Lewisville Independent School District

Degan Elementary School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 21, 2023

Demographics

Demographics Summary

Degan is one of 40 elementary campuses in LISD. Degan currently serves 411 students in PreK to 5th grade. In the 2019-2020 school year, the campus served 640 students, 2020-2021 served 505 students, 2021 - 2022 467 students, and 453 students during the 22-23 school year. Our current enrollment is a decrease of 37% last year and this year staying near the same percentage. Factors in the decrease could be the pandemic, rezoning and increase of property values.

Degan serves a very diverse population of students with specific supports in place for EB (Emergent Bilinguals), Gifted & Talented, Special Education and Economically Disadvantaged students along with Community in Schools. The overall mobility rate is higher than the district and state at a 15.5%. Degan's average daily attendance rate for students is 98%. Over the past decade, demographics of the community have changed and the population of disadvantaged students have increased from eight percent in 2008 to 63% in 2023.

Demographics Strengths

- Degan has an equitable representation of White, Hispanic, African American and Asian population and supports learning about each other.
- Degan families are supportive of the campus and activities.
- Degan embraces community connections and community volunteers serve the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 (Prioritized): Some students at Degan have academic and behavioral challenges that make school difficult. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Degan have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 3: Over the past decade, the demographics of the community have changed and the population of disadvantaged students has increased from eight percent in 2008 to 72% in 2023. **Root Cause:** Degan is centrally located in a residential neighborhood with no more areas for growth. Many of our families are second or third-generation families living in their homes. The cost of living has increased substantially and many families are moving out due to not being able to afford living.

Student Learning

Student Learning Summary

Degan Elementary is a diverse campus located in Lewisville, TX. Our campus is committed to ensuring that all students have a sense of belonging and is supported by the campus motto: "You Belong Here". Staff and administrators are committed to ensuring that every Degan student is educated on grade level each and every day.

Degan students continue to show steady growth in iStation Reading Assessments; although not all students are performing at 100% on grade level on iStation nor STAAR.

Students met the School Board Outcome Goals by the District on 3rd grade iStation Reading all students by 78.2% and for 78.8% for Economically Disadvantaged 2022. A focus needs to be the subgroup of AA (African Americans) as their score was 77.8% below the score reading target.

Students met the School Board Outcome goals by the District on 3rd grade iStation Math all students by 70.5% and for 63.8% for Economically Disadvantaged for 2022. A focus needs to be the subgroup of AA (African Americans) as their score was 66.7%

Student Learning Strengths

- More than three/fourths of Degan students are on grade level or are consistently growing as evidenced by iStation reading assessments, common math assessment scores, and other formative academic measures.
- When students in grades K - 5 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention.
- Students needing additional intervention in academics or behavior are supported through the campus MTSS (Multi-tiered support system) process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 80% of third-grade students made adequate literacy growth as measured by STAAR, iStation or CBA's. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

School Processes & Programs

School Processes & Programs Summary

Our goal is to develop the whole child through building confident students, creating leadership opportunities, and celebrating our diversity. We are committed to excellence in providing a safe, risk-free, engaging learning environment that creates a sense of belonging for each 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 Degan we build a strengths-based culture that identifies and utilizes individual strengths to enhance the professional capacity of staff and ensure growth for all

learners. We utilize professional learning communities and vertical team structures to focus on growth in instructional practices. Our staff embraces and models a growth mindset and lifelong learning. We believe that EVERY student can learn and will learn daily, from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

School Processes & Programs Strengths

Our school community is strong and thriving because of our diverse population and programs. It is the goal of all Degan teachers and staff to create a school where every student and family feels they belong. We will continue to recognize, celebrate, and acknowledge all cultures of our students and families and use every opportunity to connect with our community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has been an increase in incidences of physical aggression by all students at Degan and students report feeling unsafe at school. **Root Cause:** The campus needed to implement a common language and expectations regarding expectations, needed to be trained continuously in restorative practices, and cultural proficiency.

Problem Statement 2 (Prioritized): Many staff and parents did not participate in the Recognize Someone Initiative through the district. **Root Cause:** Many staff and parents were unaware of this initiative and more communication regarding the use of the initiative was neeeded.

Perceptions

Perceptions Summary

Degan teachers and staff believe that all students can and will learn in an environment where they feel safe and have a sense of belonging. We believe that student success stems from our opportunity to collaborate as a staff through professional learning communities, vertical teams, and team planning. When everyone works together as a professional learning community, best practices are aligned and everyone is accountable for and feels responsible for the success of all our students' results. Relationships are at the center of all that we do, and through the implementation of Restorative Practices, intentional social-emotional learning, cultural celebrations, and experiences that support a sense of belonging, we commit to connecting before correcting and explicitly teaching appropriate school behaviors for our students.

As the first No Excuses University campus in Denton County, Degan staff believe that all students can be academically successful when we focus on strong, campus-wide systems and initiatives. We inspire students to believe that college and other post-secondary options are available to them weekly through our Eagle Shuffle assemblies. This allows us to build a strong school culture and to celebrate the achievements of our students as a campus.

Parents and community members are encouraged to become a part of the school community and to support and connect with our campus vision and mission as they can.

Perceptions Strengths

Degan teachers and staff continue to find ways to connect and communicate with our families throughout the year. Monthly newsletters from the principal, weekly newsletters from the teachers, and communication through all social media platforms help to increase our reach to families as our school community continues to evolve. Parent, staff, and student survey data is collected and analyzed to help gain insight into where were are and how we can improve. This continuous cycle of accountability and improvement helps us meet the diverse needs of our school community.

Degan teacher leaders and staff serve on campus and district-level leadership committees that help us to stay informed, participate in decision-making at all levels, and monitor our effectiveness as a campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus morale was low here at Degan both with staff and students. Students needed to have a sense of safety and belonging on campus and teachers reported unhappy feelings due to not being communicated with and not having their voices heard regarding important campus decisions. **Root Cause:** Degan has gone through several leadership changes in the past three years, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students.

Problem Statement 2 (Prioritized): Parent participation in campus events, etc. and campus awareness was low. **Root Cause:** Many parents were not reading/accessing the newsletters being sent or were not receiving the communication being shared from teachers and administration..

Priority Problem Statements

Problem Statement 1: Some students at Degan have academic and behavioral challenges that make school difficult.

Root Cause 1: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Degan have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 80% of third-grade students made adequate literacy growth as measured by STAAR, iStation or CBA's.

Root Cause 2: Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There has been an increase in incidences of physical aggression by all students at Degan and students report feeling unsafe at school.

Root Cause 3: The campus needed to implement a common language and expectations regarding expectations, needed to be trained continuously in restorative practices, and cultural proficiency.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Many staff and parents did not participate in the Recognize Someone Initiative through the district.

Root Cause 4: Many staff and parents were unaware of this initiative and more communication regarding the use of the initiative was neeeded.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Campus morale was low here at Degan both with staff and students. Students needed to have a sense of safety and belonging on campus and teachers reported unhappy feelings due to not being communicated with and not having their voices heard regarding important campus decisions.

Root Cause 5: Degan has gone through several leadership changes in the past three years, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Parent participation in campus events, etc. and campus awareness was low.

Root Cause 6: Many parents were not reading/accessing the newsletters being sent or were not receiving the communication being shared from teachers and administration..

Problem Statement 6 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
- HB3 Reading and math goals for PreK-3
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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: Continue with the implementation of Professional Learning Communities.			**Formative**		
Strategy's Expected Result/Impact: 76% of third grade students will be at Tier 1 or have shown 6 months growth in i-station by the end of the 23-24 school year.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, instructional support staff, and admin. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1					

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will analyze IPS data throughout the PLC process to ensure students are achieving significant progress in math .	**Formative**		
Strategy's Expected Result/Impact: 53.5% percent of Degan students will perform on a level 4 or 5 on Istation Math or achieve goals set in IEP's in mathematics according to targets for each student group as shown in the table below by June 2024.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Instructional specialist, support staff, special education teachers, and admin, **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Improvement of Tier I instructional practices in the classroom.	**Formative**		
Strategy's Expected Result/Impact: All students will either be demonstrating at or above grade level proficiency in reading and math or have shown at least one year's growth by the end of the 23-24 school year.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Admin. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Training to support high quality instructional practices - 211 - Title I, Part A - $2,000, Materials to improve Tier I Instruction and intervention practices for the classroom - 211 - Title I, Part A - $3,000			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Some students at Degan have academic and behavioral challenges that make school difficult.   **Root Cause**: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Degan have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Student Learning
Problem Statement 1: Less than 80% of third-grade students made adequate literacy growth as measured by STAAR, iStation or CBA's.   **Root Cause**: Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

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

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.

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> ES, MS, HS - Student survey results
> MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

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

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: Campus-wide PBIS initiative has been implemented. A plan has been developed by evaluating campus discipline data from the 22-23 school year as well as previous years' data. Staff has been trained in the implementation of this initiative and all staff members have agreed to implement this process with fidelity.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: This strategy's expected impact is a 10% decrease in incidences of physical aggression
    Staff Responsible for Monitoring: All staff: Administrators, counselors, teachers, support staff, office staff
 	
    Title I:
2.6
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 2 - School Processes & Programs 1
    Funding Sources: Training for Staff - 211 - Title I, Part A - $2,000, Calm Down Kits for Students - 211 - Title I, Part A - $1,500			

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Some students at Degan have academic and behavioral challenges that make school difficult. **Root Cause**: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Degan have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

School Processes & Programs

Problem Statement 1: There has been an increase in incidences of physical aggression by all students at Degan and students report feeling unsafe at school. **Root Cause**: The campus needed to implement a common language and expectations regarding expectations, needed to be trained continuously in restorative practices, and cultural proficiency.

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: Increase opportunities for staff to provide input in decisions affecting them.	**Formative**		
Strategy's Expected Result/Impact: Staff will feel empowered and encouraged to participate in campus and district committees to make impact on students.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin. **Title I:** 2.5, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Campus morale was low here at Degan both with staff and students. Students needed to have a sense of safety and belonging on campus and teachers reported unhappy feelings due to not being communicated with and not having their voices heard regarding important campus decisions.   **Root Cause**: Degan has gone through several leadership changes in the past three years, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students.

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		
Strategy 1: Increase Degan's Recognize Someone submissions	**Formative**		
Strategy's Expected Result/Impact: We will continue to recognize the efforts of amazing staff members on a larger scale.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Principal			
Title I: 2.6, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will receive Eagle Eye Newsletters Weekly.	**Formative**		
Strategy's Expected Result/Impact: Staff will be informed of campus activities, district initiatives, and feeder pattern news on a weekly basis.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Monthly Newsletter to Parents			
Strategy's Expected Result/Impact: Inform parents of the things happening on campus, in the district, and within the community. Increase the number of parents participating in school events or feeling involved with the campus.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin			
Title I: 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Many staff and parents did not participate in the Recognize Someone Initiative through the district.   **Root Cause**: Many staff and parents were unaware of this initiative and more communication regarding the use of the initiative was neeeded.

Perceptions
Problem Statement 1: Campus morale was low here at Degan both with staff and students. Students needed to have a sense of safety and belonging on campus and teachers reported unhappy feelings due to not being communicated with and not having their voices heard regarding important campus decisions.   **Root Cause**: Degan has gone through several leadership changes in the past three years, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students.
Problem Statement 2: Parent participation in campus events, etc. and campus awareness was low.   **Root Cause**: Many parents were not reading/accessing the newsletters being sent or were not receiving the communication being shared from teachers and administration..

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.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**

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			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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.	**Nov**	**Feb**	**May**

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.
 	
Procedures will be used to ensure accurate coding/tracking of withdrawals.
 	
The RtI process is utilized to provide early intervention for struggling students.
    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
    Staff Responsible for Monitoring: All staff
 	
    TEA Priorities:
Connect high school to career and college, Improve low-performing schools			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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		
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.	**Formative**		
	Nov	**Feb**	**May**
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	**Formative**		
	Nov	**Feb**	**May**

Students receive public acknowledgement for non-academic achievement.

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.

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.

A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.

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.

Civic responsibility and community service and community involvement are encouraged.

Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.

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.

> **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.
> **Staff Responsible for Monitoring:** All staff

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	**Formative**		
	Nov	**Feb**	**May**

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

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

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		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**Nov**	**Feb**	**May**

aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

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.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

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.).

Teachers receive training and support to differentiate instruction to meet the needs of all students.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

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.

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.

Staff Responsible for Monitoring: All staff

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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		

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. .
 	
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.
    Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
    Staff Responsible for Monitoring: Learning and Teaching
Chief of Schools
Accountability and Evaluation
Campus administrators and appropriate staff.
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
	Formative		

	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			