

**Lewisville Independent School District**  
**Rockbrook Elementary School**  
**2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: September 2, 2024

## Demographics

### Demographics Summary

Rockbrook is a very diverse campus located in Lewisville, Texas and is one of approximately 40 elementary schools within the Lewisville Independent School District. It has been opened for 21 years and has a high mobility rate of 31.6%.

Rockbrook Elementary has approximately 558 students.

#### Gender:

Male-49.47%

Female- 50.53%

#### GT:

Yes: 2.82%

No: 97.18%

#### English Second Language:

Yes: 10.04%

#### Limited English Proficient:

0.35%

#### Economically Disadvantaged:

66.73%

**At-Risk:**

Yes: 22.89%

No: 77.11%

**Special Education:**

Yes: 19.89%

No: 80.11%

**504:**

Yes: 1.23%

No: 98.77%

**Ethnicity:**

African American-57.92%

Hispanic-22.18%

White-6.16%

2 or more- 7.57%

Asian-5.46%

**Dyslexia Program:**

Yes-2.46%

## Demographics Strengths

The school has strong relationships with several community partners such as Concerned Citizens, Zeta Phi Beta, African American Parents, and several local churches that provide mentoring, support, and special programs to meet the varied needs of our students. The school also has a strong, parent-led PTA program. Additionally, we have many programs including ESL, GT, and Communities in Schools to meet the varied needs of our students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students at Rockbrook Elementary are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR. **Root Cause:** Due to a high mobility rate of 31.6%, it is challenging to fill the gaps of all learners.

**Problem Statement 2 (Prioritized):** Teachers require additional training and support to fully teach the curriculum and provide differentiated instruction to meet the needs of all learners. **Root Cause:** Rockbrook Elementary experiences a higher than average turnover rate with teachers. There is also a higher than average number of alternatively and newly certified teachers. Several newly hired teachers are also new to the district.

**Problem Statement 3 (Prioritized):** Rockbrook Elementary has a high percentage of teachers who are within their first five years of teaching, alternatively certified, or new to the district. This impacts the quality of instruction that teachers provide and the need for professional development and ongoing support. **Root Cause:** Teacher who are within their first five years of teaching, alternatively certified, or new to the district do not have the capacity to address the diverse academic and social emotional needs of students at Rockbrook. This can lead to frustration and negatively impact teacher retention. Additional training and support are needed to prepare teachers to meet these needs.

# Student Learning

## Student Learning Summary

### STAAR Results

#### Reading:

3rd: Approaches- 66.67%, Meets- 33.33%, Masters- 5.33%

4th Grade: Approaches- 76.47%, Meets- 37.65%, Masters- 8.24%

5th Grade: Approaches- 75%, Meets- 36.84%, Masters- 15.79%

#### Math:

3rd: Approaches- 57.33%, Meets- 24%, Masters- 8%

4th: Approaches- 46.99%, Meets- 30.12%, Masters- 9.64%

5th: Approaches- 66.67%, Meets- 34.67%, Masters 9.33 %

#### Science:

5th Grade: Approaches-

Approaches- %, Meets- %, Masters- %

## Student Learning Strengths

STAAR 2.0 continues to present challenges for our students to overcome. Challenges include the new format of the test and an increased emphasis on writing. Rockbrook Elementary achieved increases in STAAR performance in some areas. The campus continues to use the i-Ready platform, tutoring, and classroom interventions to provide instruction that closes learning gaps.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students are performing lower than the district on STAAR Assessments. **Root Cause:** Students at Rockbrook Elementary present a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or new to the district, has an impact on student performance as well.

**Problem Statement 2 (Prioritized):** Teachers struggle to meet the needs of diverse learners. **Root Cause:** Many of our teachers are new to the teaching profession. As teachers work to provide excellent Tier 1 instruction, they need additional training to understand how to use data to meet the needs of all students.

**Problem Statement 3 (Prioritized):** According to the BOY ISIP Reading data, 30% of students in third grade are at Level 1. BOY ISIP Math indicates that 19% of students are at Level 1. **Root Cause:** Many teachers are new to the teaching profession and need additional training in purposeful Small Group Instruction and Independent Work Stations in both Literacy and Math.

**Problem Statement 4 (Prioritized):** Rockbrook Elementary has a lower than average attendance rate as compared to other schools in LISD. Increased absences contribute to lower student performance. **Root Cause:** Due to the diverse needs of our student population, attendance can be directly impacted. This can be attributed to a variety of reasons. In many cases, higher absences correlate to lower student performance.

**Problem Statement 5 (Prioritized):** Although Rockbrook Elementary has made considerable progress in the area of student behavior and discipline, the campus still had a high number of office referrals in the prior year. This can contribute to students missing instructional time in the classroom. **Root Cause:** Due to the diverse needs of our student population, behavior can be directly impacted. This can be attributed to a variety of reasons. In many cases, higher discipline occurrences correlate to lower student performance.

# School Processes & Programs

## School Processes & Programs Summary

Rockbrook Elementary provides students with instruction that is aligned with LISD curriculum. Professional development is offered throughout the year and is focused on helping teachers meet the needs of all students. Professional learning begins with Next Level Learning in the summer which provides intense support in the area of Tier 1 instruction. Ongoing professional development is provided in PLCs and monthly trainings. Rockbrook will continue to develop a robust PLC that is focused on student learning. The school is piloting a Guided Coalition this year which will focus on instruction and student performance. Rockbrook offers a wide variety of support services that are focused on providing services that are specific to the individualized needs of our students. The support service staff works collaboratively to make decisions that best support our students. Rockbrook will be supported by two learning facilitators in the areas of Math, RLA, Science, and Technology Integration. The campus will work closely with the facilitators to ensure teachers are prepared to deliver quality instruction. Two certified reading teachers and one certified math teacher will be providing intervention services throughout the year in order to support Tier 2 students in their academic learning. Rockbrook Elementary also utilizes the i-Ready platform to ensure students receive personalized instruction that focuses on individual student learning goals. Campus administrators will focus on working closely with teachers through the PLC and LEAD process to ensure student growth.

## School Processes & Programs Strengths

The aforementioned processes and programs have been implemented. The campus has taken foundational steps toward implementing the PLC process over the last year. This year the campus will focus on increasing teacher leadership in the PLC process. Teachers will develop a deeper understanding of quality Tier 1 instruction, understanding student performance through data analysis, and how to respond to data. Rockbrook Elementary has a goal to become a model PLC campus over the next few years. Teacher leadership will also be fostered through participation in the Guiding Coalition. Rockbrook has sent several teachers to the Solution Tree Conference and will continue to train teachers in the PLC process in order to ensure academic success for our students. Rockbrook has developed the foundations of a strong MTSS program to respond to the needs of our students. We will continue to work collaboratively through the MTSS process in collaboration with support services to ensure that the needs of all students are being met. Rockbrook provides student access to personalized instruction through the i-Ready platform. Teachers also use the platform to deliver small group instruction. We have seen improved academic performance in the first year of using i-Ready and will continue to monitor student growth.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers are in the early stage of learning to work in a collaborative, PLC culture where teams plan together and take collective ownership of student learning across the campus. Teachers are learning how to use formative assessments and data to understand student needs. **Root Cause:** Rockbrook Elementary has worked to implement PLCs over the last few years. Teachers continue to learn how to work collaboratively to design excellent Tier 1 instruction. They continue to learn how to analyze data and provide targeted small group instruction. Rockbrook Elementary has had some turnover this year and will need to continue to provide support for teachers in the PLC process.



# Perceptions

## Perceptions Summary

At Rockbrook Elementary, we have a positive outlook on student progress. There is an active partnership with the community and the school. This year, Rockbrook has an active parent led PTA that has already participated in several events including Meet the Teacher Night, Curriculum Night, and Donuts With Grownups. The campus has a strong partnership with Vista Ridge United Methodist Church and the Zeta Phi Beta organizations. Additionally, the concerned citizens and african-american parent group has partnered with the campus for several years. This organization has provided volunteers, sent students to summer stem camps and supported an annual black history writing contest. The school has a higher staff retention rate for the 2024-25 school year. Newly hired Gen. Ed Teachers have a high level of classroom experience. This year we are implementing a guiding coalition in order to increase staff participation in decision making processes. This is an area that we are targeting for increase in our 2024-2025 campus scorecard. Currently, about 65% of staff indicate that they have input on the decisions that impact them. Additionally, Rockbrook has a 5th grade leadership group that completes a variety of tasks around campus. We are looking forward to increasing these opportunities to include more grade levels and a wider variety of options for student leadership.

## Perceptions Strengths

The most recent perception data indicate strengths in both student and parent perceptions of the campus. While we have a mobility rate higher than the district and state averages, about 83% of students indicate that they have an adult on campus that they feel comfortable talking to when needed. Over 92% of parents report that their students health and well being are properly addressed and this same number say that their children are happy to attend school. Communication is a key factor in school success and almost 90% of parents believe that they receive necessary communication from the campus. From a staff perspective, approximately 85% of all staff report that they receive regular communication on the things that are necessary and important. Participation from the community/parents at school events is strong and parents reporting feeling warmly welcomed when on campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** A high number of parent and community members participate in school events, but do not necessarily participate in activities that advance student learning. Parents should also receive communication from the school on a regular basis to inform them about their student's goals and how they are progressing toward achieving them. **Root Cause:** While some parents and community members are engaged in student activities, it is important to provide a wide range of opportunities to work in partnership with the school. Barriers toward economically disadvantaged households should also be addressed. Parents and community members need multiple opportunities to partner with the school to support student's academic learning

# Priority Problem Statements

**Problem Statement 1:** Students at Rockbrook Elementary are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR.

**Root Cause 1:** Due to a high mobility rate of 31.6%, it is challenging to fill the gaps of all learners.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers require additional training and support to fully teach the curriculum and provide differentiated instruction to meet the needs of all learners.

**Root Cause 2:** Rockbrook Elementary experiences a higher than average turnover rate with teachers. There is also a higher than average number of alternatively and newly certified teachers. Several newly hired teachers are also new to the district.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students are performing lower than the district on STAAR Assessments.

**Root Cause 3:** Students at Rockbrook Elementary present a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or new to the district, has an impact on student performance as well.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Teachers struggle to meet the needs of diverse learners.

**Root Cause 4:** Many of our teachers are new to the teaching profession. As teachers work to provide excellent Tier 1 instruction, they need additional training to understand how to use data to meet the needs of all students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to the BOY ISIP Reading data, 30% of students in third grade are at Level 1. BOY ISIP Math indicates that 19% of students are at Level 1.

**Root Cause 5:** Many teachers are new to the teaching profession and need additional training in purposeful Small Group Instruction and Independent Work Stations in both Literacy and Math.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Teachers are in the early stage of learning to work in a collaborative, PLC culture where teams plan together and take collective ownership of student learning across the campus. Teachers are learning how to use formative assessments and data to understand student needs.

**Root Cause 6:** Rockbrook Elementary has worked to implement PLCs over the last few years. Teachers continue to learn how to work collaboratively to design excellent Tier 1 instruction. They continue to learn how to analyze data and provide targeted small group instruction. Rockbrook Elementary has had some turnover this year and will need to continue to provide support for teachers in the PLC process.

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

**Problem Statement 7:** Rockbrook Elementary has a lower than average attendance rate as compared to other schools in LISD. Increased absences contribute to lower student

performance.

**Root Cause 7:** Due to the diverse needs of our student population, attendance can be directly impacted. This can be attributed to a variety of reasons. In many cases, higher absences correlate to lower student performance.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Although Rockbrook Elementary has made considerable progress in the area of student behavior and discipline, the campus still had a high number of office referrals in the prior year. This can contribute to students missing instructional time in the classroom.

**Root Cause 8:** Due to the diverse needs of our student population, behavior can be directly impacted. This can be attributed to a variety of reasons. In many cases, higher discipline occurrences correlate to lower student performance.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** A high number of parent and community members participate in school events, but do not necessarily participate in activities that advance student learning. Parents should also receive communication from the school on a regular basis to inform them about their student's goals and how they are progressing toward achieving them.

**Root Cause 9:** While some parents and community members are engaged in student activities, it is important to provide a wide range of opportunities to work in partnership with the school. Barriers toward economically disadvantaged households should also be addressed. Parents and community members need multiple opportunities to partner with the school to support student's academic learning

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Rockbrook Elementary has a high percentage of teachers who are within their first five years of teaching, alternatively certified, or new to the district. This impacts the quality of instruction that teachers provide and the need for professional development and ongoing support.

**Root Cause 10:** Teacher who are within their first five years of teaching, alternatively certified, or new to the district do not have the capacity to address the diverse academic and social emotional needs of students at Rockbrook. This can lead to frustration and negatively impact teacher retention. Additional training and support are needed to prepare teachers to meet these needs.

**Problem Statement 10 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Response to Intervention (Rtl) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: September 2, 2024

**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><b>Strategy 1:</b> Teachers will use high yield instructional strategies to deliver strong Tier 1 instruction. Teachers will use strategies that were discussed in Next Level Summer Learning to design engaging instruction. Teachers will use District Curriculum to provide research-based instruction. Teachers will use decodables to provide reading intervention. Teachers will use Learning Targets to increase student awareness of expected learning outcomes. Teachers will provide explicit and direct instruction with opportunities for guided and independent practice. Teachers will use quality questioning with opportunities for peer discussion to allow students time to process and internalize new learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% of students will score at the approaches level on district level RLA assessments, 65% of students scoring at the approaching level on math an science district assessments.            Increase in reading on Tier 1 Grade 3= 70%            Increase in math in Grade 3 = 76%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Facilitators</p> <p><b>Title I:</b>            2.4, 2.5, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2  <b>Funding Sources:</b> Paper - 211 - Title I, Part A - \$2,729.20, Decodable Texts - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will develop two smart goals per grade level: one in reading and one in math. SMART goals will become the teacher's student progress LEAD goal. Teachers will facilitate student goal setting to increase student awareness of performance and progress toward goals. Teachers will monitor student progress toward these goals and adapt instruction to improve student learning. Teachers will use progress monitoring to document progress toward their SMART goals and meet regularly with administrators to discuss student progress. Teachers will connect student data to their practice and make instructional decisions that impact student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is that teachers and students will have increased awareness of learning outcomes and student performance on assessments will increase. Students will have a strong foundation of learning based on their understanding of the essential TEKS. Teachers will also develop a deeper understanding of how to use student data to positively impact student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Learning Facilitators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will determine essential TEKS that are foundational to student learning and design common formative assessments to analyze student performance. Success criteria will also be established. They will then provide interventions that address learning gaps. This will be accomplished through data analysis in the PLC process.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to use common formative assessments to impact instruction throughout the unit. They will use student data to reteach and /or provide interventions in small group to address learning gaps. Tutoring groups can also be established based on this data. The expected result is that student performance will improve. The teacher's ability to provide differentiated instruction will increase as well.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Learning Facilitators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	May	



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Hire two certified reading tutors and one certified math tutor to provide TEKS based intervention for our at risk students. Tutors will provide instruction that is based on data from unit assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive timely and effective interventions that close achievement gaps identified through the MTSS process and on campus common formative assessments, unit summatives, district curriculum-based assessments, and other universal screeners such as IStation, i-Ready, and Dibels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal of Instruction</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Certified Tutors - 211 - Title I, Part A - \$26,000</p>	Formative			Summative
	Nov	Feb	May	
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The campus will continue to use I-Ready in Reading and Math Instruction in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in targeted TEKS aligned instruction resulting in an increase in % of students meeting grade level expectations on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> I-Ready program - 211 - Title I, Part A - \$26,085</p>	Formative			Summative
	Nov	Feb	May	

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide ongoing professional learning around high-leverage instructional strategies such as training on the PLC process, data analysis, and providing differentiated instruction in small group reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% of students will score at the approaches level on district level RLA assessments, 65% of students scoring at the approaching level on math and science district assessments.            Increase in reading on Tier 1 Grade 3 = 70%            Increase in math in Grade 3 = 76%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	May	

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students at Rockbrook Elementary are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR.</p>
<p><b>Root Cause:</b> Due to a high mobility rate of 31.6%, it is challenging to fill the gaps of all learners.</p>
<p><b>Problem Statement 2:</b> Teachers require additional training and support to fully teach the curriculum and provide differentiated instruction to meet the needs of all learners. <b>Root Cause:</b> Rockbrook Elementary experiences a higher than average turnover rate with teachers. There is also a higher than average number of alternatively and newly certified teachers. Several newly hired teachers are also new to the district.</p>
Student Learning
<p><b>Problem Statement 1:</b> Students are performing lower than the district on STAAR Assessments. <b>Root Cause:</b> Students at Rockbrook Elementary present a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or new to the district, has an impact on student performance as well.</p>
<p><b>Problem Statement 2:</b> Teachers struggle to meet the needs of diverse learners. <b>Root Cause:</b> Many of our teachers are new to the teaching profession. As teachers work to provide excellent Tier 1 instruction, they need additional training to understand how to use data to meet the needs of all students.</p>

## School Processes & Programs

**Problem Statement 1:** Teachers are in the early stage of learning to work in a collaborative, PLC culture where teams plan together and take collective ownership of student learning across the campus. Teachers are learning how to use formative assessments and data to understand student needs. **Root Cause:** Rockbrook Elementary has worked to implement PLCs over the last few years. Teachers continue to learn how to work collaboratively to design excellent Tier 1 instruction . They continue to learn how to analyze data and provide targeted small group instruction. Rockbrook Elementary has had some turnover this year and will need to continue to provide support for teachers in the PLC process.

**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

**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.

**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





**High Priority**

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

Attendance Rate

Chronic truancy

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will work to increase the percentage of students who meet compulsory attendance guidelines, thus, reducing the number of students identified as being chronically absent and in need of intervention. The campus will establish an attendance committee that will meet regularly to discuss trend in student attendance. They will also design incentives to improve student attendance and monitor the impact of these programs. The committee will make plans to reinstate attendance recognitions/incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result will be that the student attendance rate will improve to 93.5% by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will conduct a weekly review of Raawee data and respond accordingly. Administrators will partner with the attendance clerk and counselor and have weekly meetings to discuss attendance. Administrators will involve campus counselors/CIS social worker to assist with meeting needs of those habitually late/absent. Regular communication will occur with parents to discuss attendance concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result will be that the student attendance rate will improve to 93.5% by the end of the year.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teacher protocols to address attendance concerns will be established. Teachers will communicate regularly with parents regarding attendance concerns. Students with attendance concerns will be included in the MTSS process and interventions will be put into place.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result will be that the student attendance rate will improve to 93.5% by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students at Rockbrook Elementary are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR.</p> <p><b>Root Cause:</b> Due to a high mobility rate of 31.6%, it is challenging to fill the gaps of all learners.</p>



## Student Learning

**Problem Statement 4:** Rockbrook Elementary has a lower than average attendance rate as compared to other schools in LISD. Increased absences contribute to lower student performance. **Root Cause:** Due to the diverse needs of our student population, attendance can be directly impacted. This can be attributed to a variety of reasons. In many cases, higher absences correlate to lower student performance.

**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

**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:

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

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will focus on strengthening partnerships with parents, thereby decreasing discipline occurrences and improving student achievement in all areas. Positive phone calls will be made to parents to communicate when students display good behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of office referrals will decrease. Academic performance will increase as students are on task and learning.</p> <p><b>Staff Responsible for Monitoring:</b> campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will utilize the learning from Safe and Civil Schools to help create a positive campus culture campuswide. CHAMPS training will be provided for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of office referrals will decrease. Academic performance will increase as students are on task and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Class Dojo will be used campus wide to set and track positive behaviors. The campus will celebrate positive behavior achievements every 9 weeks by holding a Bear Bash where teachers will be able to celebrate with their class. Restorative practices will be used to allow students who have office referrals to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of office referrals will decrease. Academic performance will increase as students are on task and learning.</p> <p><b>Staff Responsible for Monitoring:</b> campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 5</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:**

Student Learning
<p><b>Problem Statement 1:</b> Students are performing lower than the district on STAAR Assessments. <b>Root Cause:</b> Students at Rockbrook Elementary present a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or new to the district, has an impact on student performance as well.</p>

## Student Learning

**Problem Statement 5:** Although Rockbrook Elementary has made considerable progress in the area of student behavior and discipline, the campus still had a high number of office referrals in the prior year. This can contribute to students missing instructional time in the classroom. **Root Cause:** Due to the diverse needs of our student population, behavior can be directly impacted. This can be attributed to a variety of reasons. In many cases, higher discipline occurrences correlate to lower student performance.

**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

**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><b>Strategy 1:</b> Communicate with parents regarding all campus events through Facebook, Twitter, Class Dojo, Parent Smores, Parent Link, and Teacher Newsletters. Events will be offered at a variety of times to increase parent and community involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more aware of school events and parent and community involvement will increase. The school will send the monthly addition of the "Rockbrook Review" to parents highlighting campus accomplishments/recognitions, volunteer opportunities, and other campus/feeder pattern traditions. Ultimately, this will result in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Include family engagement nights to provide opportunities for parents to learn about all that the school/district has to offer for their student. Events will include Literacy Night/Open House and STEM Night. At the events, parents will also be provided with information on how they can partner with the school to support their student. Books, reading incentives, and STEM Night materials will be purchased.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will learn about ways they can support their student's learning in core content areas. such as math and reading. Ultimately, this will result in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Books, Stem and Math home activities - 211 - Title I, Part A - \$2,945.95</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct PTA meetings, Curriculum Night, and Annual Title I meeting to increase parental awareness of opportunities to engage and support student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in PTA membership Increase in the amount of participation in family engagement events</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 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 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** A high number of parent and community members participate in school events, but do not necessarily participate in activities that advance student learning. Parents should also receive communication from the school on a regular basis to inform them about their student's goals and how they are progressing toward achieving them. **Root Cause:** While some parents and community members are engaged in student activities, it is important to provide a wide range of opportunities to work in partnership with the school. Barriers toward economically disadvantaged households should also be addressed. Parents and community members need multiple opportunities to partner with the school to support student's academic learning



**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p><b>Staff Responsible for Monitoring:</b> 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 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><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			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><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>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><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 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>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><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			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Dating Violence</b></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><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>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><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			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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><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			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>				

# 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 Rockbrook 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

Rockbrook Elementary 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.

## 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>
Kristen Houst	Asst. Principal ES	Title I, Part A	1