

Lewisville Independent School District
Central Elementary School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Central Elementary is a Dual Language, Title I campus in Lewisville LISD. We serve almost 600 students from pre-kindergarten to 5th grade of which 49% are female and 51% are male. Central serves a diverse population with specific supports in place for Bilingual students, English as a Second Language (ESL), Gifted & Talented, Special Education, and economically disadvantaged students. Below are the approximate demographics of our student population for this 2024-2025 school year:

Elementary Percent Economically Disadvantaged: 97%

At-Risk: 79%

Percent Emergent Bilinguals: 72%

Special Education: 24%

Mobility Rate: Approximately 15%

Enrollment by Ethnicity:

Asian <1%

Black/African American 8%

Hispanic 86%

White 2%

Demographics Strengths

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

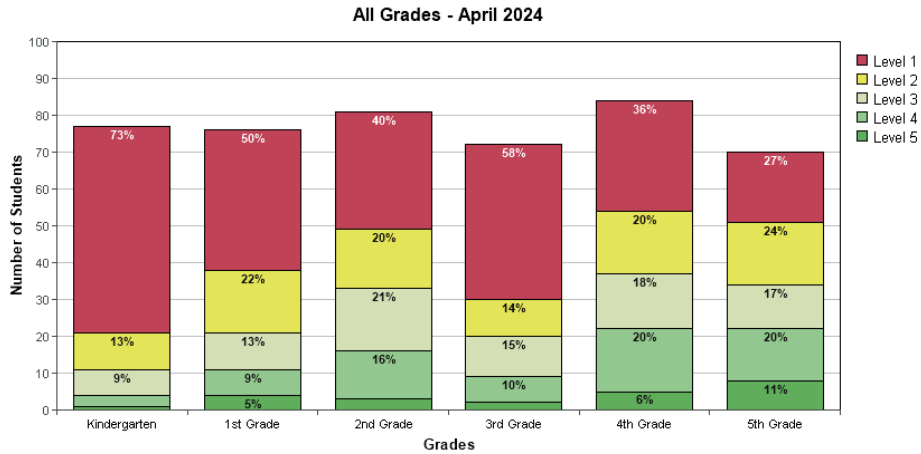
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Central has a diverse population with various socio-economic, academic, and social emotional needs. **Root Cause:** We have students with two predominant languages and are 97% economically disadvantaged, 74% Emergent Bilinguals, 24% Special Education, and 79% At Risk.

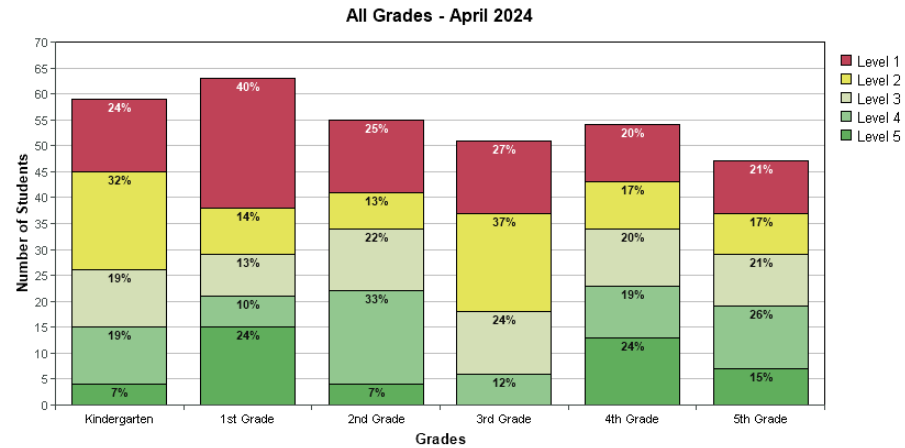
Student Learning

Student Learning Summary

EOY English Istation 2023



EOY Spanish Istation 2023



STAAR Overview 2024

Overview - CENTRAL EL (Tested Enrollment - Includes all Test Versions and Test Languages combined)



Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

What our parents think

In April 2024, parents were surveyed about the campus their child attends. Values represent the percentage of respondents who agreed with each statement. Based on 68 responses.

Are satisfied overall	96%
Most of the time, my child is happy at school	97%
My child's health and wellness are supported	100%
Parents feel welcomed at school and are involved	100%
School staff communicates well with families	93%
Teachers do whatever it takes to help my child meet academic standards	94%

What our students think

In April 2024, we asked 4th and 5th grade students about adults they could confide in at our school. Values represent the percentage of students who agreed with the following.

There is a staff member at my school with whom I feel comfortable talking	82%
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Performance Objective 4.1 Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).				
Measurable Outcomes	Target	Baseline	BOY/MOY	EOY
Increase participants in leadership programs	4	4	4	4

Performance Objective 4.2 Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).				
Measurable Outcomes	Target	Baseline	BOY/MOY	EOY
Increase staff involve in decisions- pulse	65.5%	64.7%	62.3%	76.5%

Performance Objective 4.3 Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).				
Measurable Outcomes	Target	Baseline	BOY/MOY	EOY
Increase effective training for staff- pulse	86.0%	85.7%	96.7%	88.2%

Performance Objective 5.2 Increase the utilization of feedback to build trust and inform decision-making.				
Measurable Outcomes	Target	Baseline	BOY/MOY	EOY

Staff survey on Positive Change	68.0%	67.6%	72.1%	72.5%
Customer Satisfaction	95.0%	100.0%	100% (1)	85.7% (7)

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

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

Root Cause 1: We have students with two predominant languages and are 97% economically disadvantaged, 74% Emergent Bilinguals, 24% Special Education, and 79% At Risk.

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: School Processes & Programs

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

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

Problem Statement 5 Areas: Perceptions

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

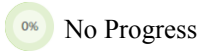
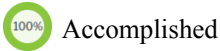
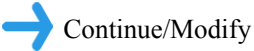
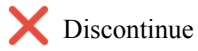
MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: 70% of K- 5th students will be on grade level in reading comprehension or demonstrate at least one year's growth, through systematic small group instruction, Literacy Stations and across content areas using classroom supplies such as reading journals, reading folders, paper, anchor chart paper, laminator and lamination, poster machine supplies, Expo markers and chart markers, highlighters, glue sticks, pencil sharpeners, resources from HMH, Solution Tree, Think Up, Lead4ward, Learning/Reading A-Z, Hand2Mind Reading Kits, PebbleGo, TEPSA, Re-imagining MTSS Conference, Scholastic magazines, and Guided Reading instructional books. Title 1 tutors will be used to work in strategic small groups with students, and subs will be provided for teachers to participate in learning lab experiences.</p> <p>Strategy's Expected Result/Impact: By April 2025, 70% of K- 5th students will be on grade level in reading comprehension or demonstrate at least one year's growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional support, instructional coaches, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutor - Ramona Holder - 211 - Title I, Part A - \$13,608, Tutor - Leticia Amador - 211 - Title I, Part A - \$13,608, Tutor - Sindy Gallardo - 211 - Title I, Part A - \$8,766, Scholastic Magazines - 211 - Title I, Part A - \$1,340.64, Tutor - Nancy King - 211 - Title I, Part A - \$7,280, Learning Lab Subs - Oct 17 - 211 - Title I, Part A - \$539.40</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: 70% of the students will be on Level 4 or Level 5 in computations and algebraic thinking and number sense as measured by Istation Math, CBAs, STAAR and other benchmarks through systematic Guided Math and Math Stations using resources like dry erase markers, manipulatives and Lead4ward, Think Up, Solution Tree. Subs will be provided for teachers to participate in learning lab experiences and extended unit studies/planning.</p> <p>Strategy's Expected Result/Impact: By April 2025, 70% of students will be able to correctly represent and solve any given problem type.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional support, instructional coaches, Admin</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Math manipulatives - 211 - Title I, Part A - \$551.10, Math Unit Planning - Oct 29 - 211 - Title I, Part A - \$899, Math Unit Planning - Nov 7 - 211 - Title I, Part A - \$719.20</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide TEKS aligned instruction using a variety of district approved resources in reading, math, science, and social studies. Ensure PLC protocols are being followed by modeling team planning, data analysis, and professional learning.</p> <p>Strategy's Expected Result/Impact: 100% of K-5 teachers and instructional support will participate in PLCs to show improvement in data analysis, SMART goal development, lesson planning (Target Learning approach) and methods of instruction to support students' academic growth in Classrooms Tier I instruction as supported by Solution Tree training (course, conference and materials) .</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Team Leader PLCs - 211 - Title I, Part A - \$2,768.50</p>	Formative			Summative
	Nov	Feb	May	

Performance Objective 1 Problem Statements:





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

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
Strategy 1: Increase Readiness Standard in LISD Dashboard Strategy's Expected Result/Impact: Increase Readiness Standard to 78% by May 2025. Staff Responsible for Monitoring: Teachers, Instructional support, instructional coaches, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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

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

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

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have the opportunity to participate in various leadership opportunities, including but not limited to: Kindness Ambassadors, House Leaders, Central News anchors, Dance Club, Choir, Robotics Club, Chess Club, Rubix Cube Club, Lego Lunch, Fun Fridays, House parties, and Cowboy Greeters. We will provide creative higher-level learning opportunities with Robots, Stem Kits, and Legos. Some 4th and 5th grade students will be matched up with teacher mentors to build relationships and give opportunities for students who may be disconnected.</p> <p>Strategy's Expected Result/Impact: All students will feel a sense of belonging at Central. Students will have a positive response when asked the Pulse survey questions: Do you have at least one teacher at your school that you trust to talk to if you are upset? How positive or negative is the energy of this class? When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer? Staff Responsible for Monitoring: Admin, Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

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

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
 Compliance with safety drills
 Completion of staff and student safety trainings

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all staff and students in the appropriate Standard Response Protocols for emergency situations. Conduct all drills according to state and local requirements with fidelity. Implement safety measures that are aligned with District protocols.</p> <p>Staff will monitor and support the implementation of safety and security protocols during the school day. All students and staff will wear photo identification every day.</p> <p>All secure documents will be shredded and disposed of properly and in a timely manner.</p> <p>Car tags and two-way radios are used to ensure student safety.</p> <p>Strategy's Expected Result/Impact: All students and staff will be able to execute the appropriate safety protocol in an emergency situation.</p> <p>Staff Responsible for Monitoring: Campus Reception, Administration, LISD Safety and Security Department</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	
	Review content area			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

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

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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:

Decrease percentage of classroom disruption referrals by 20%.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Central staff will continue the use of the campus-wide PBIS processes for common areas and will make adjustments as needed based on regular data reviews.</p> <p>Strategy's Expected Result/Impact: The use of the PBIS system will give the campus staff and students common language and a specific set of expectations to adhere to on campus.</p> <p>Staff Responsible for Monitoring: All Staff, Teachers, Administrators, Counselors</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Central staff will participate in the Safe & Civil Schools cohort and implement any new learning to impact the learning environment for our students.</p> <p>Strategy's Expected Result/Impact: Through the use of Safe & Civil Schools strategies, we will continue to see a decline in the number of incidences of classroom disruption in the 24-25 school year.</p> <p>Staff Responsible for Monitoring: Staff, Administrators, Teachers, Counselors</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Central staff and administrators will continue the use of restorative practices with fidelity.</p> <p>Strategy's Expected Result/Impact: The use of restorative practices on campus will increase the sense of belonging in classrooms and on campus and will decrease the incidences of physical aggression in classrooms.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Central has a diverse population with various socio-economic, academic, and social emotional needs. Root Cause: We have students with two predominant languages and are 97% economically disadvantaged, 74% Emergent Bilinguals, 24% Special Education, and 79% At Risk.</p>
School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as the specific academic needs.</p>

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.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation

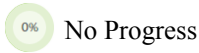
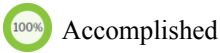
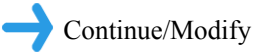

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All teaching staff will participate in a Cadre to make decisions about campus processes, including Sunshine/ Staff Fun, Community Involvement, House System, and Student Success (Safe & Civil Schools). Cadres meet monthly and report back to whole staff meetings.</p> <p>Strategy's Expected Result/Impact: Qualtrics measure of staff involvement in decisions will increase to 76.5%.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	

Performance Objective 2 Problem Statements:

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

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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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 5.1 ON SCORECARD.

High Priority


Evaluation Data Sources: See campus scorecard for targeted outcomes


Staff survey


Parent survey


Recognize Someone program

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

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Central has a diverse population with various socio-economic, academic, and social emotional needs. Root Cause: We have students with two predominant languages and are 97% economically disadvantaged, 74% Emergent Bilinguals, 24% Special Education, and 79% At Risk.</p>

Perceptions

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>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.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Invite the community to our family engagements nights (2 times per year). Publicize the events by posting posters in public locations and sending flyers out. Families will participate in family engagement events and will receive literacy and math kits to be used at home to support learning. Kits will include books, finger flashlights, stickers, pens and pencils, dice, and cards. Each kit will contain printed directions on how to use the items to support learning. Snacks (chips and water) will be provided to families.</p> <p>Strategy's Expected Result/Impact: Families will be able to engage in learning experiences at home. Families will have the materials needed to provide enrichment activities based engagement night learnings.</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Central has a diverse population with various socio-economic, academic, and social emotional needs. **Root Cause:** We have students with two predominant languages and are 97% economically disadvantaged, 74% Emergent Bilinguals, 24% Special Education, and 79% At Risk.

Perceptions

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

Goal 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	Reviews			
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	



No Progress



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	Reviews			
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Campus personnel will be trained in violence prevention and intervention.</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>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students 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 be provided recorders for use in music class, and appropriate supplies for art (paper, paints, markers, etc).</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>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>Students receive public acknowledgement for non-academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Funding Sources: Recorders - 211 - Title I, Part A - \$339.90</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 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>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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	Reviews			
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Central Elementary Building Leadership Team are involved in monitoring the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. MTSS meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction

2.6: Address needs of all students, particularly at-risk

Central Elementary CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jeana Wood	Title Instructional Coach	Title I, Part A	1
Tovah Poll	Title I Instructional Coach	Title I, Part A	1