

Lewisville Independent School District

Central Elementary School

2023-2024 Improvement Plan



Mission Statement

LISD Mission Statement

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

Vision

LISD Vision Statement

All of our students enjoy thriving, productive lives in a future they create.

Value Statement

At Central Elementary, we believe that:

- All students can learn
- Students should be provided with engaging, real-world learning experiences
- Students are continually challenged through risk-taking and varied opportunities
- Students are provided a learning environment that is safe and supportive in order to be successful

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Comprehensive Needs Assessment

Revised/Approved: September 25, 2023

Demographics

Demographics Summary

Central Elementary is a Dual Language, Title I campus in Lewisville LISD. We serve 500+ students from pre-kindergarten to 5th grade of which 49% are female and 51% are male. Central serves a diverse population with specific supports in place for Bilingual students, English as a Second Language (ESL), Gifted & Talented, Special Education, and economically disadvantaged students. Below are the approximate demographics of our student population for this 2022-2023 school year:

Elementary Percent Economically Disadvantaged: 96%

At-Risk: 79%

Percent Emergent Bilinguals: 76%

Special Education: 26%

Mobility Rate: Approximately 15%

Enrollment by Ethnicity:

Asian 1%

Black/African American 8%

Hispanic 87%

White 3%

Demographics Strengths

Our strength in demographics is within the diversity of our student body allowing us to be a bilingual, biliterate and multicultural campus. Central Elementary implements a 'House System' school wide that supports a community environment to ensure high learning standards for all. We have both CIS and ACE to help support our students. We have two Language Acquisition Specialists, two Instructional Coaches, and two assistant principals to support student learning and teacher growth.

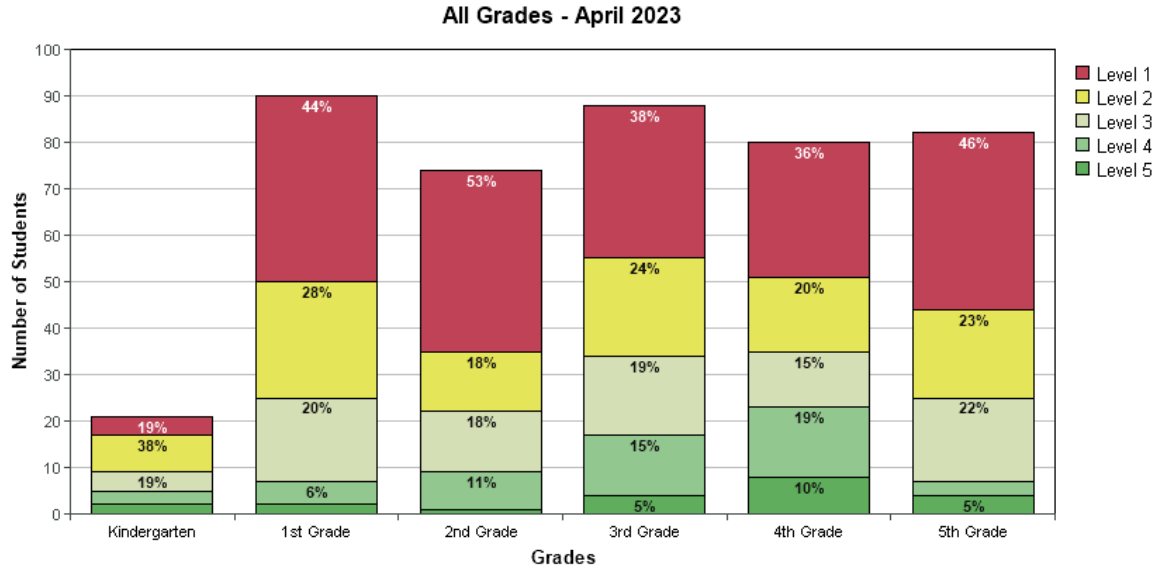
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Central has a diverse population with various socio-economic, academic, and social emotional needs. **Root Cause:** We have students with two predominant languages and are 96% economically disadvantaged, 76% Emergent Bilinguals, 26% Special Education, and 79% At Risk.

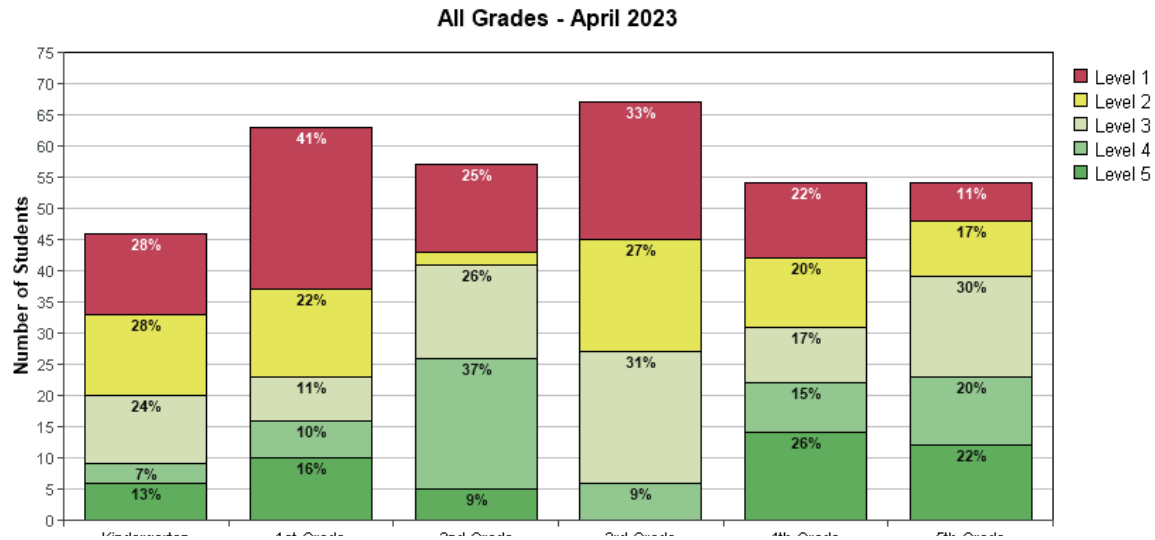
Student Learning

Student Learning Summary

English Istation April 2023



Spanish Istation April 2023



Grades

STAAR Overview Spring 2023



Student Learning Strengths

1. Utilizing Instructional planning and Data time to break down data and collaborate among fellow professionals to meet student needs.
2. Instructional Coaches are utilized to provide job-embedded professional learning to teachers based on student needs.
3. Implementation of Professional Learning Communities focused on high achievement for all students.
4. Refined professional learning to support specific teacher needs.
5. Responsive and flexible intervention plans and programs.
6. Small group instruction for targeted instruction and interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our Literacy Development instructional practices continue to need support in the areas of Guided Reading, Literacy Stations, and Engagement Strategies.

Problem Statement 2 (Prioritized): Less than 70% of students are making adequate math growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, and engagement strategies.

School Processes & Programs

School Processes & Programs Summary

1. Development of the instructional specialist team, through Instructional Coaching, allowed them to effectively mentor and work with teachers on how to plan, execute, and evaluate instruction from the curriculum.
2. A reformed PLC process has ensured that all students are learning at high levels.
3. Teachers are better able to meet the demands of changing student needs due to the consistent support from the consistent administration, paraprofessionals, and the instructional specialist team.
4. Shifts to higher rigor of instruction were seen throughout the year due to collaboration among teams during PLCs based on an intentional understanding of the TEKS and goal setting.

School Processes & Programs Strengths

We develop student leadership and celebrate our diversity. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of growing students academically as well as supporting strong character traits. We are devoted to helping every student discover his/her individual strengths and talents through goal setting, celebrating progress and high standards for all.

At Central we build a strengths based culture that identifies and utilizes individual strengths to enhance professional capacity in staff and ensure growth for all learners. We utilize a teacher goal setting and feedback processes to focus on growth in instructional practices. Our staff embraces and models growth mindset and lifelong learning. Everyone one learns from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success.

Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs.

Perceptions

Perceptions Summary

| | |
|---|---------------|
| Are satisfied overall | 98.60% |
| I can reach out to staff to discuss my concerns | 98.50% |
| My child feels they can go to staff for help | 95.80% |
| My child feels that school work is important | 98.60% |
| My child feels safe at school | 100.00% |
| Most of the time, my child is happy at school | 98.60% |
| School staff values my child's culture and needs | 97.10% |
| My child's mental health and wellness are supported | 98.60% |
| I am informed about my child's progress and grades | 98.60% |
| Parents feel welcomed at school and are involved | 95.70% |
| Teachers do well to help students who fall behind | 95.70% |
| School staff communicates well with families | 95.80% |
| School staff cares about my child | 98.60% |
| School staff encourages my child to do their best | 100.00% |
| I am satisfied with the school's health protocols | 98.50% |
| I am satisfied with the school's safety protocols | 98.60% |

Perceptions Strengths

While Central parents are not highly involved in the day-to-day happenings of school, they are highly supportive of teachers and staff. Parents are very respectful of the school and teachers' recommendations, and are very trusting of school decisions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** Language, work schedules, and perception of school as a government entity are barriers to parent involvement.

Priority Problem Statements

Problem Statement 1: Central has a diverse population with various socio-economic, academic, and social emotional needs.

Root Cause 1: We have students with two predominant languages and are 96% economically disadvantaged, 76% Emergent Bilinguals, 26% Special Education, and 79% At Risk.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs.

Root Cause 2: Our Literacy Development instructional practices continue to need support in the areas of Guided Reading, Literacy Stations, and Engagement Strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 70% of students are making adequate math growth as measured by STAAR, Istation, TX-KEA or CBAs.

Root Cause 3: Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, and engagement strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success.

Root Cause 4: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause 5: Language, work schedules, and perception of school as a government entity are barriers to parent involvement.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 25, 2023

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes





ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: By April 2024, 65% of the students will be on Level 4 or Level 5 in comprehension, in their native language, according to the ISIP assessment by improving comprehension across all grade levels. Strategy's Expected Result/Impact: 65% of the students will be on Level 4 or Level 5 in comprehension according to ISIP, through systematic Guided Reading, Literacy Stations and across content areas using classroom supplies such as reading journals, reading folders, paper, anchor chart paper, lamination, poster machine supplies, Expo markers and chart markers, highlighters, glue sticks, pencil sharpeners, resources from HMH, Solution Tree, Think Up, Lead4ward, Learning/Reading A-Z, PebbleGo, TEPSA, Re-imagining MTSS Conference. Title 1 tutors will be used to work in strategic small groups with students. Staff Responsible for Monitoring: Teachers, Instructional support, instructional coaches, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Tutor - Kim Taylor - 211 - Title I, Part A - \$14,616, Tutor - Nancy King - 211 - Title I, Part A - \$8,120, Learning A-Z - 211 - Title I, Part A - \$1,848, PebbleGo - 211 - Title I, Part A - \$2,399, Paper - 211 - Title I, Part A - \$2,100 | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| Strategy 2: By April 2024, 60% of the students will be on Level 4 or Level 5 in computations and algebraic thinking and number sense by improving Computations and Algebraic Thinking and number sense. Strategy's Expected Result/Impact: 60% of the students will be on Level 4 or Level 5 in computations and algebraic thinking and number sense as measured by Istation Math, CBAs, STAAR and other benchmarks through systematic Guided Math and Math Stations using resources like manipulatives and Lead4ward, Think Up, Solution Tree. Staff Responsible for Monitoring: Teachers, Instructional support, instructional coaches, Admin Title I: 2.5, 2.6 Problem Statements: Student Learning 2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide TEKS aligned instruction using a variety of district approved resources in reading, math, science, and social studies. Ensure PLC protocols are being followed by modeling team planning, data analysis, and professional learning. Strategy's Expected Result/Impact: 100% of K-5 teachers and instructional support will participate in PLCs to show improvement in data analysis, SMART goal development, lesson planning (Target Learning approach) and methods of instruction to support students' academic growth in Classrooms Tier I instruction as supported by Solution Tree training (course, conference and materials) . Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1 Funding Sources: PLC Supplies for teachers - 211 - Title I, Part A - \$85.77 | Formative | | |
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Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: Less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. Root Cause: Our Literacy Development instructional practices continue to need support in the areas of Guided Reading, Literacy Stations, and Engagement Strategies. |
| Problem Statement 2: Less than 70% of students are making adequate math growth as measured by STAAR, Istation, TX-KEA or CBAs. Root Cause: Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, and engagement strategies. |
| School Processes & Programs |
| Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs. |

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Increase Readiness Standard in LISD Dashboard Strategy's Expected Result/Impact: Increase Readiness Standard to 74% by May 2024. Staff Responsible for Monitoring: Teachers, Instructional support, instructional coaches, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 | Formative | | |
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| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: Less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. Root Cause: Our Literacy Development instructional practices continue to need support in the areas of Guided Reading, Literacy Stations, and Engagement Strategies. |

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.





High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Students will have the opportunity to participate in various leadership opportunities, including but not limited to: Kindness Ambassadors, House Leaders, Central News anchors, and Safety Patrol. Some 4th and 5th grade students will be matched up with teacher mentors (M&Ms) to build relationships and give opportunities for students who may be disconnected. Strategy's Expected Result/Impact: All students will feel a sense of belonging at Central. Students will have a positive response when asked the Pulse survey questions: Do you have at least one teacher at your school that you trust to talk to if you are upset? How positive or negative is the energy of this class? When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer? Staff Responsible for Monitoring: Admin, teachers Title I: 2.6 Problem Statements: School Processes & Programs 1 | Formative | | |
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 No Progress
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  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs. |

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.





Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| Strategy 1: Improve quality of early communication with at risk, truant, and chronically absent students. Maintain or decrease chronic absenteeism rate of 4.3%. Strategy's Expected Result/Impact: Decrease number of at-risk, chronically absent, and truant families. Staff Responsible for Monitoring: Admin, counselor, attendance clerk Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 1 | Formative | | |
| | Nov | Feb | May |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs. |

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.





Performance Objective 6: Campus Behavior Goal:

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Teachers will submit positive office referrals to administrators to acknowledge students for specific positive behaviors or improvement of previous negative behaviors. Goal is for 100 positive referrals to be submitted for the 23-24 school year. Strategy's Expected Result/Impact: Students will be more positively connected to the school community and positive interactions with parents will increase. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.6 Problem Statements: School Processes & Programs 1 | Formative | | |
| | Nov | Feb | May |
| | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs. |

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes

Leadership program participation

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| Strategy 1: All teaching staff will participate in a Cadre to make decisions about campus processes, including Sunshine/Staff Fun, Community Involvement, House System, and Student Success (Safe & Civil Schools). Cadres meet monthly and report back to whole staff meetings. Strategy's Expected Result/Impact: Qualtrics measure of staff involvement in decisions will increase to 65.5%. Staff Responsible for Monitoring: Admin, Teachers Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 1 | Formative | | |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs. |

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority





Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Central will communicate with parents in a monthly newsletter, social media (Facebook and Twitter), class dojo/Remind (classroom level), and Skylert messages. All students will take home a weekly folder with relevant information and weekly grades/progress reports. Annual title one meeting will be held and the PFE policy as well as Home/School compact will be share via email and on our website. Monthly parent newsletter will encourage parents to complete the Recognize SomeOne nomination form as well as take parent surveys with from the district and school based surveys.</p> <p>Strategy's Expected Result/Impact: Parent engagement will increase for our family events, class events, PTA membership. Parents will feel welcomed at Parkway and know that their children are safe and cared for when they come to school.</p> <p>Staff Responsible for Monitoring: Admin, office staff, teachers, PTA</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | |
| | Nov | Feb | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: Invite the community to our family engagements nights (2 times per year). Publicize the events by posting posters in public locations and sending flyers out. Families will participate in family engagement events and will receive literacy and math kits to be used at home to support learning. Kits will include books, finger flashlights, stickers, pens and pencils, dice, and cards. Each kit will contain printed directions on how to use the items to support learning.</p> <p>Strategy's Expected Result/Impact: Families will be able to engage in learning experiences at home. Families will have the materials needed to provide enrichment activities based engagement night learnings.</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Parent Engagement Reading Supplies - 211 - Title I, Part A - \$180</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Central has a diverse population with various socio-economic, academic, and social emotional needs. Root Cause: We have students with two predominant languages and are 96% economically disadvantaged, 76% Emergent Bilinguals, 26% Special Education, and 79% At Risk. |
| Perceptions |
| Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. Root Cause: Language, work schedules, and perception of school as a government entity are barriers to parent involvement. |

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs. |

Perceptions

Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** Language, work schedules, and perception of school as a government entity are barriers to parent involvement.

Goal 6: Federal and State Mandates


THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.


Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2</p> | Formative | | |
| | Nov | Feb | May |
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 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our Literacy Development instructional practices continue to need support in the areas of Guided Reading, Literacy Stations, and Engagement Strategies.

Problem Statement 2: Less than 70% of students are making adequate math growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, and engagement strategies.

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.





Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 3: Dating Violence LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law. Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships. Staff Responsible for Monitoring: All staff Problem Statements: School Processes & Programs 1 | Formative | | |
| | Nov | Feb | May |
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 No Progress
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 Discontinue

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs. |
| Perceptions |
| Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. Root Cause: Language, work schedules, and perception of school as a government entity are barriers to parent involvement. |

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: G/T Conference - 211 - Title I, Part A - \$499</p> | Formative | | |
| | Nov | Feb | May |
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No Progress
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Performance Objective 4 Problem Statements:





| School Processes & Programs |
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| <p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs.</p> |

Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Nov | Feb | May |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs.</p> |