

# Cedar Hill Independent School District

## Lake Ridge Elementary School

**2019-2020**

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

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

## Vision

Lake Ridge Elementary School strives to be a positive, safe learning environment where scholars are actively engaged and empowered to think critically, communicate effectively, and collaborate respectfully.

## Motto

"The Race for Excellence has No Finish Line."

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lake Ridge Elementary serves a diverse scholar population and averages 350+ total scholars. Grades served include Early Education-5th grade. We provide choice within the campus by offering our Montessori program. Our campus offers services to scholars with an array of special needs by providing three Specialized Knowledge for Individualized Life-Learning (SKILL) classrooms for scholars in grades Kindergarten-5th and Early Childhood Special Education (ECSE) for 3 and 4 year old scholars.

Breakdown by race/ethnicity, gender and program over the past three school years are indicated below:

	2017-2018	2018-2019	2019-2020
Total	328	328	366
Male	46%	47%	47.54%
Female	54%	53%	52.46%
Hispanic	26.52%	24.39%	24.86%
American Indian	0%	0.61%	1.09%
Asian	3.66%	2.74%	3.55%
African American	54.27%	56.40%	56.56%
Pacific Islander	0.30%	0.30%	0%
White	10.67%	10.98%	7.38%
2 or More	4.57%	4.57%	6.56%
At-Risk	38.11%	30.18%	22.68%
Economic Dis	66.46%	66.16%	66.39%
Title 1	100.00%	100%	100%
Gifted & Talented	6.40%	5.49%	12.02%
Special Ed	24.09%	21.65%	17.76%
CTE	N/A	N/A	N/A
LEP	4.57%	4.27%	4.64%

	2016-2017	2017-2018	2018-2019
Attendance	96.01%	94.78%	95.08%

Teacher Years of Experience	
Begining	1
1-5 Years	4
6-10 Years	9
11-20 Years	10
Over 20	3

### Demographics Strengths

Lake Ridge embraces scholars from all walks of life, and three Montessori classes were added for the 2019-2020 school year. Scholars qualifying for Gifted & Talented increased due to a focus on nominations, assessment, and identification. The diversity of our faculty is comparable to the scholars we serve.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** All teachers are not ESL certified at every grade level. **Root Cause:** Teachers are in need of financial support to cover testing fees and/or need additional training.

**Problem Statement 2:** Teachers lack cultural responsiveness when dealing with scholar behavior. **Root Cause:** Strategies provided were not implemented with fidelity.

# Student Academic Achievement

## Student Academic Achievement Summary

Based on our 2019 Accountability Ratings Overall Summary provided by the Texas Education Agency, Lake Ridge Elementary received a **B rating (87 out of 100)**.

	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ Disadv	EL (Current)	EL (Current) & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>													
Percent of Tests													
% at Approaches GL Standard or Above	70%	66%	77%	86%	56%	52%	66%	36%	48%	65%	75%	69%	71%
% at Meets GL Standard or Above	41%	35%	48%	63%	56%	30%	39%	28%	42%	49%	38%	42%	39%
% at Masters GL Standard	20%	14%	24%	40%	56%	15%	18%	20%	26%	21%	13%	22%	17%
<b>ELA/Reading</b>													
Percent of Tests													
% at Approaches GL Standard or Above	70%	68%	77%	85%	*	50%	68%	30%	42%	62%	*	68%	72%
% at Meets GL Standard or Above	39%	32%	49%	54%	*	30%	36%	20%	33%	45%	*	40%	37%
% at Masters GL Standard	17%	11%	20%	46%	*	10%	15%	10%	17%	17%	*	22%	12%
<b>Mathematics</b>													
Percent of Tests													
% at Approaches GL Standard or Above	68%	63%	74%	85%	*	60%	63%	50%	58%	66%	*	68%	68%
% at Meets GL Standard or Above	48%	41%	60%	62%	*	30%	46%	40%	50%	59%	*	51%	44%
% at Masters GL Standard	29%	22%	34%	54%	*	20%	26%	40%	50%	28%	*	30%	28%
<b>Writing</b>													
Percent of Tests													
% at Approaches GL Standard or Above	74%	76%	80%	86%	*	*	72%	*	*	92%	-	69%	82%
% at Meets GL Standard or Above	35%	35%	20%	71%	*	*	38%	*	*	50%	-	28%	45%
% at Masters GL Standard	9%	9%	10%	14%	*	*	13%	*	*	25%	-	6%	14%

	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ Disadv	EL (Current)	EL (Current) & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
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**Science**

Percent of Tests

% at Approaches GL Standard or Above	69%	57%	85%	*	-	60%	66%	*	*	20%	*	74%	65%
% at Meets GL Standard or Above	31%	19%	38%	*	-	40%	28%	*	*	20%	*	37%	26%
% at Masters GL Standard	10%	5%	15%	*	-	20%	6%	*	*	0%	*	16%	4%

**Student Academic Achievement Strengths**

The following four distinctions were earned:

- Academic Achievement in Mathematics
- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps
- Post-Secondary Readiness

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Only 39% of scholars met grade level standards in Reading. **Root Cause:** The TEKS are not properly unpacked, bundled, and taught to the specificity to ensure alignment.

**Problem Statement 2:** Only 48% of scholars met grade level standards in Math. **Root Cause:** The TEKS are not properly unpacked, bundled, and taught to the specificity to ensure alignment.

**Problem Statement 3:** Only 35% of scholars met grade level standards in Writing. **Root Cause:** Teachers lack knowledge and skills for delivery of high quality and relevant writing instruction across all grades and content areas, as well as, the use of analytic rubrics designed to profile scholars' strengths and weaknesses when developing compositions.

**Problem Statement 4:** Out of all scholars in all areas, only 41% met grade level standards. **Root Cause:** Instruction is not consistently occurring at the meets/masters level.



# School Processes & Programs

## School Processes & Programs Summary

Lake Ridge meets in grade level PLCs weekly to engage in professional development, discuss scholar data, work on lesson plans, and examine research-based instructional strategies to increase scholar engagement and achievement. Assignment rosters are created at the beginning of the school year that include morning, lunch, and afternoon connections, making teachers aware of when and where they need to be to help ensure our scholars are monitored and safe. The master schedule is created to maximize academic learning time. What I Need (W.I.N.) Time is built into the schedule to provide targeted intervention and/or enrichment for scholars. Our Friday schedule allows for regular House Meetings and Academic Enrichment Club time. Walk-throughs, coaching, and feedback allow teachers to grow professionally.

## School Processes & Programs Strengths

Lake Ridge staff take part in weekly PLCs that provide time to collaborate with team members, study instructional strategies to maximize scholar engagement, and analyze scholar data. Teachers implement Kagan strategies to increase scholar engagement. Houses and Academic Enrichment Clubs provide consistent extracurricular activities for all scholars.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers have not received individualized professional development to address content needs. **Root Cause:** Professional development in the previous year was geared towards universal practices.

**Problem Statement 2:** While teachers engage in data analysis during PLCs, the results do not always transfer to instruction. **Root Cause:** Teachers need additional training on using data to drive instruction.

# Perceptions

## Perceptions Summary

We believe that the whole school community is responsible for helping each scholar develop life skills. By providing diverse programming including traditional education, Montessori, and special education, we are able to appeal to various needs. Scholar discipline is only one aspect of building culture and climate. Considerations for building a positive school culture and climate include: social-emotional learning, bullying awareness, feelings of safety, clear expectations and procedures, inclusion for all scholars acknowledgements/celebrations, and positive adult relationships with children. We feel that LRE family and community engagement is well above average, but we can definitely improve in some areas. We have several lines of communications to inform families and community about what's going on, expectations, academic performance, and upcoming events. The relationships we have built with businesses and organizations in Cedar Hill have provided us with resources to implement programs and events that benefit the LRE community. By providing several avenues to communicate, our administration has been very open and approachable. We feel that the teachers are doing a great job communicating with the parents by the scholar's planner, email, phone calls, and website.

Furthermore, the implementation of the district's Longhorn Essentials in conjunction with our three campus-wide expectations (be respectful, be responsible, be safe) will benefit from our continuation of a House System.

## Perceptions Strengths

Campus based strengths include: Kagan Cooperative Learning (engagement with peers), effective safety procedures, school wide celebrations and acknowledgements (House system, Academic Enrichment programs, bingo, birthdays, attendance, potlucks, Woot! Woot! Wagon, Celebration Cart, candy bowl, etc), communication between school and parents, bully awareness, Excellence Academy, and procedures. Although we did not reach our attendance goal for the previous school year, our campus has various incentives (free dress & attendance snacks) in place that, with early implementation, should help the attendance issue.

Implementing the Longhorn Essentials, establishing The Playbook (procedures), creating a Restorative Room, engaging in social-emotional learning and restorative practices, and continuing with our campus-wide expectations are efforts to provide a safe and orderly learning environment where scholars can thrive. Various groups organized by our Counselor are also proactive means to help reduce conflict.

The Parent Teacher Association (PTA) continues to thrive along with our All Pro Dads Chapter. We have established and continue events/traditions such as Trunk or Treat, Movie Nights, and a Spring Dance.

The use of The Lake Ridge Bridge newsletter has been well received by parents.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The campus's yearly attendance was 95.08%. **Root Cause:** Parents do not fully understand the correlation between attendance and their child's academic achievement.

**Problem Statement 2:** Some scholars lack the overall social skills to respond to conflict and disappointment. **Root Cause:** The social-emotional learning curriculum and restorative practices need checkpoints.

**Problem Statement 3:** Attendance at several parental involvement nights was low. **Root Cause:** These were offered in the evening, and meals were not provided.

# Priority Problem Statements

**Problem Statement 1:** Only 39% of scholars met grade level standards in Reading.

**Root Cause 1:** The TEKS are not properly unpacked, bundled, and taught to the specificity to ensure alignment.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Only 48% of scholars met grade level standards in Math.

**Root Cause 2:** The TEKS are not properly unpacked, bundled, and taught to the specificity to ensure alignment.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Only 35% of scholars met grade level standards in Writing.

**Root Cause 3:** Teachers lack knowledge and skills for delivery of high quality and relevant writing instruction across all grades and content areas, as well as, the use of analytic rubrics designed to profile scholars' strengths and weaknesses when developing compositions.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** All teachers are not ESL certified at every grade level.

**Root Cause 4:** Teachers are in need of financial support to cover testing fees and/or need additional training.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** The campus's yearly attendance was 95.08%.

**Root Cause 5:** Parents do not fully understand the correlation between attendance and their child's academic achievement.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Teachers lack cultural responsiveness when dealing with scholar behavior.

**Root Cause 6:** Strategies provided were not implemented with fidelity.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Some scholars lack the overall social skills to respond to conflict and disappointment.

**Root Cause 7:** The social-emotional learning curriculum and restorative practices need checkpoints.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Teachers have not received individualized professional development to address content needs.

**Root Cause 8:** Professional development in the previous year was geared towards universal practices.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Out of all scholars in all areas, only 41% met grade level standards.

**Root Cause 9:** Instruction is not consistently occurring at the meets/masters level.

**Problem Statement 9 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Communications data

# Goals

**Goal 1: Lake Ridge will increase the campus overall score from 87 to 90 and earn at least one additional distinction designation based on the 2019-2020 Texas Accountability System.**

**Performance Objective 1:** We will improve Tier I instruction to be aligned to the Meets and Masters level of performance.

**Evaluation Data Source(s) 1:** Unit Assessments

District Benchmarks

STAAR Results

Agendas/Sign-In Sheets

Lesson Plans

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum 1) Teachers will effectively implement the CHISD Curriculum Frameworks.	2.4, 2.5, 2.6	Instructional Coach	Teachers will improve instructional practices leading to an increase in scholar achievement.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 5: Effective Instruction 2) Provide teachers with opportunities for purposeful planning sessions.	2.4, 2.5, 2.6	Assistant Principal	Teachers will align State standards and the State assessment to instruction.				
<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 2500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>3) Provide training on incorporating Kagan Cooperative Learning structures in lesson plans and coaching.</p>	2.5, 2.6	Principal	Scholars will increase their engagement, content knowledge, comprehension, and oral language skills.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>4) Teachers will use campus W.I.N. time to implement specific and targeted interventions and/or extensions for scholars based on needs identified by classroom instruction, local and district assessments, and provide scholars with supplemental materials to address specific learning gaps or enrichments.</p>	2.4, 2.5, 2.6	Principal	Scholars will improve academically.				
<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 10500.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>5) Identify scholars who need targeted interventions and push in to classes to support instruction.</p>	2.6	Academic Interventionist	Scholars will receive additional instructional support to meet their needs.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>6) Provide tutorials for scholars.</p>	2.4, 2.5, 2.6	Assistant Principal	Scholar achievement will be improved based on targeted interventions.				
<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 7600.00							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>7) Provide academic awards (Honor Roll Parade, etc.) incentives for scholars who make progress in the areas of reading and mathematics.</p>	2.4, 2.5, 2.6	Principal	Scholars will receive positive reinforcement and increase academic performance.				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 1:** Lake Ridge will increase the campus overall score from 87 to 90 and earn at least one additional distinction designation based on the 2019-2020 Texas Accountability System.

**Performance Objective 2:** The campus will improve the overall scholar attendance rate by 1-2 percentage points.

**Evaluation Data Source(s) 2:** Attendance Reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Provide incentives to scholars and classes for having perfect attendance.	2.5, 2.6	Attendance Clerk	Students will be have increased opportunities for mastery learning of the state curriculum which will result in overall increase of academic achievement.				
<b>Funding Sources:</b> 199- General Fund - 0.00							
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Make phone calls and/or home visits for scholars who frequently miss school.	2.5, 2.6	Attendance Clerk	Scholar absences will decrease and time in class learning will increase.				
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Convene the Attendance Committee to review and address attendance concerns.	2.5, 2.6	Attendance Clerk	Scholars with absences will be identified so that plans can be put in place.				

**Goal 1:** Lake Ridge will increase the campus overall score from 87 to 90 and earn at least one additional distinction designation based on the 2019-2020 Texas Accountability System.

**Performance Objective 3:** Provide training and learning opportunities to implement the Montessori program with fidelity.

**Evaluation Data Source(s) 3:** Universal Screeners  
Developmental Checklists

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum 1) Teachers will align TEKS to the Montessori method.	2.4, 2.5	Principal	Scholars in Montessori will still be exposed to the required state standards.				

## Goal 2: Lake Ridge will increase opportunities to engage scholars, parents, and the community.

**Performance Objective 1:** Establish systems to improve engagement for scholars and faculty and continuously improve the campus culture.

**Evaluation Data Source(s) 1:** Club Sign-Up Sheets

Point Tracking System

Reports

Scholar and Faculty Surveys

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>ESF Levers</b> Lever 3: Positive School Culture 1) Maintain a House System that develops leadership skills, promotes high academic performance, and encourages appropriate behavior through positive interactions.</p>	2.5	Principal	Scholars will have a sense of belonging and will receive positive reinforcement.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 2) Provide incentives (i.e. free dress pass, lunch with administrator, dance party, etc.) for scholars and Houses meeting/exceeding campus expectations and Longhorn Essentials.</p>	2.5	Principal	Scholars will receive positive reinforcement.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 3) Track individual and House points for reinforcement and healthy competition using tracking software.</p>	2.5	Principal	Scholars will be able to view House points in an effort to make them aware and intentional in meeting expectations.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 4) Provide academic enrichment clubs bi-monthly during the instructional day and materials needed to support them to engage scholars and extend learning (focus on reading and math integration).</p>	2.5	Principal	Scholars will be exposed to various situations in which they can apply reading and mathematical knowledge and skills.				
<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 301.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 5) Host a community service project each month (October-May) to make scholars aware of how they can make an impact locally, nationally, and globally.	2.5	Principal	Each House will have successfully completed a community service project.				





**Goal 2:** Lake Ridge will increase opportunities to engage scholars, parents, and the community.

**Performance Objective 2:** Decrease the percentage of discipline referrals submitted through the use of restorative practices and the implementation of the Longhorn Essentials.

**Evaluation Data Source(s) 2:** Discipline Referral Reports  
Restorative Documentation Forms

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>ESF Levers</b> Lever 3: Positive School Culture 1) Implement the Longhorn Essentials through developed lesson plans.</p>	2.4, 2.6	Principal	Scholars will improve social interactions with peers and adults.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 2) Use the Lake Ridge Behavior Management Plan and Discipline Flow Chart to intervene for scholars prior to submitting discipline referrals.</p>	2.6	Assistant Principal	Reduction in the number of referrals submitted.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 3) Track and create plans of action for scholars receiving multiple referrals for infractions.</p>	2.6	Assistant Principal	Reduction in the number of referrals submitted.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 4) Implement Social Emotional Learning Curriculum by utilizing Sanford Harmony resources during daily Excellence Academy.</p>	2.5	Counselor	Scholars will improve social interactions with peers and adults.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 5) Conduct various campus and grade level groups to address specific areas of need, (ie: grief counseling and conflict resolution).</p>	2.5	Counselor	Scholars will improve social interactions with peers and receive tools for life.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Establish a Restorative Room where scholars can reflect and be restored back to the classroom setting.	2.6	Restorative Aide	Specific issues will be addressed and time out of class will be minimized.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 2:** Lake Ridge will increase opportunities to engage scholars, parents, and the community.

**Performance Objective 3:** Increase the opportunities and methods for the parents, family, and community to support and serve the campus.

**Evaluation Data Source(s) 3:** Voly Reports





Raptor Reports

Sign-In Sheets

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>ESF Levers</b> Lever 3: Positive School Culture 1) Communicate with parents weekly through Tuesday Folders, The Lake Ridge Bridge (campus newsletter), and the campus website.</p>	3.1	Principal	Parents will remain informed about campus events and activities.				
<p><b>ESF Levers</b> Lever 3: Positive School Culture 2) Provide opportunities at each campus event for parents and community members to sign up for Voly with support from knowledgeable staff.</p>	3.2	Parent Liaison	Parental Involvement will increase.				
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Conduct a variety of events planned by a Parent Liaison/administrators and hosted by the campus in conjunction with the district, PTA, and All Pro Dad to engage parents and community members (i.e: Movie Nights, Grandparent's Day, APD Breakfasts, Academic Nights, Family Nights, CHISD Experience, etc.).</p>	3.2	Parent Liaison	Parental and community involvement will increase.				
<p><b>Funding Sources:</b> 211- ESEA: Title I, Part A - 4400.00</p>							
<p><b>ESF Levers</b> Lever 3: Positive School Culture 4) Maintain the campus Parent Center with useful information for all parents and provide workshops based on need.</p>	3.2	Parent Liaison	Parental involvement will increase.				
<p><b>Funding Sources:</b> 211- ESEA: Title I, Part A - 967.00</p>							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 5) Host an event at the end of the school year to recognize parent volunteers.	3.2	Parent Liaison	Parent volunteers will feel appreciated and understand their impact on the campus.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

### Goal 3: Lake Ridge will recruit, value, and retain an exceptional staff to create a rewarding learning environment to have a turnover rate less than 15%.

**Performance Objective 1:** Provide professional development that helps align content processing for scholars across the campus.

**Evaluation Data Source(s) 1:** Agendas


Sign-In Sheets

Surveys

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) Provide teachers with training on Cornell Notes and other note-taking strategies in PLCs or Horn Huddles.</p>	2.4, 2.5, 2.6	Principal	Scholars will develop adequate note taking skills to increase content knowledge.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) Provide teachers with training on comprehension strategies, Marking the Text, Writing in the Margins, and Notice and Note during PLCs and Horn Huddles.</p>	2.4, 2.5, 2.6	Principal	Scholars will develop comprehension skills across content areas.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Provided teachers with specific training for the writing process.</p>	2.4, 2.5, 2.6	Instructional Coach	Scholars will improve their writing skills.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Provide teachers with training on the 7 Steps to a Language Rich Classroom during PLCs and Horn Huddles.	2.4, 2.5, 2.6	Principal	Scholars will improve their oral communication skills.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Provide teachers with training on Number Talks and other sound math strategies during PLCs and Horn Huddles.	2.4, 2.5, 2.6	Instructional Coach	Scholars will improve their numeracy skills.				



**Goal 3:** Lake Ridge will recruit, value, and retain an exceptional staff to create a rewarding learning environment to have a turnover rate less than 15%.

**Performance Objective 2:** Identify and address staff specific professional development needs.

**Evaluation Data Source(s) 2:** Surveys

Agendas/Sign-In Sheets

Walkthroughs


Coaching Feedback

Focused Walk Forms

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) Utilize data to determine specific professional development needs and trainings for faculty that will focus on best practices to have an impact on scholar achievement academically, behaviorally, socially, and emotionally (i.e. various Kagan trainings, TABSE, TEPSA, SEL, restorative practices, instructional strategies, etc.)</p>	2.5	Principal	Staff will improve their knowledge of sound instructional practice thus impacting scholar achievement.				
<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 5000.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>2) Conduct surveys each 9 weeks to determine strengths and areas of improvement as it relates to instructional practices.</p>	2.5	Assistant Principal	Teachers will receive targeted in professional development based on their individual needs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 3) Continue training teachers on the Get Better Faster Scope and Sequence and provide immediate feedback.	2.5	Principal	A common language will be provided and understood for action steps.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Ensure that 100% of faculty are provided with at least 18 hours of professional development opportunities.	2.5	Principal	Faculty members will grow and use learnings to impact scholars across the campus.				







**Goal 3:** Lake Ridge will recruit, value, and retain an exceptional staff to create a rewarding learning environment to have a turnover rate less than 15%.

**Performance Objective 3:** Increase recognition of faculty members.

**Evaluation Data Source(s) 3:** A-Team Meeting Minutes  
Principal's Calendar

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Recognize faculty members monthly at minimum utilizing the Woot! Woot! Wagon, Celebration Cart, and other means.		Principal	Faculty members will feel appreciated throughout the school year.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

# State Compensatory

## Budget for Lake Ridge Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
199 E 11 6399 00 108 0 24 000	6399 General Supplies	\$6,510.00
<b>6300 Subtotal:</b>		<b>\$6,510.00</b>





## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Marquita McCullum	Principal
Administrator	Emily Washington	Assistant Principal
Parent Liaison	Brittany Thompson	Parent Liaison
Classroom Teacher	Sandra Hryekewicz	Lower Elementary
Classroom Teacher	Monica Johnson	4th Grade Teacher
Classroom Teacher	Ashley Lynn	SKILL Teacher
Classroom Teacher	Renell Manning	3rd Grade Teacher
Classroom Teacher	Audrey Peterbark	Music Teacher
Classroom Teacher	Demeta Sharp	5th Grade Teacher
Community Representative	Jan Blake	Community Member
Community Representative	Fannie Merritt	Community Member
Parent	Kristi Lacy	PTA President
Parent	Reginald Ross	All Pro Dads Chapter Leader
Non-classroom Professional	Elnora Berry	Instructional Coach
Non-classroom Professional	Phyllis Moore	Academic Interventionist
Business Representative	Joyce Green	Business Member
District-level Professional	Charlotte Ford	Assistant Superintendent of Academics

# Campus Funding Summary

<b>199- General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Scholar Incentives		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211- ESEA: Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guest Teachers		\$2,500.00
1	1	4	Reading, Math, Science, and Writing Software		\$4,200.00
1	1	4	Resources for Targeted Intervention		\$6,300.00
1	1	6	Tutorials Extra Duty Pay		\$7,600.00
2	1	4	Materials/Resources for Academic Clubs		\$301.00
2	3	3	Food and Beverage for Parental Involvement		\$2,000.00
2	3	3	Parent Liaison		\$2,400.00
2	3	4	Parent Educational Resources/Materials/Training		\$967.00
3	2	1	Professional Development		\$5,000.00
<b>Sub-Total</b>					<b>\$31,268.00</b>
<b>Grand Total</b>					<b>\$31,268.00</b>