

**Rockwall Independent School District**  
**Doris Cullins-Lake Pointe Elementary**  
**2023-2024 Improvement Plan**



# Mission Statement

At CLP our mission is to ensure high levels of learning for all learners in an engaging, respectful, collaborative, and safe learning environment. In partnership with our community, we will grow responsible leaders through academic, social and emotional learning.

## Vision

At CLP, we will become the leading school in Rockwall ISD.

## Value Statement

In order to achieve the shared vision of our school, Doris Cullins-Lake Pointe staff have made the following collective commitments.

- We will utilize the Rockwall ISD curriculum to plan meaningful, engaging learning opportunities with differentiated instruction to meet the individual needs of learners.
- We will implement targeted lessons aligned to grade-level Student Learning Objectives that involve modeling, questioning, student discourse, independent practice, and meaningful feedback for all learners.
- We will collaborate with other professionals regularly as part of the PLC Process.
- We will monitor each student's learning utilizing formative assessments to guide ongoing progress monitoring and to meet campus goals.
- For learners who need additional support, we will follow the MTSS process (i.e. goals, intervention, and progress monitoring) with fidelity.
- We will create a safe and civil school environment by building positive relationships and teaching campus and classroom expectations by reinforcing desired behaviors.
- Through restorative practices and character education, we will support learners' social and emotional development.
- We will partner and communicate with families to keep them involved in the progress of their children.

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# Comprehensive Needs Assessment

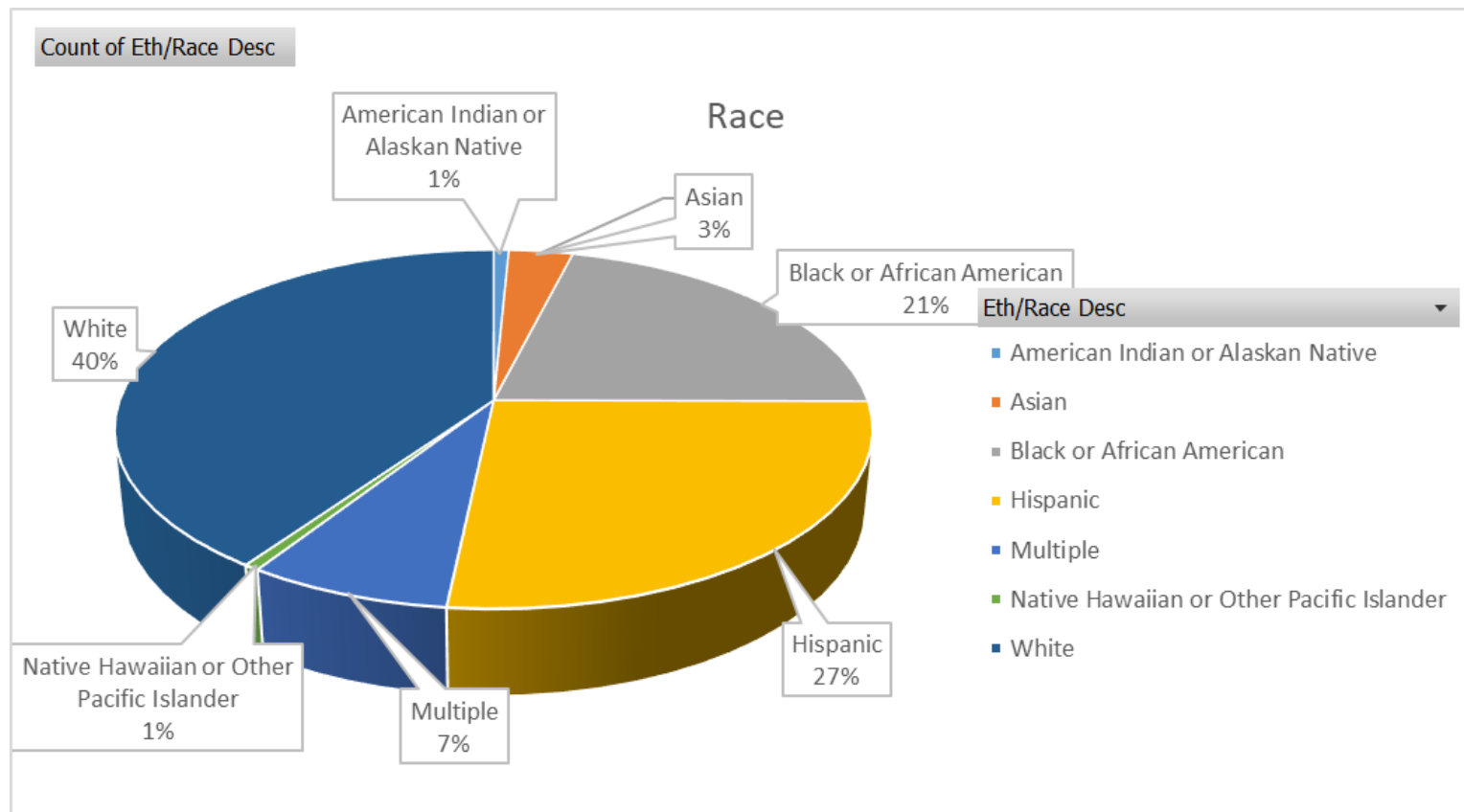
Revised/Approved: September 29, 2023

## Demographics

### Demographics Summary

<u>Demographics for Cullins Elementary</u>	
Hispanic/Latino	27%
White	40%
Pacific Islander	1%
African American	21%
Asian	3%
American Indian	1%
Multi-Racial	7%
ESL	70 Students
Economically Disadvantaged	62%
Mobility Rate	16%

Doris Cullins-Lake Pointe is one of seven Title I Elementary Schools in Rockwall ISD. It is located between Interstate 30 and State Highway 66 on the shores of Lake Ray Hubbard in Rowlett, Texas. The school currently serves approximately 534 learners with a very diverse population. The school attendance zone is located within the city limits of Rockwall, Rowlett, and Wylie.



## Demographics Strengths

Doris Cullins-Lake Pointe celebrates its diverse population and strives to find opportunities to value each individual learner. Most class sizes are all 22:1 or below. Our teachers are dedicated to the growth of each child. Our staff are highly qualified.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As we work to increase learner achievement, the campus mobility rate can impact consistently moving learners on-level academically. **Root Cause:** As of right now, we do not have a system for onboarding new learners to address their gaps and work to get them caught up. We have a high number of rental properties, along with the change in the economy, this has impacted mobility.

**Problem Statement 2:** Our PTA committee does not reflect our learner population. **Root Cause:** The root cause could be due to language, time of meetings, transportation and understanding of the partnership and the role of the PTA.

# Student Achievement

## Student Achievement Summary

2023-2024 STAAR Accountability All Tests for Grades 3rd-6th:

: Approaches

: Meets

: Masters

What is your student achievement goal for the 2023-2024 school year?

### Grades 3rd-6th Achievement Goals

Grade	Reading	Math	Science
3rd	Increase 3rd reading <u>meets</u> STAAR performance from 52% to 57%.  2nd Grade 2022-2023 CBA: 19.2% 2023 MAP EOY: 43% 2023 STAAR: 52%	Increase 3rd math <u>meets</u> STAAR performance from 38% to 43%.  2nd Grade 2022-2023 CBA: 46.58% 2023 MAP EOY: 51% 2023 STAAR: 38%	
4th	Increase 4th reading <u>meets</u> STAAR performance from 49% to 54%.  3rd Grade 2022 MAP EOY: 44% 3rd Grade 2022 STAAR: 53% 2023 MAP EOY: 32% 2023 STAAR: 49%	Increase 4th math <u>meets</u> STAAR performance from 52% to 57%.  3rd Grade 2022 MAP EOY: 47% 3rd Grade 2022 STAAR: 38% 2023 MAP EOY: 32% 2023 STAAR: 52%	
5th	Increase 5th reading <u>meets</u> STAAR performance from 56%	Increase 5th math <u>meets</u> STAAR performance from 52%	Increase 5th science <u>meets</u> STAAR performance from 35%

	to 61%. 4th Grade 2022 MAP EOY: 35% 4th Grade 2022 STAAR: 44% 2023 MAP EOY: 43% 2023 STAAR: 56%	to 57% 4th Grade 2022 MAP EOY: 40% 4th Grade 2022 STAAR: 33% 2023 MAP EOY: 48% 2023 STAAR: 52%	to 40% 2023 MAP EOY: 45.71% 5th Grade 2023 STAAR: 35%.
6th	Increase 6th reading <u>meets</u> STAAR performance from 58% to 63%.  2022 MAP EOY: 46% 2022 STAAR: 56% 2023 MAP EOY: 44% 2023 STAAR: 58%	Increase 6th math <u>meets</u> STAAR performance from 63% to 68%.  2022 MAP EOY: 53% 2022 STAAR: 59% 2023 MAP EOY: 62% 2023 STAAR: 63%	

#### Grades Kindergarten - 2nd Grade Achievement Goals

Grade	Reading		Math
K	Increase Tier 1 on EOY mCLASS assessments from 78% to 83%.  2023 EOY mCLASS: 78.5%  - Could we use BOY as baseline data to track cohorts?	2022-2023 EOY MCLASS: Above - 53% At - 25% Below - 5% Well Below - 17%  2023 BOY MCLASS:	Increase tier 1 on EOY assessments from 86% to 91%.  2022-2023 EOY Kinder: 86.15  2023 BOY:
1st (based on K EOY data)	Increase Tier 1 on EOY mCLASS assessments from 78% to 83%. 2023 EOY K mCLASS: 78.5%	EOY K mCLASS: Above - 53% At - 25% Below - 5% Well Below - 17%	Increase tier 1 of EOY assessments from 86% to 91%. 2023 EOY Kinder: 86%


2nd (based on 1st EOY data)	Increase Tier 1 on EOY mCLASS assessments from 67% to 72%. 2023 EOY 1st mCLASS: 67%	EOY 1st mCLASS: Above - 40% At- 27% Below- 11% Well Below- 22%	Students increase tier 1 on EOY assessments from 69% to 74%. 2023-2024 EOY 1st Grade: 68.75%
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### Student Achievement Strengths

When comparing the 2022-2023 STAAR scores to the 2021-2022 STAAR scores, we are closing the gap to being closer to the District average.

In 2021-2022, we "met state standards" for accountability. We also improved our TEA STAAR accountability rating from a /C/ to a /B/.



	2023 Rockwall ISD									
	STAAR Performance - All Students YEAR 1 TEA NEW STAAR BASELINE REPORT									
	Gr	Reading Approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters	Science Approaches	Science Meets	Science Masters
State	3	77%	51%	20%	72%	44%	19%			
	4	78%	47%	21%	70%	47%	22%			
	5	81%	56%	28%	79%	50%	21%	64%	34%	15%
	6	75%	51%	22%	74%	38%	15%			
Rockwall	3	86%	63%	31%	82%	56%	29%			
	4	85%	59%	29%	78%	59%	30%			
	5	89%	70%	42%	91%	68%	34%	76%	48%	24%
	6	88%	69%	37%	93%	67%	35%			
Cullins	3	83%	52%	22%	69%	38%	17%			
	4	79%	49%	14%	69%	52%	23%			
	5	73%	56%	29%	73%	52%	25%	58%	35%	16%
	6	83%	58%	27%	93%	63%	28%			

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Many learners have not met grade level standard when moving to the next grade level.

**Problem Statement 2 (Prioritized):** Grade 4 did not make significant growth in the meets and masters category.

**Problem Statement 3:** Learners in Grades 1 and 2 did not make significant progress in reading and math.

**Problem Statement 4:** Our attendance rate decreased from the 2021-2022 to the 2022-2023 school year.

# School Culture and Climate

## School Culture and Climate Summary

Learners and staff feel safe, loved, supported, and are building positive relationships with each other. There is a high importance placed on academic, behavioral, and social/emotional expectations. We have consistent expectations specifically for our cafes, hallways, and restrooms through PBIS. By the start of the 2023-2024 school year, 100% of our educators have been trained in the classroom management program CHAMPS through Safe and Civil Schools. New staff were trained in August of 2023-2024, to insure proper implementation throughout the campus.

## School Culture and Climate Strengths

The campus takes a proactive approach to campus safety. The PBIS team trained all educators and staff members at the beginning of the year on school-wide expectations and procedures, and updated the procedures this school year. All staff trained the learners. Arrival and dismissal procedures have been updated. The learners feel loved, supported, and have positive relationships with staff members. For two summers, teams have attended the Safe and Civil School Conference and work along with the PBIS committee to provide monthly professional learning opportunities and continuous improvement. There are consistent expectations that are upheld and restorative circles are implemented. Students and staff feel safe which allows them to focus on the importance of academics.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** We have an increasing opportunity to teach social/emotional skills, including anger control and peer mediation, to all ages of students. There is a need for positive role models in the lives of our learners. **Root Cause:** Many learners have experienced trauma and need social and emotional support.

**Problem Statement 2:** We have seen an increase in learners making threats to self and others. **Root Cause:** Due to the global pandemic, our campus is seeing a need to support learners with social, emotional learning.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Over the years, we have worked to recruit and retain the very best staff to meet the diverse needs of our learners. Staff had input on professional learning, PBIS, PLC structure and hiring new teachers over the summer. The staff feels more empowered in the decision making process and receives timely, effective feedback on their new strategies in a safe learning environment. The hope is, through these strategies, staff will be more satisfied with the learning environment at CLP and will want to remain at CLP.

For the 2023-2024 school year, we have continued our New to CLP/New Hire group. This group meets weekly to go over all things CLP and our administrators and instructional coaches offer support to new to CLP personnel.

## Staff Quality, Recruitment, and Retention Strengths

All staff meets the state and district standards for employment. Our CLP leadership team worked with teams to hire new, experienced and enthusiastic staff to start the new year. The staff received school-wide CHAMPS and PBIS training to handle effective behavior management, and educators feel equipped to help create a safe learning environment. Through effective PLC times and structure, the staff feels more connected with curriculum, MTSS, and ways to ensure student success. The staff feels supported in the work they do.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** With 6 years of PBIS training for our staff, we have addressed the concerns of school wide discipline issues and things have improved but there is still 'room to grow'. We will continue improving in our three main focus areas: Cafe, Hallway and Restrooms. All staff are trained in CHAMPS (4 years) to address concerns with classroom management.

**Problem Statement 2:** New staff often feel overwhelmed by the amount of training and understanding the structures (PBIS, PLCs, Rockwall ISD Curriculum).

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The district has supplied the teachers/staff with resources linked into the curriculum documents. These resources help the teachers develop engaging, positive lessons that promote higher level thinking and problem solving skills within the classroom that meet the needs of learners whether they need to be challenged or need more support.

## Curriculum, Instruction, and Assessment Strengths

Collaborative teams plan together and educators have time during extended planning to develop assessments and analyze data to direct instruction, create small groups, and differentiate instruction. The (4) critical questions of a PLC drive their time together. Staff meets in vertical teams focusing ways to improve our instructional processes. CLP staff implements Readers and Writers Workshop, Math Workshop, Stemscopes in Science, Foundations, LLI, Do the Math and various technology to help students learn at all levels.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Educators will follow the guaranteed, viable curriculum to ensure what is written is taught, and tested. Staff will analyze data through campus assessments and district curriculum based assessments to ensure growth and progress by (5) percentage points.

**Problem Statement 2 (Prioritized):** Educators will identify and target learners who are below level in reading and mathematics in order to decrease the achievement gap.

**Problem Statement 3 (Prioritized):** The campus will continue to focus on strengthening Tier 1 instruction to ensure alignment with the student learning objectives and increased engagement.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Cullins has an active Parent Teacher Association. Some parents mention that involvement in the PTA is low.

CLP provides many opportunities for families and the community to be involved during the day and after school.

## Parent and Community Engagement Strengths

CLP provides many opportunities for families to be involved in during the day and after school. We provide Summer Reading Program, Literacy Night, Science Perot Night and Writing Night. Prior to 2020, PTA sponsors events like Veteran's Day celebration, a Valentine's Dance, Donuts with Parents, Book Bingo, and Trunk or Treat. Summer Reading and Math Program offers a parent flyer on tips for helping children at home: retelling, math fluency and love of reading ideas. Parent Orientation Night: We model effective strategies for parents and discuss class policies. Milestone Electric employees and community members mentor students. This year we are partnering with PTA to provide events such as the Back-to-School picnic and Family Education at the PTA meetings. These opportunities help our school feel like a family.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We would like to provide more opportunities, behavioral support or helpful homework hints for parents to help their children at home.

**Problem Statement 2 (Prioritized):** We would like to restore relationships and build relationships that might have been lost due to restrictions on guests during the 2020-21 school year.

**Problem Statement 3:** We would like to continue to increase our positive perception in the community.

# School Context and Organization

## School Context and Organization Summary

Although we are a strong school with many successful students, we have seen a need for more organized discipline, academic rigor and engagement in learning. We also need to increase our attendance data from 94% to 97%. We will begin a school-wide attendance incentive.

## School Context and Organization Strengths

We have a strong community of supportive teachers and many involved parents. We have provided many opportunities for students to excel and develop leadership skills. The school will develop a master schedule that aligns with the district's required minutes. Our extended planning will be embedded in the master schedule to allow educators to meet the needs of the learners. We will continue to implement CHAMPS during the 23-24 school year to support classroom management, and continue a school store and Class DOJO to positively reinforce desired behaviors. We have updated our Guidelines for Success to reflect our evolving school culture of excellence. We also want to increase our school wide attendance and will have a classroom incentive for learners.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Many people have seen the need for stronger academic structures. **Root Cause:** Lessons are not always aligned to the depth and complexity of the learning standard.

# Technology

## Technology Summary

CLP has access to several different types of technology including iPads, in-class chromebooks, flat panels, a computer lab, and chromebooks for the Technology Lending Program. Our staff and students are able to be successful in using these technologies in their learning environments when the network works as designed. Teachers have utilized technology in all core subjects by using IStation Reading and Math, Imagine Math, Imagine Math Facts, STEMScopes, Scholastic Pro, Benchmark, EPIC books, Google Suite, internet learning games, and library databases (TexQuest, PebbleGo, MackinVia Ebooks). The campus uses We Video for morning announcements. We use Seesaw and Canvas as our Learning Management Systems. We also have access to an Instructional Technologist.

## Technology Strengths

Educators are becoming more proficient with Seesaw and Canvas. Educators and learners are using technology more in the classroom to promote learner engagement as well as checking for understanding. The campus is now in year two for 1 to 1 with technology.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** We now have 1 to 1 technology for all learners and have better connectivity.

# Priority Problem Statements

**Problem Statement 1:** Many learners have not met grade level standard when moving to the next grade level.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Grade 4 did not make significant growth in the meets and masters category.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Educators will identify and target learners who are below level in reading and mathematics in order to decrease the achievement gap.

**Root Cause 3:**

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** The campus will continue to focus on strengthening Tier 1 instruction to ensure alignment with the student learning objectives and increased engagement.

**Root Cause 4:**

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** We would like to restore relationships and build relationships that might have been lost due to restrictions on guests during the 2020-21 school year.

**Root Cause 5:**

**Problem Statement 5 Areas:** Parent and Community Engagement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

- Action research results

# Goals

Revised/Approved: September 29, 2023

**Goal 1:** Ensure consistent instructional processes to achieve and maintain high performance for all learners.

**Performance Objective 1:** By May 2024, Doris Cullins-Lake Pointe Elementary will achieve a "met standard" for acceptable performance and increase from in approaches, meets and masters.

The current data from TEA on STAAR 2023 states, Domain #1: Achievement Prediction: 78%, Domain #2A: Growth Prediction: 69% and Domain #2B: Relative Growth 70%. These three combined domains would give an overall score of 80%. We are still waiting on Domain #3: Closing the Gaps.

**High Priority**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will meet regularly for an extended planning time to answer the 4 essential questions of a Professional Learning Community: 1. What do we want our learners to know? 2. How will we know if they have learned? 3. What will we do if they have not learned? 4. What will they do if they have learned? <b>Strategy's Expected Result/Impact:</b> Completed PLC agendas; Educators will understand and work to meet the needs of their learners <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Instructional Coach - 211 - Title I Funds - \$59,355	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Grade level teams will develop SMART goals and Student Growth Measure Goals focused on student learning based on data to track student progress around high yield standards throughout the school year. <b>Strategy's Expected Result/Impact:</b> SMART goal tracking; increased learner performance <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educators will utilize common assessments to disaggregate data to inform instruction. <b>Strategy's Expected Result/Impact:</b> Common Assessments, District CBAs, Eduphoria AWARE, Universal Screeners (DRA2, Istation, MCLASS, Task Assessments) <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Each educator will create and monitor 1 professional goal and 1 student growth measure to target student learning. <b>Strategy's Expected Result/Impact:</b> Goals monitored through TTESS; Increased proficiency; Feed to educators <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Educators will meet monthly in vertical teams to align content area instructional practices across the campus. <b>Strategy's Expected Result/Impact:</b> Best practices aligned across campus <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators.  <b>Funding Sources:</b> - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Educators will implement the Rockwall ISD curriculum with fidelity. <b>Strategy's Expected Result/Impact:</b> Increased student learning across grade levels <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Ongoing training for the sustainment of the PLC conference include the Solution Tree District PLC Coaching Institute in the summer and fall of 2021 and spring of 2022, as well as, into the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> PLCs focused on student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches  <b>Funding Sources:</b> - 211 - Title I Funds - \$8,400	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> District Curriculum Coordinators will observe and provide coaching feedback to educators. <b>Strategy's Expected Result/Impact:</b> Days planned for curriculum coordinators to be on campus; campus provided substitute for coaching feedback sessions; reflection by educators on practice <b>Staff Responsible for Monitoring:</b> Campus Administration, District Curriculum Coordinators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> Substitutes - 211 - Title I Funds - \$300	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Campus Administration will meet with educators 3 times a year to review goals, progress towards goals, and learner data. <b>Strategy's Expected Result/Impact:</b> Educators achieve goals and improve student learning <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> Substitutes for goal and data conversations - 211 - Title I Funds - \$12,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> PLC calendar with targeted agenda items including MTSS. <b>Strategy's Expected Result/Impact:</b> PLC agendas, Adherence to the MTSS Process <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Coaches, Educators  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**Goal 1:** Ensure consistent instructional processes to achieve and maintain high performance for all learners.

**Performance Objective 2:** By May 2024, Doris Cullins-Lake Pointe Elementary will meet or exceed the standard in each student population in mathematics and will increase achievement in mathematics in the areas of approaches 78% to 83%, meets 54% to 59% and masters 24% to 29%.

**High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Learners in Kindergarten through 6th grades will receive targeted math intervention through Imagine Math. <b>Strategy's Expected Result/Impact:</b> Data and usage reports within Imagine Math <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Classroom Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize instructional assistants and part-time tutors for additional math support during the school day using Do the Math, math curriculum. <b>Strategy's Expected Result/Impact:</b> Learner gaps will be closed in targeted areas in mathematics <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Classroom Educators  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Math Tutor - 211 - Title I Funds - \$12,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Refine Math Workshop in grades K-6 through the use of instructional rounds, professional learning coaching. <b>Strategy's Expected Result/Impact:</b> Learner needs will be met through a differentiated approach <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educators will observe one another in math workshop through learning walks/instructional rounds through video and in classrooms. <b>Strategy's Expected Result/Impact:</b> Improve educator instructional practice to meet the varied needs of learners <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 211 - Title I Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Routinely use Math Task Assessments (K-2) and MAP Testing (3-6) to group learners into Do the Math and Intervention Groups. Utilize Do the Math for intervention and track progress through assessments. <b>Strategy's Expected Result/Impact:</b> Learners will receive targeted intervention <b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches, Classroom educators  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Mathematics vertical team to align work to support campus goals. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Vertical Team Leader  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Prior to grade level STAAR mathematics exams, intensive intervention for 2 weeks with an "all hands on deck" and targeted approach for test preparation. <b>Strategy's Expected Result/Impact:</b> Create schedule and targeted lessons; group learners by need <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



**Goal 1:** Ensure consistent instructional processes to achieve and maintain high performance for all learners.





**Performance Objective 3:** By May 2024, Doris Cullins-Lake Pointe Elementary will meet or exceed the standard in each student population in reading and will increase student learning from in approaches 80% to 85%, meets 55% to 60% and masters 24% to 29%.

**High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Learners in K-3 will be assessed with the DRA2 three times throughout the year. Learners in K-6 will also be assessed with MAP three times throughout the year, and learners in K-2 will take MCLASS. Learners below level in 4th through 6th grade will be assessed on DRA2 to target instruction. Progress will be regularly monitored through the PLC process. <b>Strategy's Expected Result/Impact:</b> Learners will make at least a year's progress in reading. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators.		Formative			Summative
		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Hire part-time reading tutors and utilize one instructional aide to intervene with learners below level on DRA2, MAP, and/or MCLASS using the Leveled Literacy Intervention materials. <b>Strategy's Expected Result/Impact:</b> Learners will make more than a year and a half of growth or be on level <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators.  <b>Funding Sources:</b> Reading Tutor - 211 - Title I Funds - \$30,932		Formative			Summative
		Dec	Feb	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Learners will received targeted instruction on their instructional reading level through guided reading using materials in our campus Literacy Library, Reading A-Z, Leveled Literacy Intervention, and Scholastic Literacy Pro books. <b>Strategy's Expected Result/Impact:</b> Learners will make at least a year's progress in reading; educators will utilize Literacy Library. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Classroom Educators  <b>Funding Sources:</b> - 211 - Title I Funds - \$3,000		Formative			Summative
		Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Learners with a phonics deficit will receive targeted instruction with Foundations (K-1) and the Units of Study Small Group Lessons (K-2). Educators will use the Phonics Units of Study Developmental Spelling Assessment. <b>Strategy's Expected Result/Impact:</b> Learners will meet grade level expectations per the RISD Literacy Handbook. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Classroom Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Train educators in phonics, reading, and writing through the Teacher's College Reading and Writing Project through the online Institute. <b>Strategy's Expected Result/Impact:</b> Evidence of workshop model in lesson plans and implemented in the classroom. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches  <b>Funding Sources:</b> TCRWP - 211 - Title I Funds - \$8,500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The RLA Vertical team will focus on small group instruction and conferring with fidelity. <b>Strategy's Expected Result/Impact:</b> Educators will collaborate on understanding of utilizing tools in the Units of Study for small group instruction. <b>Staff Responsible for Monitoring:</b> Campus Instructional Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Ongoing training and capacity building on the RLA TEKS and RLA District Curriculum through design days and team planning. <b>Strategy's Expected Result/Impact:</b> Educators will deepen understanding of new standards and curriculum <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Instructional Coaches, Team Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Utilize reading formative assessments as well as MAP, Unit assessments, and Curriculum Based Assessments to monitor progress. <b>Strategy's Expected Result/Impact:</b> Utilize reading data to increase student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Educators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Prior to grade level STAAR reading exams, intensive intervention for 2 weeks with an "all hands on deck" and targeted approach for test preparation. <b>Strategy's Expected Result/Impact:</b> Group learners by need; targeted intervention lessons aligned with STAAR <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Ensure consistent instructional processes to achieve and maintain high performance for all learners.





**Performance Objective 4:** Improve the quality and relevance of instructional practices and routinely utilize provided technologies to increase student engagement and achievement.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will utilize learning management systems such as Canvas, Dojo, Seesaw, etc. <b>Strategy's Expected Result/Impact:</b> Collaboration with ITS; Educators and learners access and utilize learning management system; Higher learner engagement <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Technology Specialists, Classroom Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Educators will plan together on grade level teams to design engaging lessons aligned with the curriculum. <b>Strategy's Expected Result/Impact:</b> Lesson plans will represent curriculum alignment to district pacing guide <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educators will engage in professional learning monthly in sessions of their choice in order to strengthen instructional practices. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets of professional learning; Educators improved proficiency in implementation of instructional practices learned from sessions and reinforced by coaches <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educators will participate in Design Days 4 times a year. These Design Days will allow for long range planning and innovative design. <b>Strategy's Expected Result/Impact:</b> Design day schedule; Unit planning to deepen educator's understanding of TEKS and instructional strategies <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators  <b>Funding Sources:</b> - 211 - Title I Funds - \$7,000	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Instructional coaches will plan with teams, model instructional practices, data disaggregation, and provide feedback to educators in the delivery of instruction to learners. <b>Strategy's Expected Result/Impact:</b> Coaching calendar; more proficient in educators' understanding of best research-based practices; targeted instruction to the needs of learners (differentiated practices) <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> SAGE educator will work to target learners who are at the meets and masters of STAAR to ensure learning is extended and enriched. <b>Strategy's Expected Result/Impact:</b> Increased meets and masters on STAAR <b>Staff Responsible for Monitoring:</b> Campus Administrators, SAGE educator  <b>Funding Sources:</b> - 211 - Title I Funds - \$10,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Educators will utilize Kagan structures to increase student discourse and engagement. <b>Strategy's Expected Result/Impact:</b> Educators will implement 2 Kagan strategies weekly as noted in lesson plans. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Team Leaders  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title I Funds - \$5,434	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Performance Objective 1:** We will increase security measures within the school building by keeping 100% of doors locked at all times.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will keep their doors locked throughout the day.  <b>Strategy's Expected Result/Impact:</b> All doors will remain locked 100% of the time. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Update locks with pass through keys in common classrooms (computer labs, etc). <b>Strategy's Expected Result/Impact:</b> New locks so educators can use their classroom keys in common areas <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Secretary, District Locksmith	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> School Resource Office (SRO) on campus 8 hours a week. <b>Strategy's Expected Result/Impact:</b> SRO checks locked doors inside and outside of the building; monitors campus for safety <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Updated vestibule for increased security and ease of checking parents in on Raptor. <b>Strategy's Expected Result/Impact:</b> The District updated the campus vestibule to maximize security. <b>Staff Responsible for Monitoring:</b> District security, front office.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Ensure a safe and civil environment that is responsive to the needs of our diverse community.





**Performance Objective 2:** We will decrease office referrals by 25% by the end of the 2023-2024 school year.

**Evaluation Data Sources:** Skyward Office Referral Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Positive Behavior Intervention Support (PBIS) sustained on campus for year 4. <b>Strategy's Expected Result/Impact:</b> Educators will implement procedures; learners will follow expectations; orderly common areas <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increased supervision at arrival/dismissal/recess and common areas. We will utilize CHAMPS throughout the campus and within the classroom to establish procedures and routines. <b>Strategy's Expected Result/Impact:</b> Safe common areas during arrival and dismissal; learners safely enter and exit building; learners in designated locations <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize both playgrounds at recess and increase the number of staff monitoring learners at recess. <b>Strategy's Expected Result/Impact:</b> Decreased physical altercations at recess. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educators will utilize Skyward to track discipline referrals. <b>Strategy's Expected Result/Impact:</b> Office referrals in Skyward <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> PBIS committee meets monthly to review progress and establish next steps needed to address positively reinforcing student behavior and communicates needs with staff at monthly staff meetings. <b>Strategy's Expected Result/Impact:</b> Office referrals in Skyward; PBIS agendas <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus PBIS committee, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Leadership jobs established for 5th and 6th grade. <b>Strategy's Expected Result/Impact:</b> Student leaders, Supportive and inclusive climate <b>Staff Responsible for Monitoring:</b> Campus Assistant Principal, Campus Counselor, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Region 10 consultant to provide feedback on implementation and next steps of PBIS. <b>Strategy's Expected Result/Impact:</b> Feedback on PBIS implementation <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus PBIS Committee	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide CHAMPS training and coaching on establishing classroom management and conditions of success in the classroom and working with difficult behaviors. <b>Strategy's Expected Result/Impact:</b> Improved educator/learner relationships and classroom management <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Utilize our PBIS aide to provide additional supervision, behavior lessons and support with PBIS implementation including our Cowboy Store and LEAD tickets. <b>Strategy's Expected Result/Impact:</b> Improved learner behaviors, increased learner supervision <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselor	Formative			Summative
	Dec	Feb	Apr	June







Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide learner incentives for following campus procedures through LEAD tickets, Dojo Points, and our CLP Cowboy Store. <b>Strategy's Expected Result/Impact:</b> Learners will follow expectations in the common areas <b>Staff Responsible for Monitoring:</b> Campus Administration, PBIS Committee  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Utilize late bus on Thursday afternoons as an afternoon detention consequence for behavior in lieu of In-school suspension. <b>Strategy's Expected Result/Impact:</b> Detour classroom disruptions <b>Staff Responsible for Monitoring:</b> Campus administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> PBIS committee will read and implement strategies from the book "Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management." <b>Strategy's Expected Result/Impact:</b> Read book and discuss; provide strategies to teams <b>Staff Responsible for Monitoring:</b> Campus Assistant Principal, PBIS Committee  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Threat Assessment team meets monthly to discuss the needs of at-risk learners on campus. <b>Strategy's Expected Result/Impact:</b> Meet, review, and determine next steps for learners who may be a threat to themselves or other <b>Staff Responsible for Monitoring:</b> District Administrators, Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Performance Objective 3:** We will create a community where learners feel valued and understand the value in others.

**Evaluation Data Sources:** Increased number of restorative circles, character education

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Training/modeling of restorative circles by counselor in classrooms seeking help. <b>Strategy's Expected Result/Impact:</b> Classes will engage in restorative circles <b>Staff Responsible for Monitoring:</b> Campus Counselor, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Educators will include restorative circle topics in weekly lesson plans. <b>Strategy's Expected Result/Impact:</b> Better Together lessons incorporated in staff newsletter; 2 character traits a month taught; weekly lesson plans <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselor, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educators will utilize the district "Better Together" newsletter for topics to include in their restorative circles. <b>Strategy's Expected Result/Impact:</b> Better Together lessons incorporated in staff newsletter; weekly lesson plans <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize character education calendar to teach character education. Two new traits taught each month. <b>Strategy's Expected Result/Impact:</b> Calendar of character traits; communicated via announcements and taught in classrooms <b>Staff Responsible for Monitoring:</b> Campus Counselor, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Broadcast members and counselor helpers will lead character education topics on Cowboy TV. <b>Strategy's Expected Result/Impact:</b> Character traits communicated via announcements <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselor, Campus Librarian	Formative			Summative
	Dec	Feb	Apr	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Each grade level receives a minimum of 4 social/emotional lessons a year. <b>Strategy's Expected Result/Impact:</b> Guidance lessons in classrooms <b>Staff Responsible for Monitoring:</b> Campus Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Individual counseling/Small group guidance provided as needed to help students be successful. <b>Strategy's Expected Result/Impact:</b> Log of groups and individual sessions <b>Staff Responsible for Monitoring:</b> Campus Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Leadership jobs given to students throughout the campus. <b>Strategy's Expected Result/Impact:</b> Jobs established; learners regularly participate in leadership roles <b>Staff Responsible for Monitoring:</b> Campus Counselor, Instructional Specialists, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Awards assemblies 4 times per year to celebrate student and staff successes. <b>Strategy's Expected Result/Impact:</b> Staff recognize learners at awards assembly 4 times per year. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Partner with others in the District to provide a Leadership Day for 6th graders and promote Better Together among our 4th-6th graders. <b>Strategy's Expected Result/Impact:</b> Learners develop leadership and understand the value in others <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Learners will participate in the Boosterthon Fun Run in November which promotes character and citizenship at school. <b>Strategy's Expected Result/Impact:</b> Learners will work together to raise money for the campus as well as participate in character lessons during the fundraising window. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Performance Objective 4:** We will increase opportunities for family involvement and partnerships with the community.

**Evaluation Data Sources:** Volunteers, mentors, engagement in family nights

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> In partnership with PTA we will provide 6 opportunities this year for school-wide family programming. <b>Strategy's Expected Result/Impact:</b> Back to School Bash, Fun Run, Literacy Night, Story Time, Perot, Learner Showcase <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Educators, Campus Counselor  <b>Funding Sources:</b> Title I Parent Education - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Partner with a local business and the community to provide support for educators and families. <b>Strategy's Expected Result/Impact:</b> Coordinate support for the campus with Arkoma Companies, 19 Ministries, Friendship Baptist, and New Horizon Vineyards. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselor, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize PikMyKid for Dismissal changes and dispatching to allow for increased safety and parent/school interaction. <b>Strategy's Expected Result/Impact:</b> Parents and educators utilizing PikMyKid for Dismissal changes and tracking learners dismissal. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselor, Campus Educators  <b>Funding Sources:</b> - 211 - Title I Funds - \$3,750	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide in-person and online connections for families through Meet the Teacher, Curriculum Information Night (in-person and virtual), and fall conference times (in-person and virtual). <b>Strategy's Expected Result/Impact:</b> Parents participate in back to school opportunities and fall conferences <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Improve parent communication through Facebook, weekly Parent Connect, Class Dojo, Twitter, parent volunteer newsletter, classroom newsletters, and Skyward blasts. <b>Strategy's Expected Result/Impact:</b> Families are aware of activities and important events at CLP <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Performance Objective 5:** The staff will be involved in the decision-making process with campus goals and professional learning by participating in a campus teams and survey at least two times a year.





**Evaluation Data Sources:** Campus Team Meetings, Campus Surveys, Campus Committees

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will participate in a campus survey around climate and behavior. <b>Strategy's Expected Result/Impact:</b> Behavior survey; professional learning survey; climate survey <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus PBIS Committee	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Educators will participate in campus vertical teams and other campus decision-making teams, such as leadership team and PBIS. <b>Strategy's Expected Result/Impact:</b> Leadership team; vertical teams; grade-level teams <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educators will make instructional decisions on grade level teams and will meet regularly in extended planning to examine data and determine next steps. <b>Strategy's Expected Result/Impact:</b> Educators will meet regularly in PLCs <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Team communication structure established with greater clarity to provide educators the opportunity to communicate needs and be involved in the decision-making process. <b>Strategy's Expected Result/Impact:</b> Educators feel they have a role in campus decision-making <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Team Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Build team leader capacity through team building, PLC process, monthly meetings, and the PLC conference. <b>Strategy's Expected Result/Impact:</b> Team building; Solution Tree Conference; monthly meetings <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals		Formative			Summative
		Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Goal 2:** Ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Performance Objective 6:** Campus facility updates will be made to improve the appearance, cleanliness, and climate of the campus.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a welcoming environment throughout the building. <b>Strategy's Expected Result/Impact:</b> Construction on building over the summer to provide up to date look and cleaner environment, staff members located throughout the building in the morning to greet learners, music in the halls on Fridays <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators, Campus Custodial Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide cabinetry in classrooms without cabinets <b>Strategy's Expected Result/Impact:</b> New cabinets in 2021 <b>Staff Responsible for Monitoring:</b> District Administrators, Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Updates to campus library to allow for great collaboration and create a welcoming environment in the library. <b>Strategy's Expected Result/Impact:</b> New library furniture and graphics <b>Staff Responsible for Monitoring:</b> Campus Librarian, Campus Administration, PTA	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 2:** Ensure a safe and civil environment that is responsive to the needs of our diverse community.

**Performance Objective 7:** Educators will provide greater opportunities for learner self-regulation and care for learners in trauma.





**Evaluation Data Sources:** Calming corners in classrooms, Campus Chill Center, Trauma training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will provide a calming corner in their classrooms for learners who need to take a break in the classroom and individual calming items for those who need them. <b>Strategy's Expected Result/Impact:</b> Learners will take a break as needed <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will re-establish a our in-person mindfulness space called the "Chill Center" with various opportunities to teach and participate in self-regulation. <b>Strategy's Expected Result/Impact:</b> Learners will utilize the "Chill Center" and learner to self-regulate. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Counselor, PBIS Instructional Assistant	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Training for staff on dealing with Trauma through summer professional learning and educators attending "Mental Health First Aide" training. <b>Strategy's Expected Result/Impact:</b> Educators have a greater understanding of learners in trauma <b>Staff Responsible for Monitoring:</b> Campus Administration, Student Services Department, Campus Counselor	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

**Performance Objective 1:** We will participate with the Healthy Zone Schools program to increase 1) Nutrition Promotion, 2) Nutrition Education, 3) Physical Activity, and 4) Other school based activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nutrition Education - Incorporate "GO, SLOW, WHOA" food education from catch.org <b>Strategy's Expected Result/Impact:</b> Learners will gain understanding in proper nutrition. <b>Staff Responsible for Monitoring:</b> PE Educator, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Physical Activity - Kid's Heart Challenge, focuses on whole body wellness, helping students improve their own health and better their character while raising life-saving donations for the American Heart Association to help kids facing heart-health issues. <b>Strategy's Expected Result/Impact:</b> Participation in Kid's Heart Challenge <b>Staff Responsible for Monitoring:</b> PE Educator, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Nutrition, Increasing Access - Kids Teaching Kids nutrition tracking, 21-Day challenge that offers children and their parents the knowledge and resources to change their eating habits for the better by providing healthy snack recipes created by kids. Our district will be competing with another district based on participation. Winner gets money for district physical education and culinary programs. <b>Strategy's Expected Result/Impact:</b> Healthy snacks <b>Staff Responsible for Monitoring:</b> PE Educator, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Physical Activity/Fitness - Marathon Kids running club that allows students to work at their own pace to run, or walk, the distance of four marathons - 104.8 miles, getting school recognition and prizes with each marathon completed. <b>Strategy's Expected Result/Impact:</b> Establish a run club; learners participate in run club <b>Staff Responsible for Monitoring:</b> PE Educator, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Encourage employee wellness by having at least one staff member assigned to the Rock Solid Wellness team and encouraging campus-wide participation in District and campus-specific wellness events. <b>Strategy's Expected Result/Impact:</b> Staff member included in Rock Solid Wellness team <b>Staff Responsible for Monitoring:</b> PE educator, Campus Administrator		Formative			Summative
		Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

# State Compensatory

## Budget for Doris Cullins-Lake Pointe Elementary

**Total SCE Funds:** \$6,384.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

This money will be used to help provide tutoring for learners.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lindsey Hudgens	Title I Instructional Coach	Title I	100%
Michele Richards	TI SAGE	Title I	20%
Paige Hale	Reading Tutor (Part-Time)	Title 1	50%

# Campus Funding Summary

211 - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$59,355.00
1	1	5			\$500.00
1	1	7			\$8,400.00
1	1	8	Substitutes		\$300.00
1	1	9	Substitutes for goal and data conversations		\$12,000.00
1	2	2	Math Tutor		\$12,000.00
1	2	4			\$1,000.00
1	3	2	Reading Tutor		\$30,932.00
1	3	3			\$3,000.00
1	3	5	TCRWP		\$8,500.00
1	4	4			\$7,000.00
1	4	6			\$10,000.00
1	4	7			\$5,434.00
2	2	1			\$500.00
2	4	1	Title I Parent Education		\$500.00
2	4	3			\$3,750.00
Sub-Total					\$163,171.00