

Lake Dallas Independent School District



Shady Shores Elementary School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

There were approximately 620 students enrolled at SSE at the end of the 2025-2026 school year. The mobility rate has remained steady at around 9%. Economically Disadvantaged percentage has decreased from 38% to 35% due to the district's participation in the Community Eligibility Provision (CEP). The ELL population has increased from 12% to 13%. The special education population has increased from 25% to 28% with the amount of students qualifying for ECSE increasing compared to years past, dyslexia now falling under special education, and new students moving into the area. The at-risk population decreased from 45% to 41%. Student attendance stayed steady at 95.6%. 6% of the teachers are beginning teachers.

Strengths

All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.'

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<div>1</div> <div>★</div> <div>The attendance rate of economically disadvantaged and at-risk students is lower than the campus average.</div>	<div>A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success.</div>

★ = Priority

Student Learning

Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In pre-kindergarten, the campus utilized CLI to assess student progress. In grades K-2, the campus has utilized Fountas and Pinnell and TPRI to assess student progress in literacy. In grades K-5, the campus utilized NWEA MAP Growth to assess student learning in math. The Rtl Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most Tier 2 and Tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of a Title I instructional aide for support.

STAAR for 2025-2026															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	
All															
Percent of Tests 📄															
% at Approaches GL Standard or Above	77%	78%	69%	81%	%	100%	%	76%	66%		79%	72%	51%	84%	77%
% at Meets GL Standard or Above	53%	37%	42%	64%	%	73%	%	41%	39%		40%	42%	30%	48%	55%
% at Masters GL Standard	25%	20%	16%	33%	%	27%	%	11%	15%		16%	18%	9%	20%	24%
Number of Tests															
# at Approaches GL Standard or Above	424	36	125	224	0	11	0	28	197		46	137	89	21	323
# at Meets GL Standard or Above	293	17	76	177	0	8	0	15	116		23	79	52	12	228
# at Masters GL Standard	135	9	29	90	0	3	0	4	44		9	35	15	5	100
Total Tests	550	46	181	275	0	11	0	37	297		58	190	174	25	418
Reading															
Percent of Tests 📄															
% at Approaches GL Standard or Above	81%	81%	71%	86%	%	100%	%	82%	70%		81%	79%	55%	92%	81%
% at Meets GL Standard or Above	56%	48%	46%	65%	%	60%	%	47%	43%		42%	46%	31%	42%	55%
% at Masters GL Standard	24%	24%	17%	31%	%	20%	%	6%	16%		12%	22%	5%	0%	22%
Number of Tests															
# at Approaches GL Standard or Above	191	17	54	101	0	5	0	14	90		21	65	41	11	148
# at Meets GL Standard or Above	133	10	35	77	0	3	0	8	55		11	38	23	5	101
# at Masters GL Standard	57	5	13	37	0	1	0	1	20		3	18	4	0	40
Total Tests	237	21	76	118	0	5	0	17	128		26	82	75	12	182
Mathematics															
Percent of Tests 📄															
% at Approaches GL Standard or Above	74%	76%	68%	77%	%	100%	%	71%	62%		77%	66%	44%	83%	75%
% at Meets GL Standard or Above	51%	33%	39%	63%	%	100%	%	35%	34%		35%	37%	27%	58%	53%
% at Masters GL Standard	25%	19%	13%	35%	%	40%	%	18%	15%		19%	18%	9%	42%	25%
Number of Tests															
# at Approaches GL Standard or Above	176	16	52	91	0	5	0	12	79		20	54	33	10	136
# at Meets GL Standard or Above	122	7	30	74	0	5	0	6	44		9	30	20	7	97
# at Masters GL Standard	60	4	10	41	0	2	0	3	19		5	15	7	5	46
Total Tests	237	21	76	118	0	5	0	17	128		26	82	75	12	182
Science															
Percent of Tests 📄															
% at Approaches GL Standard or Above	75%	75%	66%	82%	%	100%	%	67%	68%		83%	69%	63%	0%	72%
% at Meets GL Standard or Above	50%	0%	38%	67%	%	0%	%	33%	41%		50%	42%	38%	0%	56%
% at Masters GL Standard	24%	0%	21%	31%	%	0%	%	0%	12%		17%	8%	17%	0%	26%
Number of Tests															
# at Approaches GL Standard or Above	57	3	19	32	0	1	0	2	28		5	18	15	0	39
# at Meets GL Standard or Above	38	0	11	26	0	0	0	1	17		3	11	9	0	30
# at Masters GL Standard	18	0	6	12	0	0	0	0	5		1	2	4	0	14
Total Tests	76	4	29	39	0	1	0	3	41		6	26	24	1	54

Strengths

Overall Performance in MAP

- Math: 61st to 69th median percentile in K-5th
- Reading: 64th to 70th median percentile in 2nd-5th

Increase in High Average & High students on MAP Reading & Math:

- Reading: grew from 53 to 61 overall 2nd-5th
- Math: grew from 51 to 59 overall K-5th

STAAR Performance Measures Grades 3-5:

- Grade 4 & 5, STAAR Math results showed growth in approaches, meets, and masters performance levels.
- Grade 5 STAAR Science results showed growth in approaches, meets, and masters performance levels.
- 212 students in 4th-5th grades showed 1 year of growth on STAAR, and 24 of those students showed more than 1 year of growth.

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim	46	34	39	59	44	73	46	55	37	37	35	26	38	47	
Reading 2028-32 Next Interim	55	45	49	66	53	78	55	63	48	48	46	38	48	56	
Reading 2038 Long Term	73	67	70	80	72	87	73	78	69	69	68	63	69	74	
Reading 2025 (TEAL Data)	63	50	48	72	53	100	54	86	45						
Reading 2026	56 133 237	48 10 21	46 35 76	65 77 118		60 3 5		47 8 17	43 55 128	42 10 24	46 38 82	31 23 75	42 5 12	55 101 182	
Points	3	3	3	-	-	-	-	-	3	-	-	-	-	-	12
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Mathematics 2023-27 Interim	49	33	44	60	47	82	51	55	42	45	40	29	45	51	
Mathematics 2028-32 Next Interim	58	44	53	67	56	85	59	63	52	54	50	41	54	59	
Mathematics 2038 Long Term	75	67	72	80	74	91	76	78	71	73	70	65	73	76	
Mathematics 2025 (TEAL Data)	48	27	32	58	42	100	42	64	31						
Mathematics 2026	51 122 237	33 7 21	39 30 76	63 74 118		100 5 5		35 6 17	34 44 128	33 8 24	37 30 82	27 20 75	58 7 12	53 97 182	
Points	3	3	2	-	-	-	-	-	1	-	-	-	-	-	9
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Student Growth															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading (2023-27) Interim	64	59	62	68	62	80	62	67	61	62	60	50	64	65	
Reading (2028-32) Next Interim	74	69	72	77	72	85	72	76	71	72	70	60	74	75	
Reading (2038) Long Term	94	89	92	95	92	95	92	95	91	92	90	80	94	95	
Reading Previous Year Rate (TEAL Data)	79	79	75	79	67	125	69	86	72						
Reading Growth Score	74 109.0 148	100 8.0 8	77 35.5 46	74 60.0 81		50 2.0 4		39 3.5 9	74 54.5 74	75 10.5 14	79 38.0 48	72 31.8 44	44 3.5 8	74 86.3 117	
Points	3	-	3	-	-	-	-	-	3	-	-	-	-	-	9
Met Minimum Size	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes	
Mathematics (2023-27) Interim	69	61	68	74	69	88	70	71	66	69	65	58	70	70	
Mathematics (2028-32) Next Interim	78	71	77	81	78	90	78	79	76	78	75	68	78	78	
Mathematics (2038) Long Term	95	91	95	95	95	95	95	95	95	95	95	88	95	95	
Mathematics Previous Year Rate (TEAL Data)	63	65	55	67	63	125	63	82	59						
Mathematics Growth Score	83 122.5 148	91 7.3 8	77 35.3 46	83 67.0 81		106 4.3 4		97 8.8 9	76 56.0 74	84 11.8 14	74 35.5 48	69 30.3 44	81 6.5 8	86 100.5 117	
Points	3	-	3	-	-	-	-	-	3	-	-	-	-	-	9
Met Minimum Size	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes	

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<div>1</div> <div>★</div> <div>Reading 3rd: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students.</div>	<div>Need to increase targeted classroom and academic differentiation strategies.</div>
<div>2</div> <div>★</div> <div>Mathematics 3rd: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students.</div>	<div>Significant gaps in foundational math skills.</div>
<div>3</div> <div>Science: 50% of 5th grade students performed at the meets level on STAAR.</div>	<div>Students lack science vocabulary knowledge, and need more opportunities for writing and hands-on experiments in science.</div>
<div>4</div> <div>★</div> <div>The attendance rate of economically disadvantaged and at-risk students is lower than the campus average.</div>	<div>A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success.</div>

★ = Priority

School Processes & Programs

Summary

The district and campus continued the use of the TCMPC. Pre-kindergarten students are assessed using CLI three times a year. Kindergarten students are assessed at beginning of the year using the Kindergarten Progress Monitoring Assessment. First and second grade students will be assessed through TPRI at the beginning of the year and at the end of the year. All students in grades K-5 take the NWEA MAP Growth assessment in math three times during the year, and 1-5 will take the NWEA MAP Growth assessment in reading.

Students participate in student leadership clubs on 12 Fridays during the school day. Students have opportunities for school-wide leadership roles.

Adjustments were made to the master schedule to lessen transitions and create protected instructional blocks of time for math, reading, writing, phonics/foundational skills, and science.

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

The Threat Assessment Team (now called Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of addressing students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2026-2027 school year.

Strengths

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

Opportunities for staff to have a voice in decision-making were continued through the Instructional Leadership Team, CEIC, Lighthouse, and Action Teams.

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

Perceptions

Summary

Students in grades PK-1 and 3rd have higher rates of discipline data reflective of behavior challenges. Students showed on the Measurable Results Assessment (Leader in Me survey) that they believe they are provided with schoolwide and classroom opportunities that involve them in decision-making and grow their leadership competence. District check-in surveys were given out monthly to families for feedback. Upbeat surveys are administered to staff two times a year to assess the culture and climate of the school.

Strengths

Leader in Me Measurable Results Assessment surveys students and staff for climate and culture data. Students reported positively in the areas of Personal Development, Positive Well-Being, Interpersonal Development, Student Empowerment, Trusted Relationships, and Social Supports. Staff reported positively in the areas of Personal Effectiveness, Interpersonal Effectiveness, Student Goal Support, Staff Voice, and Collective Efficacy.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Student discipline remained higher in grades PK-1 and 3rd compared to other grade levels.	Students need extra support with behavior foundations and coping skills.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Reading 3rd: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students.

Need to increase targeted classroom and academic differentiation strategies.

2
★

Mathematics 3rd: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

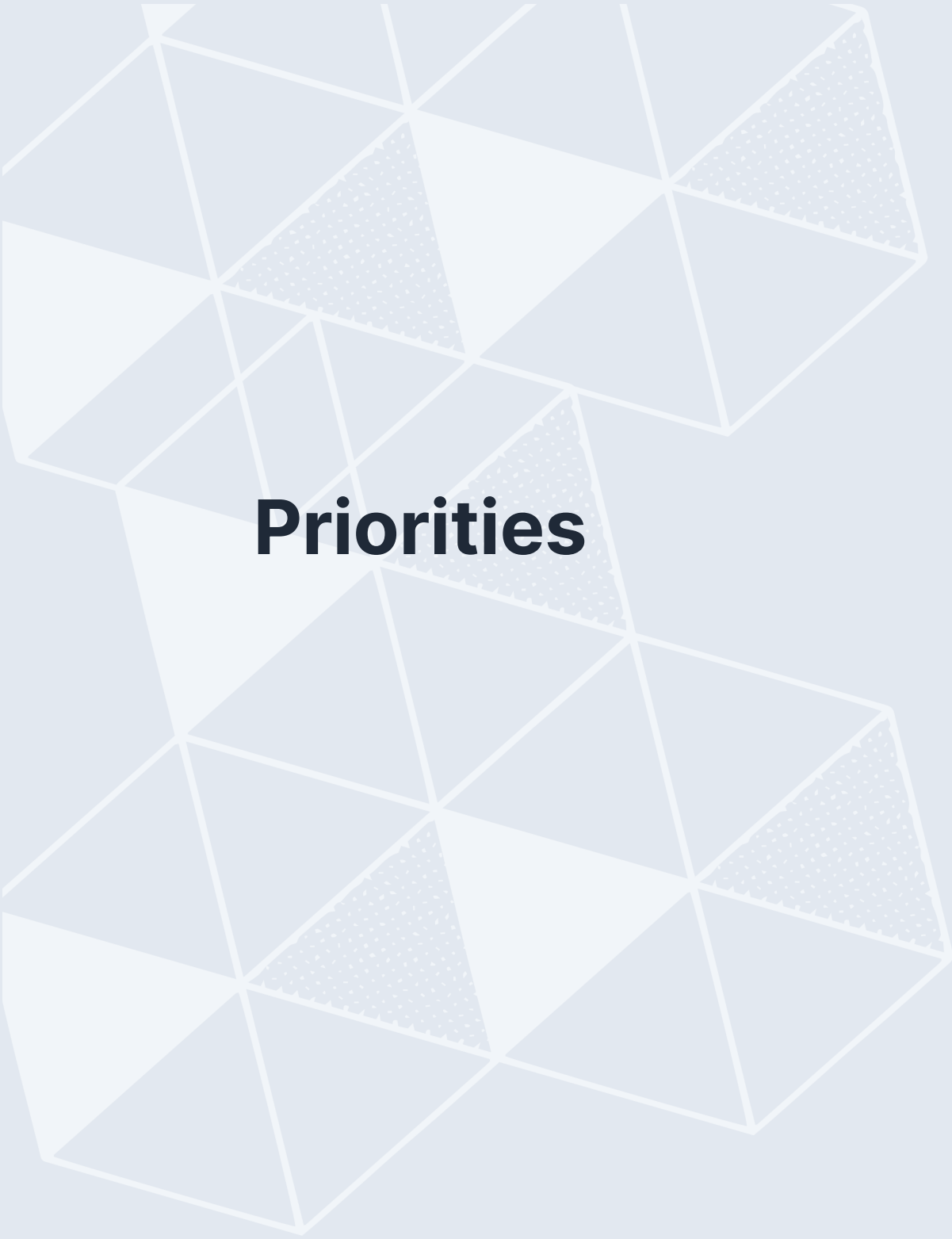
Significant gaps in foundational math skills.

3
★

The attendance rate of economically disadvantaged and at-risk students is lower than the campus average.

A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success.

★ = Priority



Priorities

Priority 1

Priority 1: Student Success

Goal 1

By May 2027, SSE students will increase achievement in Math, Reading, and Science by 5%.

Evaluation Data Source: Spring 2027 MAP Growth Assessment Report for Math
Spring 2027 F&P data in Eduphoria for Reading

Strategy 1

Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all SSE students.

Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

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Strategy 2

Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 3

SSE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads

Funding Sources: Title I Educational Aide (100%) 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 4

SSE teachers will identify students as At-Risk based on criteria and will provide targeted instruction to students to ensure academic success.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 5

SSE will have a Literacy Teacher provide targeted intervention and literacy support for students in grades K-5.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Problem Statements: Student Learning 1

Funding Sources: Reading Specialist (100%) 199 State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 6

SSE will provide an RtI/MTSS Teacher on the campus for supporting with progress monitoring and student instructional support and interventions.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

Funding Sources: RtI Specialist (50%) 199 State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 7

SSE will provide dyslexia trained teachers and MTA-trained special education teachers to support students identified with dyslexia.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Funding Sources: Dyslexia Teacher (25%) 199 State Compensatory Education (SCE), , Dyslexia Teacher (25%) 199 State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 8

SSE will offer full day pre-kindergarten for the 2026-2027 school year for three and four year olds.

Strategy's Expected Result/Impact: Increased kindergarten readiness

Staff Responsible for Monitoring: Principal

Funding Sources: Pre-Kindergarten Aide (50%) 199- State Pre-K, , Pre-Kindergarten Aide (50%) 199- Early Education Allotment, , Pre-Kindergarten Teacher (50%) 199- State Pre-K, , Pre-Kindergarten Teacher (100%) 199- Early Education Allotment,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 9

Provide summer programming to meet students' needs for accelerated instruction.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction

Problem Statements: Student Learning 1, 2

Funding Sources: Summer School 199 State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Reading 3rd: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students.	Need to increase targeted classroom and academic differentiation strategies.
2	Mathematics 3rd: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students.	Significant gaps in foundational math skills.

Goal 2

By May 2027, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2027 TELPAS will increase by 5%.

Evaluation Data Source: TELPAS 2027 report

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 2

SSE will have an ESL Teacher provide targeted language acquisition support for students in grades K-5.

Strategy's Expected Result/Impact: Increased student English language acquisition

Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist

Funding Sources: ESL Specialist (100%) 199 State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Goal 3

By May 2027, SSE will increase the student attendance rate to 96.5% and reduce chronic absenteeism through proactive monitoring, family communication, and targeted interventions.

Evaluation Data Source: Campus Attendance Reports in Skyward

Strategy 1

The campus attendance team will meet monthly to review student attendance, academic, and behavior data to identify trends, monitor students at risk of chronic absenteeism, and determine appropriate interventions and supports.

Strategy's Expected Result/Impact: Increase in student attendance

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1 - Student Learning 4

Title I: 2.5.2, 2.5.3

Formative Reviews

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Strategy 2

Weekly attendance information will be shared through the campus newsletter to provide families with practical strategies for maintaining consistent attendance and information regarding the impact of chronic absenteeism on student academic achievement, behavior, and overall school success.

Strategy's Expected Result/Impact: Increase family awareness of the importance of regular attendance and strengthen family engagement in preventing chronic absenteeism.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1 - Student Learning 4

Title I: 2.5.2, 2.5.3

Formative Reviews

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Strategy 3

The campus will conduct monthly family outreach through phone calls and written attendance notifications for students demonstrating attendance concerns. Communication will provide families with current attendance information, explain truancy requirements, identify barriers to regular attendance, and connect families with appropriate campus supports when needed.

Strategy's Expected Result/Impact: Increase student attendance, improve family awareness of attendance and truancy requirements, and reduce the number of students progressing toward chronic absenteeism and truancy concerns.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1 - Student Learning 4

Formative Reviews

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Strategy 4

Campus administration will maintain a visual display of grade-level attendance rates in the Main Street hallway. Attendance data will be updated weekly to reflect each grade level's progress throughout the month. At the end of each month, the grade level with the highest overall attendance rate will be recognized and provided an attendance incentive or reward.

Strategy's Expected Result/Impact: Increase student attendance by creating a visible and engaging system for monitoring grade-level attendance progress. The strategy will also increase staff and student awareness of attendance trends, promote shared accountability, and encourage positive competition among grade levels in support of the campus attendance goal.

Staff Responsible for Monitoring: Assistant Principal

Title I: 2.5.2, 2.5.3

Formative Reviews

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Goal 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The attendance rate of economically disadvantaged and at-risk students is lower than the campus average.	A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success.

Goal 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	The attendance rate of economically disadvantaged and at-risk students is lower than the campus average.	A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success.

Goal 4

By May 2027, SSE will increase to 80% in School Belonging and Student Goals as measured by the Leader in Me Measurable Results Assessment (MRA).

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

Strategy 1

Measurable Results Assessment (MRA) will be given to 4th and 5th grade students, all SSE staff, and families to determine the level of student engagement and campus culture in the spring of 2027.

Strategy's Expected Result/Impact: To provide climate and culture perception data from students

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators

Title I: 2.5.2

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Strategy 2

SSE will implement Wildly Important Goals (WIG), for school, grade level, and class goals that are aligned, during the Leadership Block to teach students how to set, track, and celebrate their goals.

Strategy's Expected Result/Impact: Increased student understanding of goal setting

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators

Title I: 2.5.2

Formative Reviews

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Strategy 3

SSE teachers and staff will receive professional development in how to support students in being confident in their ability to set and achieve their goals.

Strategy's Expected Result/Impact: Increased teacher and staff knowledge, MRA results show improvement in student goals support

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Team

Title I: 2.5.2

Formative Reviews

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Strategy 4

School-wide leadership assemblies will be held every nine weeks and will be student-led. The assemblies will highlight student achievement, student leadership, and celebrations of goal achievement.

Strategy's Expected Result/Impact: Increased student engagement and culture

Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators

Title I: 2.5.2, 2.5.3

Formative Reviews

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Strategy 5

SSE will continue to implement a Student Lighthouse Team made up of student leaders that will meet regularly throughout the school year with a focus on improving leadership, culture, and academics on the campus.

Strategy's Expected Result/Impact: Increased student voice in decision-making

Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators

Title I: 2.5.2

Formative Reviews

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Priority 2

Priority 2: Faculty and Staff Engagement

Goal 1

By May 2027, SSE will retain 90% of the teaching staff for the 2027-2028 school year.

Evaluation Data Source: Staffing reports

Strategy 1

SSE staff will complete an Upbeat Survey in the Fall and Spring of the 2026-2027 school year.

Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health of the campus and work towards continuous improvement.

Staff Responsible for Monitoring: Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 2

The Leader in Me action team, Create a Leadership Environment, will provide a monthly staff morale booster.

Strategy's Expected Result/Impact: Increase in Upbeat survey results in the area of appreciation

Staff Responsible for Monitoring: Lighthouse Coordinators

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 3

All teachers with less than 2 years of teaching experience will receive mentoring and support from a PREP Mentorship-trained mentor.

Strategy's Expected Result/Impact: Increase in teacher capacity and retention

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 4

All teachers with less than 2 years of teaching experience or new to the campus will receive support through monthly campus support meetings led by the campus instructional leadership team.

Strategy's Expected Result/Impact: Increase in teacher support as measured on Upbeat survey

Staff Responsible for Monitoring: Instructional Coach

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Goal 2

By May 2027, campus administrators will conduct regular instructional observations and provide timely, actionable feedback to 100% of instructional staff, using observation data to identify individual and campus-wide professional development needs and develop targeted professional learning.

Evaluation Data Source: Observation data in the Instructional Insights App and campus calendar of professional development training

Strategy 1

SSE campus administrators will receive observation and feedback training from ESC XI.

Strategy's Expected Result/Impact: Effective observation and feedback cycles aligned to Research Based Instructional Strategies and the HQIM

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November January March April

Strategy 2

SSE campus administrators will conduct weekly observation and feedback cycles, using the Instructional Insights App.

Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 3

SSE campus administrators and the instructional coach will analyze observation data weekly in Campus Leadership Team meetings to identify trends and develop targeted professional learning.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principal and Assistant Principal

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Strategy 4

Teaching staff will receive professional development in Bluebonnet Learning, Apple, and other identified needs based on classroom walk-through and observation data.

Strategy's Expected Result/Impact: Increased understanding of new HQIM

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 5

SSE campus administrators will conduct observations on all required professional staff within the 2026- 2027 school year.

Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Priority 3

Priority 3: Parent & Family/Community Support

Goal 1

By May 2027, SSE will increase engagement participation in parent/community communication during the 2026-2027 school year by 5%.

Evaluation Data Source: Parent Square and Social media analytics

Strategy 1

SSE will share monthly campus newsletters with families.

Strategy's Expected Result/Impact: Increased campus communication to families

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 2

To begin building relationships with families at the start of the school year, all SSE homeroom teachers will contact all families within the first two weeks of school.

Strategy's Expected Result/Impact: Increased campus communication to families

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 3

SSE will utilize social media at a minimum of 3 times a week to provide up-to-date communication, including campus events, and showcase student learning.

Strategy's Expected Result/Impact: Increased campus communication to families and community

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 4

SSE will send out quarterly Family Surveys to gather feedback/communication from parents.

Strategy's Expected Result/Impact: Increased communication with families

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 5

Continue a partnership with Communities in Schools to offer support to students and their families.

Strategy's Expected Result/Impact: Increase in student attendance and achievement

Staff Responsible for Monitoring: Principal

Formative Reviews

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Goal 2

By May 2027, SSE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

Evaluation Data Source: MRA and Possip surveys

Strategy 1

SSE will host a family night in the fall and spring semesters with focuses on student learning.

Strategy's Expected Result/Impact: Increased parent engagement

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 2

Each grade level will host an open house night and a Discovery Academy spotlight for families to attend. Students will share their leadership portfolios with their families during the open house.

Strategy's Expected Result/Impact: Increased parent/community engagement

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 3

SSE will increase volunteer participation by partnering with PTA for Dudes at the Doors.

Strategy's Expected Result/Impact: Increased parent engagement

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 4

SSE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month.

Strategy's Expected Result/Impact: Increased community engagement, Increased fire safety awareness for students

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 5

SSE will partner with the Rotary Club during the 2026-2027 school year.

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 6

SSE will host a Leadership Day where community partners will be invited to visit the campus and learn about our student leadership.

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 7

SSE will celebrate the 100th day of school with designated grade level times for families to visit their child's classroom and for their child to share their individual goals and progress.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Priority 4

Priority 4: Efficient Operations

Goal 1

From August 2026 through May 2027, SSE will ensure a financially responsible budget is followed.

Evaluation Data Source: Adopted budget, Expenditure Report

Strategy 1

Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year.

Strategy's Expected Result/Impact: To ensure efficient and effective use of funds

Staff Responsible for Monitoring: Principal

Formative Reviews

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Goal 2

From August 2026 through May 2027, SSE will implement procedures to ensure safe, secure facilities.

Evaluation Data Source: Audit doors logs

Strategy 1

SSE will implement daily door checks and campus entry procedures.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 2

SSE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules.

Strategy's Expected Result/Impact: increase campus security

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 3

Continue to implement the Say Something anonymous reporting system.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 4

SSE will continue utilizing the Centegix safety platform.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Kelsey Gonzalez	Title I Aide		1



Funding Summary

Funding Summary

199 State Compensatory Education (SCE)

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Reading Specialist (100%)	--	\$0.00
1	1	6	RtI Specialist (50%)	--	\$0.00
1	1	7	Dyslexia Teacher (25%)	--	\$0.00
1	1	7	Dyslexia Teacher (25%)	--	\$0.00
1	1	9	Summer School	--	\$0.00
1	2	2	ESL Specialist (100%)	--	\$0.00
Sub-Total					\$0.00

211 - Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I Educational Aide (100%)	--	\$0.00
Sub-Total					\$0.00

199- State Pre-K

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	8	Pre-Kindergarten Aide (50%)	--	\$0.00
1	1	8	Pre-Kindergarten Teacher (50%)	--	\$0.00
Sub-Total					\$0.00

199- Early Education Allotment

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	8	Pre-Kindergarten Aide (50%)	--	\$0.00
1	1	8	Pre-Kindergarten Teacher (100%)	--	\$0.00
Sub-Total					\$0.00