

**Lewisville Independent School District**

**Lakeland Elementary School**

**2023-2024 Improvement Plan**



# Mission Statement

Fostering critical thinkers in a safe environment.

## Vision

All Lakeland Roadrunners will be confident and prepared to make successful life choices.

## Value Statement

Our Beliefs:

Every student will show academic, social, and emotional growth  
Education is the shared responsibility of students, staff, and community  
Every member of our community matters

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
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.	17
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.	22
Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.	30
Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.	34
Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.	37
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.	41
Goal 7: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews.	48

# Comprehensive Needs Assessment

Revised/Approved: September 27, 2023

## Demographics

### Demographics Summary

Our campus is located in Lewisville and serves grades K-5 through open enrollment. We currently serve a population of 639 students. As shown in the demographic breakdown table above, the percentages stay consistent in most groups except hispanic (84% increase) and Asian (9% decreased) population. Lakeland campus is 89% economically disadvantaged, 80% English learners, 78% at-risk, 13.4 mobility rate and 32% special education (including dyslexia). These percentages are also quite steady from year to year. Our attendance rate fluctuate close to 95%.

Our community demographics consist of working-class individuals in multi-family households. The majority of the area are Spanish speaking residents. Chin/ Burmese and English account for the other part of the population. This community is very diverse in culture and language. Fluctuation and high mobility rates are also common factors in the community. A great number of our student population also rents which could account for some fluctuation. Other factors such as homelessness were at 1%.

Demographic Comparison	2018-2019	2019-2020	2020-2021	2021-2022	22-23
African American	2.4%	4%	4%	3%	1%
Hispanic	71.8%	74%	75%	78%	84%
White	5.2%	5%	5%	5%	4%
American Indian	0 %	0%	0%	0%	<1%
Asian	19.2%	16%	15%	12%	9%
Pacific Islander	0.1%	0.1%	0%	0%	0%

Demographic Comparison	2018-2019	2019-2020	2020-2021	2021-2022	22-23
Two or More	1.3%	2%	1%	1%	1%

### Demographics Strengths

One of the strengths is the diversity within our campus from families and staff. To support this diversity we have a plethora of academic and social emotional resources and support. This helps us to ensure our teachers are equipped to meet the needs of our low performing students.

For example, we have support staff such as Title 1 coaches, language acquisition specialists, a gifted and talented facilitator, and district curriculum facilitators. We also have programs and systems such as: RTI/MTSS, iStation, Second Step, Reflex Math and the HMH curriculum resources. Other examples are Communities in Schools, student mentors, counselors, and community member volunteers. Learning aides who are bilingual and monolingual also account for tremendous student support. In addition, we are a professional learning community (PLC) that regularly meets to analyze data, implement new ideas, monitor and adjust previous initiatives, while sharing feedback to continuously learn and support each other. This year all of the grade teachers participated in targeted intervention groups with focusing on student data in the TEKS for reading and math. In addition, grade levels will have vertical alignment in reading and math this year. After school tutoring is another accommodation that our teachers utilize to target student performance.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Lakeland has a mobility rate within a diverse population with various socio-economic, academic and socio-emotional needs. Our campus has the highest rate for newcomer students. **Root Cause:** We have students with 2 predominant languages that are 89% economically disadvantaged, 80% English Language Learners, 32% special education, 78 % at risk, and close to 13.4% mobility rate which impacts our attendance rate which fluctuated close to 95%.

# Student Learning

## Student Learning Summary

According to 2023 TEA School Report Lakeland received an overall scaled scores \_\_\_\_\_, Student Achievement of \_\_\_\_\_, School Progress of \_\_\_\_\_ and closing the Gap at \_\_\_\_\_ Lakeland most recent STAAR scores are in the charts below:

3rd Grade (in %)			
	Approaches	Meets	Masters
Reading English	59	27	8
Reading Spanish	22	10	6
Math English	43	20	11
Math Spanish	27	6	0

4th Grade (in %)			
	Approaches	Meets	Masters
Reading English	69	31	11
Reading Spanish	29	20	0
Math English	51	24	6
Math Spanish	33	10	0

5th Grade (in %)			
	Approaches	Meets	Masters

5th Grade (in %)			
Reading English	62	30	13
Reading Spanish	44	0	0
Math English	54	19	8
Math Spanish	25	0	0
Science English	53	24	11
Science Spanish	13	0	0

Our literacy data is also measured through Istation in which we have seen an increase of Level 5 students of 12% in kindergarten, decreased 2% in 1st grade, decreased 4% in 2nd grade, increase of 15% in 3rd grade, decrease of 4% in 4th grade and increase of 1% 5th grade on the English ISIP test from September to March. There has been a 22% increase in Kindergarten, 8% in 1st grade, 31% in 2nd grade, 7% in 3rd grade, 10% in 4th grade and 7% in 5th grade of Level 5 students on the Spanish ISIP test from September to March. Lakeland continued to close the gaps using the MTSS process. Data collection from a multitude of sources continued to drive instruction and interventions. In addition to the MTSS process we offered after school tutoring, in school mentors, counselors, Title I Reading Specialists, LAS instructors, MTA/Dyslexia (pre MTSS), counseling for behavioral/emotional, SAC counselors, CIS, tutoring and classroom teacher interventions, based on student needs. Students that were not successful with the interventions will be referred for testing and input of the Special Education teachers and specialists, input from the MTSS team and retention, as a last resort. Data shows that our current MTSS process is effective with a great need of support and follow through with testing and accurate interventions. 84% of our special education referrals from MTSS resulted in the student qualifying for special education. The tools that are currently available for our campus are the following: MTSS, PLC's, Vertical Alignment team for reading and math, CIS, Interventionists, during school, campus mentors (adult volunteers, LHS students, AVID), parent meetings or specialized nights.

### Student Learning Strengths

One of our biggest strengths has been the progress made in spanish literacy development through Guided Reading and Literacy Stations. This has been evidenced through our Monthly Istation Data. Our STAAR data also shows that we have shown growth in our 4th grade compared to last year scores. This is all supported focusing on the Professional Learning Community (PLC) process and our Response to Interventions / Multi-Tiered Student Support (MTSS) process. For

both initiatives we meet every 3-4 weeks. During our PLC time we focus on improving our Tier 1 instruction and allowing data to guide our conversations about high impact teaching strategies and areas of focus. After our PLC cycle the campus arranges for Extra Planning time for every classroom teacher to meet with their teams to collaboratively dissect high priority TEKS, using the Solution Tree Learning Target Template. This ensures that the same rigor of instruction is occurring in each grade level classroom. During our MTSS time we discuss each student who is not performing on grade level to discuss interventions and strategies. With these systems in place we expect to see significant growth in student achievement.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Less than 100% of students made adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs. **Root Cause:** Our mathematical development instructional practices continue to need support in the areas of Guided (Small) Math Groups, Math Stations, Assessments and Resources. Another factor that can be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

**Problem Statement 2 (Prioritized):** Less than 100% of students made 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 and Literacy Stations. Part of this root cause is also the new staff on campus who needs to be trained.

**Problem Statement 3 (Prioritized):** Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. **Root Cause:** Lakeland campus is 89% economically disadvantaged, 75% English learners, 78% At-risk, 13.4% mobility rate and 32% special education.



# School Processes & Programs

## School Processes & Programs Summary

Lakeland processes and programs are based on our students' and community needs. Their goal is to support students' growth academically and socio-emotionally. During this year, staff will be trained on best practices for math and literacy, Restorative Practices and continuation of the House System. As part of our campus instructional processes we will implement 6-8 PLCs, MTSS/RTI meetings, 2 official Literacy Check-ins, and math check-ins. Due to having new staff members, Professional Development and collaborative time will be needed and provided to staff to make these processes successful. Per state requirements, our Kinder through 3rd grade teachers, as well as other support staff, will continue to be trained in Reading Academy.

As part of addressing the whole child and school safety, staff will also be trained on Second Steps, Student Threat Response, and Child Abuse Protocols. This will also be aligned with Safety and Suicide Prevention Training. Finally, our campus follows all new Safety Drills with 2 in the Spring and monthly evacuation drills.

Lakeland offers a variety of programs to meet the needs of a diverse population. Currently, we have approximately 80% of students identified as ELL. About 67% receive bilingual support through our Bilingual Program and 13% receive language support through our ESL program. 19% of our ELL population are newcomers and will receive small group intervention with the assigned LAS. Our G/T program participation is currently close to 5%, but is underrepresented due to identification, primarily in language, poverty, and upper grade levels. Dyslexia is also underrepresented for our population, but it has shown growth in the last 3 years from 2% to 6%.

## School Processes & Programs Strengths

The strength of our processes and programs is that we implement them systematically and with as much fidelity as possible. Our staff is dedicated and committed to making them part of our Lakeland Culture. We are proud to state we offer processes such as PLCs and MTSS with a high success rate in our overall growth. We are also proud of our Bilingual/ESL program where we have shown growth through our high reclassification numbers in TELPAS. We are excited to continue the school wide program (initiative) which is the House System. Finally, our GT population grew from 2% to 5% and dyslexia identification has shown growth from 2% to 6% in the past 3 years.

The behavior referrals decreased due to the campus wide behavior improvement plan and training from the behavior committee.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs and

RTI/MTSS as well as leadership roles. **Root Cause:** We have over 17 new staff members and we want to solidify our Campus Programs and Processes as we support staff growth.

**Problem Statement 2 (Prioritized):** Our staff will continue to be trained in the district and school wide processes such as House System, as well as Restorative Practices and Second Steps to support overall well being and safety. **Root Cause:** Our new staff and our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 80% economically disadvantaged, 80% English Language Learners, 32% special education, 78% at risk, and close to 13.4% mobility rate.

# Perceptions

## Perceptions Summary

Lakend's overall perception of all our stakeholders is positive and shows levels of commitment and support.

Student survey was completed by 212 4th and 5th grade students. The data showed that 72% of the teachers were extremely respectful towards the students. 56% of the students shared that they felt their teacher was excited about teaching their class where 40% said that the teacher was sometimes excited about teaching the class. These two data points were similar to the previous year. While 82% of the students have a trustworthy adult to go to, but 54% felt that if they are bullied it is extremely or somewhat difficult to get help. This doesn't correlate with the staff survey discussed below.

Regarding staff, as measured by the Pulse Checks, Lakeland has an overall strong culture and has improved with a 90% of staff feeling trusted at work, 83% feel they belong, and 81% see their accomplishments recognized. This might be attributed to staff being given more opportunities to know each other and incorporating the House System.

Our parents' perception was overall positive and they reported that 98% of them felt positive about their child's school and 94% felt teachers were meeting the needs of their students. However only 95 parents of 600+ students completed the survey.

Finally, our discipline data shows a decrease in referrals by over 250. 58% of the referrals were for students receiving SPED services and 57% were students who are learning English as a second language. It also showed that 81% were male students. Our SPED students receive BASE support. During SY 2022-23, students had access to ACE and ESD as an afterschool program. They currently have high school and adult mentors, CIS, individual and small group counseling, House System & restorative practices.

## Perceptions Strengths

One of our strengths is that students and parents also are known as individuals and their needs are met as much as possible. They feel safe in the school environment, are cared for by teachers, and think that teachers/staff are approachable. Through the data above students and parents feel comfortable and have a positive perception of Lakeland. Our current staff body has more than 15 new staff members and we believe that this diverse group will also bring a lot of positive and new energy to our campus culture and climate.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Data shows a disproportionate rate of student discipline based on our student populations across the campus. **Root Cause:** Our discipline data

showed that more than 50% of the referrals were for students receiving SPED services and also showed that 81% were male.

**Problem Statement 2 (Prioritized):** Parents need to feel they belong and feel heard in the school community. **Root Cause:** Only 15% of our parents completed the Parent survey as well as the lack of parent involvement.

**Problem Statement 3 (Prioritized):** Our campus staff needs to maintain a positive school wide culture and climate. **Root Cause:** There was a 40% turnover of teachers and 27% turnover of campus total staff.

# Priority Problem Statements

**Problem Statement 1:** Lakeland has a mobility rate within a diverse population with various socio-economic, academic and socio-emotional needs. Our campus has the highest rate for newcomer students.

**Root Cause 1:** We have students with 2 predominant languages that are 89% economically disadvantaged, 80% English Language Learners, 32% special education, 78 % at risk, and close to 13.4% mobility rate which impacts our attendance rate which fluctuated close to 95%.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Less than 100% of students made adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs.

**Root Cause 2:** Our mathematical development instructional practices continue to need support in the areas of Guided (Small) Math Groups, Math Stations, Assessments and Resources. Another factor that can be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Less than 100% of students made adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs.

**Root Cause 3:** Our Literacy development instructional practices continue to need support in the areas of Guided Reading and Literacy Stations. Part of this root cause is also the new staff on campus who needs to be trained.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth.

**Root Cause 4:** Lakeland campus is 89% economically disadvantaged, 75% English learners, 78% At-risk, 13.4% mobility rate and 32% special education.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs and RTI/MTSS as well as leadership roles.

**Root Cause 5:** We have over 17 new staff members and we want to solidify our Campus Programs and Processes as we support staff growth.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Our staff will continue to be trained in the district and school wide processes such as House System, as well as Restorative Practices and Second Steps to support overall well being and safety.

**Root Cause 6:** Our new staff and our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 80% economically disadvantaged, 80% English Language Learners, 32% special education, 78% at risk, and close to 13.4% mobility rate.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Data shows a disproportionate rate of student discipline based on our student populations across the campus.

**Root Cause 7:** Our discipline data showed that more than 50% of the referrals were for students receiving SPED services and also showed that 81% were male.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Parents need to feel they belong and feel heard in the school community.

**Root Cause 8:** Only 15% of our parents completed the Parent survey as well as the lack of parent involvement.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Our campus staff needs to maintain a positive school wide culture and climate.

**Root Cause 9:** There was a 40% turnover of teachers and 27% turnover of campus total staff.

**Problem Statement 9 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## 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
- 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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



# Goals

Revised/Approved: September 27, 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		
<b>Strategy 1:</b> Increase Istation Scores in Reading in 3rd Grade. <b>Strategy's Expected Result/Impact:</b> Increase Reading Istation Tier I (levels 3,4,5) to 71% by April 2024 by using Guided Reading, leveled books, AVP vocabulary cards, Vertical Alignment planning and resources and Istation Resources. <b>Staff Responsible for Monitoring:</b> Admin, Instructional Staff and Teachers.  <b>Title I:</b> 2.4, 2.6 - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 3	Formative		
	Nov	Feb	May

Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> Increase Istation Scores in Math in 3rd Grade. <b>Strategy's Expected Result/Impact:</b> Increase Math Istation Tier I (levels 3,4,5) to 60% by April 2024 by using Guided Math small groups, math manipulatives, Istation resources and vertical alignment resources. <b>Staff Responsible for Monitoring:</b> Admin, Instructional Staff and Teachers.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 3		Formative		
		Nov	Feb	May
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Increase Campus wide Istation Reading scores in English and Spanish <b>Strategy's Expected Result/Impact:</b> Increase levels 4 & 5 in English iStation Reading from 6% to 10% or higher by April 2024 by using Guided Reading, leveled books in english, AVP vocabulary cards, Vertical Alignment planning and resources and Istation Resources. Increase levels 4 & 5 in Spanish iStation Reading from 11% to 15% or higher by April 2024 by using Guided Reading, leveled books in spanish, AVP vocabulary cards, Vertical Alignment planning and resources and Istation Resources. <b>Staff Responsible for Monitoring:</b> Admin, Instructional staff and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Literacy Night supplies for Recipe activity - sequencing retelling stories reading - 211 - Title I, Part A - \$200		Formative		
		Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase Campus wide Istation Math scores in English. <b>Strategy's Expected Result/Impact:</b> Increase levels 4 & 5 in iStation Math from 8% to 12% or higher by April 2024 by using math manipulatives, reflex math, guided math small groups, vertical alignment planning and resources. <b>Staff Responsible for Monitoring:</b> Admin, instructional staff and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Support our Reading and Math Campus wide goals by hiring two Title I tutors. <b>Strategy's Expected Result/Impact:</b> Increase math and reading scores in Istation and STAAR. <b>Staff Responsible for Monitoring:</b> Admin and Coaches  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 <b>Funding Sources:</b> Two Title I Tutors - 211 - Title I, Part A - \$23,000	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Lakeland has a mobility rate within a diverse population with various socio-economic, academic and socio-emotional needs. Our campus has the highest rate for newcomer students. <b>Root Cause:</b> We have students with 2 predominant languages that are 89% economically disadvantaged, 80% English Language Learners, 32% special education, 78 % at risk, and close to 13.4% mobility rate which impacts our attendance rate which fluctuated close to 95%.
Student Learning
<b>Problem Statement 1:</b> Less than 100% of students made adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs. <b>Root Cause:</b> Our mathematical development instructional practices continue to need support in the areas of Guided (Small) Math Groups, Math Stations, Assessments and Resources. Another factor that can be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

### Student Learning

**Problem Statement 2:** Less than 100% of students made 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 and Literacy Stations. Part of this root cause is also the new staff on campus who needs to be trained.





**Problem Statement 3:** Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. **Root Cause:** Lakeland campus is 89% economically disadvantaged, 75% English learners, 78% At-risk, 13.4% mobility rate and 32% special education.

**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		
<b>Strategy 1:</b> Increase Readiness Standard in LISD Dashboard <b>Strategy's Expected Result/Impact:</b> Increase Readiness standard to 77% by May 2024. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Less than 100% of students made adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. <b>Root Cause:</b> Our Literacy development instructional practices continue to need support in the areas of Guided Reading and Literacy Stations. Part of this root cause is also the new staff on campus who needs to trained.

**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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase student survey results. <b>Strategy's Expected Result/Impact:</b> Increase students feeling comfortable talking to an adult to 87% by May 2024 by using Second Steps lessons, Morning Meetings and House System. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 3	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:**

Student Learning
<b>Problem Statement 3:</b> Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. <b>Root Cause:</b> Lakeland campus is 89% economically disadvantaged, 75% English learners, 78% At-risk, 13.4% mobility rate and 32% special education.

**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		
<b>Strategy 1:</b> Support student attendance <b>Strategy's Expected Result/Impact:</b> Increase student attendance to 95.7% by May 2024. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Lakeland has a mobility rate within a diverse population with various socio-economic, academic and socio-emotional needs. Our campus has the highest rate for newcomer students. <b>Root Cause:</b> We have students with 2 predominant languages that are 89% economically disadvantaged, 80% English Language Learners, 32% special education, 78 % at risk, and close to 13.4% mobility rate which impacts our attendance rate which fluctuated close to 95%.







**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Complete all Safety and Security requirements. <b>Strategy's Expected Result/Impact:</b> 100% of Safety and Security Drills will be completed in 2023-2024. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Complete all Safety and Security requirements. <b>Strategy's Expected Result/Impact:</b> 100% of staff will complete all Compliance training on time. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 4 Problem Statements:**

### School Processes & Programs

**Problem Statement 2:** Our staff will continue to be trained in the district and school wide processes such as House System, as well as Restorative Practices and Second Steps to support overall well being and safety. **Root Cause:** Our new staff and our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 80% economically disadvantaged, 80% English Language Learners, 32% special education, 78% at risk, and close to 13.4% mobility rate.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide students with a positive school environment. <b>Strategy's Expected Result/Impact:</b> Increase student survey response towards the school environment to 80% by May 2024 through the implementation of the House System. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	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 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Our staff will continue to be trained in the district and school wide processes such as House System, as well as Restorative Practices and Second Steps to support overall well being and safety. <b>Root Cause:</b> Our new staff and our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 80% economically disadvantaged, 80% English Language Learners, 32% special education, 78% at risk, and close to 13.4% mobility rate.

**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:

Develop and implement a Campus wide Behavior Plan to support all students to decrease offenses to 220.

**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement a Campus wide Behavior Plan to support all students. <b>Strategy's Expected Result/Impact:</b> Decrease offenses to 220 by May 2024 using Restorative Practices, Calm down corners, Second Steps and the House System. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 <b>Funding Sources:</b> Variety of items for the House Pep Rallies, Calm down corner items; rewards for positive behavior. - 211 - Title I, Part A - \$500	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 6 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Our staff will continue to be trained in the district and school wide processes such as House System, as well as Restorative Practices and Second Steps to support overall well being and safety. <b>Root Cause:</b> Our new staff and our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 80% economically disadvantaged, 80% English Language Learners, 32% special education, 78% at risk, and close to 13.4% mobility rate.

### Perceptions

**Problem Statement 1:** Data shows a disproportionate rate of student discipline based on our student populations across the campus. **Root Cause:** Our discipline data showed that more than 50% of the referrals were for students receiving SPED services and also showed that 81% were male.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide all Lakeland students more opportunities to use LISD technology devices. <b>Strategy's Expected Result/Impact:</b> Sustain students in the 1:X device program to 96% by May 2024. <b>Staff Responsible for Monitoring:</b> Admin and teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Lakeland has a mobility rate within a diverse population with various socio-economic, academic and socio-emotional needs. Our campus has the highest rate for newcomer students. <b>Root Cause:</b> We have students with 2 predominant languages that are 89% economically disadvantaged, 80% English Language Learners, 32% special education, 78 % at risk, and close to 13.4% mobility rate which impacts our attendance rate which fluctuated close to 95%.



**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.

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a positive school culture for staff wellbeing. <b>Strategy's Expected Result/Impact:</b> Increase staff wellbeing to 80% by May 2024 using the pulse surveys, House System, LISD Resources and reducing staff workload as necessary. <b>Staff Responsible for Monitoring:</b> Admin and staff  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 3	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 4 Problem Statements:**





Perceptions
<b>Problem Statement 3:</b> Our campus staff needs to maintain a positive school wide culture and climate. <b>Root Cause:</b> There was a 40% turnover of teachers and 27% turnover of campus total staff.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop leaders in a variety of capacities like Team Leads, House Leads, PLC Leaders and District leaders. <b>Strategy's Expected Result/Impact:</b> Develop 6 leaders within the grade levels by providing campus, district and outside leadership training such as Solution Tree, Kagan Training and Lead4ward. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs and RTI/MTSS as well as leadership roles. <b>Root Cause:</b> We have over 17 new staff members and we want to solidify our Campus Programs and Processes as we support staff growth.

**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).

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with staff in all campus wide important decisions for opinions, ideas and feedback. <b>Strategy's Expected Result/Impact:</b> Increase staff involvement in decisions to 70% through the pulse checks, leadership meetings, training, House Committee and staff meetings.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<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
<b>Problem Statement 2:</b> Our staff will continue to be trained in the district and school wide processes such as House System, as well as Restorative Practices and Second Steps to support overall well being and safety. <b>Root Cause:</b> Our new staff and our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 80% economically disadvantaged, 80% English Language Learners, 32% special education, 78% at risk, and close to 13.4% mobility rate.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement a system to support and train new staff and returning staff in an effective and tiered manner to meet their needs. <b>Strategy's Expected Result/Impact:</b> Increase staff effective training to 89% measured by the pulse checks, campus feedback surveys, New to campus teacher surveys and campus walkthrough forms. <b>Staff Responsible for Monitoring:</b> Admin and Instructional staff.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 3	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs and RTI/MTSS as well as leadership roles. <b>Root Cause:</b> We have over 17 new staff members and we want to solidify our Campus Programs and Processes as we support staff growth.
Perceptions
<b>Problem Statement 3:</b> Our campus staff needs to maintain a positive school wide culture and climate. <b>Root Cause:</b> There was a 40% turnover of teachers and 27% turnover of campus total staff.

**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		
<b>Strategy 1:</b> Improve staff, school and district communication. <b>Strategy's Expected Result/Impact:</b> Increase school and staff communication (clear direction/goals and important information) to 90% as measured by the pulse check using Smores, collaborative decision making with leadership team and BLT. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 2, 3	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Involve our parents and community in our school to support student learning, open communication and decision making. <b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement through PTA, school wide events such as Title I Parent Meetings, BLT, Parent University, Math and Science Night, Literacy Night, Fine Arts programs, Field Day, Holiday Program, House System and LISD Recognized Someone Cards. <b>Staff Responsible for Monitoring:</b> All staff, PTA and Community  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - Perceptions 2 <b>Funding Sources:</b> STEM Kits for Science Night, Math manipulatives, Leveled reading books and trail mix items for sequencing events in Literacy Night, High Frequency Cards, - 211 - Title I, Part A - \$1,500	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase direct parent involvement with Lakeland and its community through a Parent Involvement Coordinator. <b>Strategy's Expected Result/Impact:</b> Increased parent participation as well as engagement evidenced in parent attendance to events, number of volunteers (example Wonder Wagon, Field Trips, school events such as math/science night, Parent University, Sports Night) <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Parent Involvement Coordinator - 211 - Title I, Part A - \$1,500	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. <b>Root Cause:</b> Lakeland campus is 89% economically disadvantaged, 75% English learners, 78% At-risk, 13.4% mobility rate and 32% special education.
Perceptions
<b>Problem Statement 2:</b> Parents need to feel they belong and feel heard in the school community. <b>Root Cause:</b> Only 15% of our parents completed the Parent survey as well as the lack of parent involvement.

<b>Perceptions</b>
<b>Problem Statement 3:</b> Our campus staff needs to maintain a positive school wide culture and climate. <b>Root Cause:</b> There was a 40% turnover of teachers and 27% turnover of campus total staff.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement strategies to promote positive change within the staff through trusting relationships and collaborative decision making. <b>Strategy's Expected Result/Impact:</b> Increase the positive change responses from staff to 74% measured by the pulse check through our House system, collaborative and inclusive decision making with the staff and open communication. <b>Staff Responsible for Monitoring:</b> Admin and all staff  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> Our campus staff needs to maintain a positive school wide culture and climate. <b>Root Cause:</b> There was a 40% turnover of teachers and 27% turnover of campus total staff.



## 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		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %  <b>Staff Responsible for Monitoring:</b> All staff	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>			

## 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May

 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		
<p><b>Strategy 1:</b> 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>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

<p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>			
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<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>
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**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.  Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	Formative		
	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		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	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>			