improvement:** Both family and student surveys revealed areas that need attention. Families expressed concerns over **Communication & Feedback** and **Resources**, while students felt that the **Culture** did not provide enough opportunities for engagement and involvement. These insights suggest a need to enhance communication with families, provide more resources for academic and social-emotional support, and create more opportunities for student involvement in campus life.

During the 2023-2024 school year, Lake Ridge Elementary experienced leadership changes, with two out of four administrative team members being new to the campus, including the principal and instructional facilitator. Despite these changes, the majority of the staff expressed positive perceptions of the school climate.

Key findings from the staff survey include:

- **Fair Treatment and Respect:** Staff members overwhelmingly felt that they are treated fairly and with respect.
- **Desire to Return:** Over 70% of staff members indicated that they would like to return to the campus for the following year.
- **Principal Visibility and Fair Discipline:** The principal was recognized for being visible on campus, and staff agreed that discipline is administered fairly.
- **Instruction and Expectations:** Instruction and Expectations: Over 70% of the staff expressed that the teacher is an instructional leader, focusing on the academic needs of all students with a clear vision.

However, the **lowest area** in the survey was **staff morale**. This indicates that, despite the positive aspects of the school climate, there is a need to address concerns related to morale, which may be impacted by factors such as workload, support, or overall campus environment.

In conclusion, while staff members generally feel supported and respected, the need to improve staff morale should be a focus moving forward to ensure a positive and sustainable work environment. Additionally, while Lake Ridge ES demonstrates strengths in several key areas, there is a clear need for targeted efforts to improve communication, provide additional resources, and foster a more inclusive, engaging school culture for students.

Perceptions Strengths

A total of 78 family members responded to the survey, resulting in a 71% response rate. When compared to family members from 585 other elementary schools across the country, the highest-rated themes at Lake Ridge ES were:

- **School Safety**
- **Culture**

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In the same month, 200 students provided their feedback, with a response rate of 112%, which indicates that some students participated in multiple sessions. When compared to students from 896 other elementary schools, the highest-rated themes at Lake Ridge ES were:

- **Academic Challenge**
- **Instructional Methods**

Fair Treatment and Respect:

- Staff members overwhelmingly felt that they are treated fairly and with respect

Teacher Retention:

- From 2023-2024 to 2024-2025, teacher retention rate increased from 72% to 80%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families expressed concerns over Communication & Feedback and Resources on the Youth Truth Survey. **Root Cause:** Lack of timely and multiple modes of communication from teachers and administrators.

Problem Statement 2: Staff morale was recognized as an area of concern. **Root Cause:** Workload, support, and lack of relationships with administrators.

Problem Statement 3 (Prioritized): More than 50% of 3rd-5th grade students expressed that the culture of the campus wasn't positive. **Root Cause:** Inconsistent social-emotional support, and minimal opportunities for student involvement in campus life.

Priority Problem Statements

Problem Statement 1: In 2024, 27% of scholars scored at the "Meets" level or above in math, compared to 41% in 2023 on STAAR Math.

Root Cause 1: Insufficient processes and routines to support lesson internalization

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading.

Root Cause 2: Insufficient implementation of writing instruction and practice.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In the 2023-2024 STAAR assessments, a significant achievement gap was observed in math performance, with fewer African American scholars scoring at the "Meets" or above performance level compared to other student groups.

Root Cause 3: Gaps in foundational math skills, particularly in areas such as computation and problem-solving.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2024, 27% of scholars scored at the "Meets" level or above in math, compared to 41% in 2023 on STAAR Math.

Root Cause 4: Gaps in math foundational skills, insufficient practice with computation, and challenges with problem-solving strategies.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading.

Root Cause 5: Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In 2024, 15% of scholars scored at the "Meets" level or above in science, compared to 33% in 2023 on STAAR Science.

Root Cause 6: Insufficient alignment between curriculum and assessment expectations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: More than 50% of 3rd-5th grade students expressed that the culture of the campus wasn't positive.

Root Cause 7: Inconsistent social-emotional support, and minimal opportunities for student involvement in campus life.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Goals





Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by June 2025.

Performance Objective 1: Increase the number of 5th grade scholars who are on track to meet standards on SAT.

High Priority

Evaluation Data Sources: STAAR Reading and Math 2025
EOY NWEA Math and Reading 2025

Strategy 1 Details	Reviews			
Strategy 1: Provide enrichment and extension activities to challenge high-performing students to develop deeper academic skills to meet grade level expectations as evident on by skills mastered on Study Island and DCCAs . Strategy's Expected Result/Impact: Students will develop confidence in their ability to succeed on standardized tests, improve their approach to problem-solving, and become more effective test-takers. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 5, 6	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
Strategy 2: Teach math foundational skills (i.e. computation skills for all operations) students need to master and provide targeted instruction on these areas using hands-on activities, games, and real-world applications as evident by skills mastered on Study Island and DCCAs. Strategy's Expected Result/Impact: Improved foundational skills in math makes it easier for students to engage in higher-level concepts in the current and subsequent grades. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3 Details	Reviews			
Strategy 3: Teach and spiral reading strategies with students, such as summarizing, making inferences, and identifying main ideas and details. Incorporate both fiction and nonfiction texts to build their understanding of a variety of reading genres. Strategy's Expected Result/Impact: Improved foundational skills in reading makes it easier for students to engage in higher-level concepts in the current and subsequent grades. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 6	Formative			Summative
	Feb	Apr	June	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading. **Root Cause:** Insufficient implementation of writing instruction and practice.

Problem Statement 3: In 2024, 15% of scholars scored at the "Meets" level or above in science, compared to 33% in 2023 on STAAR Science. **Root Cause:** Insufficient alignment between curriculum and assessment expectations.

Problem Statement 5: In 2024, 27% of scholars scored at the "Meets" level or above in math, compared to 41% in 2023 on STAAR Math. **Root Cause:** Gaps in math foundational skills, insufficient practice with computation, and challenges with problem-solving strategies.

Problem Statement 6: In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading. **Root Cause:** Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.

Goal 2: Increase the percentage of 3rd grade (all students) scholars reading at or above grade level from 40% to 46% by June 2025.

Performance Objective 1: Increase the number of students performing on grade level in reading that will result in at least 55% of scholars who score at the "Meets" level or above on the 2025 Reading STAAR compared to 46% "Meets" and 12% "Masters" in 2024 as evident on STAAR 2025.

High Priority
Evaluation Data Sources: STAAR Reading 2025

Strategy 1 Details	Reviews			
Strategy 1: Host parent meeting for 3rd-5th grade parents to review 2024 assessment data and share resources to support scholars' preparation on STAAR 2025. Parents will gain a clear understanding of their child's performance on the 2024 assessments, including strengths and areas for improvement. Strategy's Expected Result/Impact: Parents will gain a clear understanding of their child's performance on the 2024 assessments, including strengths and areas for improvement. This empowers parents to be more actively involved in supporting their child's academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, and 3rd-5th Grade Classroom Teachers Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2, 6	Formative			Summative
	Feb	Apr	June	Aug





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted after-school tutoring once a week in reading to help students close gaps and master essential skills they may have missed during regular class time as evidenced by weekly exit tickets.</p> <p>Strategy's Expected Result/Impact: Students gain a deeper understanding of concepts which results in improved academic performance on DCCAs and NWEA.</p> <p>Close gaps in scholars' knowledge, which can lead to a more solid foundation for current and future learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd-5th Grade Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3 Details	Reviews			
<p>Strategy 3: Designate time for weekly Professional Learning Community (PLC) meetings to facilitate learning for all teachers using structured protocols to internalize content and plan instruction as evidenced by annotated lessons, lesson rehearsals and walkthroughs.</p> <p>Strategy's Expected Result/Impact: Increase collaboration, enhance teacher efficacy, and engage in data-informed decisions to refine instructional practices, leading to more effective lessons that engage scholars, provide appropriate enrichments, and address learning gaps to increase scholars' academic performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide continuous, targeted professional development for teachers to enhance instructional practices, with a focus on addressing identified gaps in foundational skills, computation, problem-solving strategies, and best instructional practices. Professional development will include:</p> <p>MTSS/LHT Edmentum Study Island Graphic Organizers, Annotations, etc. Teacher Clarity (Lesson Frame) Lesson Internalization Actively Monitoring & Academic Feedback Cooperative Learning (Kagan Structures) Content Development (Reading, Writing, RACE)</p> <p>Strategy's Expected Result/Impact: To equip educators with the knowledge, strategies, and tools needed to effectively support student learning, close achievement gaps, and improve math proficiency across all grade levels. Teachers will gain a deeper understanding of how to address students' learning gaps, implement evidence-based instructional strategies, and foster a math-rich environment that promotes student success. As a result, teacher confidence and efficacy in delivering math instruction will improve and student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 5 Details		Reviews			
Strategy 5: Fifth grade teachers will provide structured opportunities for scholars to engage in academic discourse to increase engagement in reading classes as evidenced by walkthroughs. Strategy's Expected Result/Impact: This increased engagement strategy encourages a deeper interest in reading and enhances retention of the material that will increase student achievement as a result. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Feb	Apr	June	Aug
		N/A			
Strategy 6 Details		Reviews			
Strategy 6: RLA teachers will explicitly teach and model writing strategies, and 3rd-5th grade students will engage in writing daily, using strategies such as RACE (Restate, Answer, Cite, Explain) and rubrics to support their writing as evidenced by walkthroughs, ECRs (Extended Constructed Responses), and SCRs (Short Constructed Responses). Strategy's Expected Result/Impact: Explicit instruction in writing strategies and the use of rubrics will lead to improved performance on Extended Constructed Responses (ECRs) and Short Constructed Responses (SCRs). Additionally, when students apply the RACE strategy and rubric guidelines, they will be better equipped to write well-organized, thorough, and evidence-based responses. This, in turn, will result in higher-quality written work and improved academic outcomes. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 6		Formative			Summative
		Feb	Apr	June	Aug
		N/A			

Strategy 7 Details	Reviews			
<p>Strategy 7: Fourth grade RLA teachers will explicitly model how to identify text evidence to support responses, and scholars will use annotations to identify text evidence as evidenced by exit tickets, DCCAs, and instructional walkthroughs.</p> <p>Strategy's Expected Result/Impact: Annotations will significantly improve 4th grade students' reading comprehension, critical thinking, and writing skills. This, in turn, will result in a deeper understanding of text and improved academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			
Strategy 8 Details	Reviews			
<p>Strategy 8: Third grade RLA teachers will explicitly model how to use graphic organizers and visual aides to identify text evidence and annotate text to support reading responses as evidenced by exit tickets, DCCAs, and instructional walkthroughs.</p> <p>Strategy's Expected Result/Impact: This strategy will significantly enhance 3rd grade students' reading comprehension, analytical thinking, and writing skills. By explicitly teaching how to use graphic organizers and annotations, students will have the tools they need to better understand, analyze, and respond to texts in an organized, evidence-based manner. This structured approach will help students engage more deeply with reading material, improve the quality of their written responses, and build essential skills for future academic success. Ultimately, students will become more confident and capable readers and writers, which will positively impact their overall academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 6</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 9 Details		Reviews			
Strategy 9: Reading teachers will provide a designated time for K-5th grade students to work through their personal learning path on Edmentum reading for at least 40 minutes per week to close learning gaps as evidenced by number of skills mastered weekly. Strategy's Expected Result/Impact: Regular, focused practice on Edmentum reading will help close existing learning gaps. Since the platform adapts to the student's performance, it provides immediate feedback and targeted practice in areas where students may have struggled in previous grades. By spending consistent time on their learning paths, students can fill in gaps and build a stronger foundation for more advanced concepts that will result in improved academic performance. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Feb	Apr	June	Aug
		N/A			

 No Progress
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading. Root Cause: Insufficient implementation of writing instruction and practice.
Problem Statement 6: In 2024, 46% of scholars scored at the "Meets" level or above in reading, compared to 56% in 2023 on STAAR Reading. Root Cause: Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.

Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above from 32% to 38% by June 2025.

Performance Objective 1: Increase the number of students performing on grade level in math in grades 3-5 that will result in at least 38% of scholars who score at the "Meets" level or above on the 2025 Math STAAR compared to 27% "Meets" and 12% "Masters" in 2024.

High Priority
Evaluation Data Sources: STAAR Math 2025

Strategy 1 Details	Reviews			
Strategy 1: Coordinate a family engagement event to provide scholars and families with tools and resources to support math fluency and automaticity as evidenced by family survey responses. Strategy's Expected Result/Impact: By providing tools that facilitate ongoing practice at home, students can improve math skills beyond the classroom setting. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.53, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 4	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details		Reviews			
Strategy 2: Fourth grade math teachers will teach and implement the read, draw, write strategy with 4th grade scholars to increase problem-solving skills, visualization and conceptual understanding of math skills as evidenced by exit tickets, DCCAs, and instructional walkthroughs. Strategy's Expected Result/Impact: The use of the read, write, draw strategy suggests that visual representation enhance students conceptual understanding and retention to increase increase academic performance. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4		Formative			Summative
		Feb	Apr	June	Aug
		N/A			
Strategy 3 Details		Reviews			
Strategy 3: Provide targeted after-school tutoring in math twice a week for 3rd-5th grade students to help students catch up, build confidence, and master essential skills they may have missed during regular class time as evidenced by weekly exit tickets. Strategy's Expected Result/Impact: Students gain a deeper understanding of concepts which results in improved academic performance. Close gaps in scholars' knowledge, which can lead to a more solid foundation for current and future learning. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist Title I: 2.4, 2.51, 2.52, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4		Formative			Summative
		Feb	Apr	June	Aug

Strategy 4 Details	Reviews			
<p>Strategy 4: Students in 3rd grade will create visual tools to support computation, fact fluency and problem-solving on a daily basis (e.g., student-created multiplication charts, place value charts, etc.) as evidenced by DCCAs, exit tickets and instructional walkthroughs.</p> <p>Strategy's Expected Result/Impact: Creating these visual tools encourages students to engage deeply with foundational concepts like multiplication and place value. This repeated exposure and reinforcement will help improve their fluency in math facts and problems solving skills that will result in increased achievement in mathematics.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Fifth grade math teachers will provide opportunities for students to engage in cooperative learning strategies to increase student engagement in mathematics as evidenced by instructional walkthroughs.</p> <p>Strategy's Expected Result/Impact: Working in groups encourages students to approach problems from different angles, which promotes critical thinking. As a result, this process deepens scholars' understanding of math concepts and will increase academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 6 Details		Reviews			
<p>Strategy 6: Math teachers will provide a designated time for K-5th grade students to work through their personal learning path on Edmentum Math for at least 40 minutes per week to close learning gaps as evidenced by number of skills mastered weekly.</p> <p>Strategy's Expected Result/Impact: Regular, focused practice on Edmentum Math will help close existing learning gaps. Since the platform adapts to the student's performance, it provides immediate feedback and targeted practice in areas where students may have struggled in previous grades. By spending consistent time on their learning paths, students can fill in gaps and build a stronger foundation for more advanced concepts that will result in improved academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>		Formative			Summative
		Feb	Apr	June	Aug
		N/A			

0% No Progress

100% Accomplished

→ Continue/Modify

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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2024, 27% of scholars scored at the "Meets" level or above in math, compared to 41% in 2023 on STAAR Math. Root Cause: Insufficient processes and routines to support lesson internalization</p> <p>Problem Statement 4: In the 2023-2024 STAAR assessments, a significant achievement gap was observed in math performance, with fewer African American scholars scoring at the "Meets" or above performance level compared to other student groups. Root Cause: Gaps in foundational math skills, particularly in areas such as computation and problem-solving.</p> <p>Problem Statement 5: In 2024, 27% of scholars scored at the "Meets" level or above in math, compared to 41% in 2023 on STAAR Math. Root Cause: Gaps in math foundational skills, insufficient practice with computation, and challenges with problem-solving strategies.</p>

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities to 90% by June 2025.

Performance Objective 1: Increase the number of scholars participating in extra-curricular or co-curricular activities in PreK-5th grade to 90%.

High Priority

Evaluation Data Sources: Club Sign-Up Form

Strategy 1 Details		Reviews			
Strategy 1: Offer a wide range of activities that cater to different interests, including academic clubs, sports, arts, music, coding, and community service, to ensure there's something for every student as evidenced by sign-up forms and observations. Strategy's Expected Result/Impact: Students will feel more connected to the school community and more motivated to engage in activities beyond the classroom, which can improve their academic performance and social skills. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 3		Formative			Summative
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<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: More than 50% of 3rd-5th grade students expressed that the culture of the campus wasn't positive. Root Cause: Inconsistent social-emotional support, and minimal opportunities for student involvement in campus life.