

**Lewisville Independent School District**  
**Central Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

## LISD Mission Statement

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

# Vision

## LISD Vision Statement

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

# Value Statement

**At Central Elementary, we believe that:**

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

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# Comprehensive Needs Assessment

Revised/Approved: September 22, 2022

## Demographics

### Demographics Summary

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

Elementary Percent Economically Disadvantaged: 86%

At-Risk: 78%

Percent English Language Learners: 75%

Special Education: 17%

Mobility Rate: Approximately 15%

Enrollment by Ethnicity:

Asian 1%

Black/African American 8%

Hispanic 87%

White 3%

Two or More Races 1%

### 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, each program with a target of serving 100 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):** Not all students have achieved their full potential academically and are not showing elementary readiness in literacy. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps were working to make up for the gaps developed during the 20-21 school year with COVID protocols.

# Student Learning

## Student Learning Summary

Central Elementary students continuously reach growth targets. Central Elementary uses multiple forms of data and communicates with multiple measures for student learning by establishing performance targets for DRA/EDL, iStation, and other value added measures, including perceptual, school systems, and demographic data. We have created a culture that develops, sustains, empowers, and engages teachers through differentiated continuous professional learning based on identified teacher, student, and grade level needs resulting in academic advancement and growth for all learners.

## 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 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):** Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas.

**Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way. We are seeing student growth as vertical alignment is paying off.

# 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

Central Elementary is a family. Our Mission as a school community is that we are committed to challenge all students and support academic achievement in a safe environment, empowering them to become successful, lifelong learners and productive citizens. We believe that it takes a village so we are committed to collaboration so that all students can learn at high levels. We believe that all students can learn. Our goal at Central Elementary is to provide rich learning experiences for all students so that they are prepared to thrive in the 21st Century and beyond. Campus practices and policies have demonstrated an expectation of high learning for all. Our school is rooted in these Central Instructional Initiatives: Balanced Literacy Implementation, Guided Math Instruction, Differentiated Learning through Professional Learning Communities in order to increase student achievement.

## Perceptions Strengths

Central teachers have a common understanding of the district's mission, vision and goals. Teachers meet routinely to discuss instructional practices. Instructional planning time is built into the master schedule and includes clear processes and procedures so that the time is intentional and meaningful. Teachers use this dedicated time to make sure that instruction is aligned to standards and to the curriculum. Intervention and extension time is also built into the master schedule so that all students are provided with appropriate differentiation. School staff meetings consistently include a learning component to support the goal of learning for all.

## 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:** Parents have not been involved because of COVID protocols for the past several years, many are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.



# Priority Problem Statements

**Problem Statement 1:** Not all students have achieved their full potential academically and are not showing elementary readiness in literacy.

**Root Cause 1:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps were working to make up for the gaps developed during the 20-21 school year with COVID protocols.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas.

**Root Cause 2:** Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way. We are seeing student growth as vertical alignment is paying off.

**Problem Statement 2 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 3:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

**Root Cause 3:** Parents have not been involved because of COVID protocols for the past several years, many are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Parent/Community Data

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

# Goals

Revised/Approved: September 22, 2022

**Goal 1:** Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

**Performance Objective 1:** Board and Superintendent Goals:

- \*Increase early childhood literacy reading - % of 3rd graders that score meets grade level on Istation indicators of Progress will increase
- \*Increase early childhood math levels - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- \*Increase the % of graduates that engage in CCMR related indicators

DIP Strategies:

- \*Through a collaborative approach with PLCs, support teachers in understanding effective instructional practices
- \*Utilize district resources and coaching to customize campus support
- \*Utilize readiness dashboard to monitor student progress and discuss response
- \*Provide professional learning and support to campus leaders to increase understanding of practices and data analysis with Edugence
- \*Utilize dashboards to identify students who have not engaged in CCMR related activities to provide targeted interventions
- \*Provide academic guidance and counseling to assist students in course selections and encouragement in CTE pathways, AP and dual credit when applicable

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will make measurable growth in overall reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students, including our Hispanic and Special Education subgroups, will increase literacy development by 15 points or more as measured by Istation, CBAs, STAAR and other benchmarks through systematic Guided Reading, Literacy Stations and across content areas using reading journals, reading folders, paper, anchor chart paper, resources from HMH, Solution Tree, Think Up, Lead4ward, Learning/Reading A-Z. Title 1 tutors will be used to work in strategic small groups with students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, instructional coaches, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Paper - 211 - Title I, Part A - \$2,000, Reading A-Z - 211 - Title I, Part A - \$1,750, Title 1 tutor - N. King - 211 - Title I, Part A - \$6,600, Title 1 tutor - P. Dhoubhadel - 211 - Title I, Part A - \$4,820</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will make measurable progress in math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students, including our Hispanic and Special Education subgroups, will increase math scores as measured by Istation Math, CBAs, STAAR and other benchmarks through systematic Guided Math and Math Stations using resources like manipulatives and Lead4ward, Think Up, Solution Tree.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, instructional coaches, teachers</p> <p><b>Title I:</b> 2.4, 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 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All staff members will participate in PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, instructional coaches, teachers</p> <p><b>Title I:</b> 2.4, 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 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Not all students have achieved their full potential academically and are not showing elementary readiness in literacy. <b>Root Cause:</b> A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps were working to make up for the gaps developed during the 20-21 school year with COVID protocols.</p>
Student Learning
<p><b>Problem Statement 1:</b> Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas. <b>Root Cause:</b> Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way. We are seeing student growth as vertical alignment is paying off.</p>

**Goal 2:** Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.

**Performance Objective 1:** Board and Superintendent Goals:





- \*Ensure students are college and career-ready based on LISD readiness indicators - increase % readiness based on grades, discipline, attendance, successful completion of benchmark courses, etc.
- \*Ensure students have an environment conducive to learning by increasing the % of students that report they have a trusting relationship with staff on student survey

DIP Strategies:

- \*Through a collaborative approach with PLCs, utilize dashboard data to identify and respond to students who are not on track to meet district created readiness indicators
- \*Provide campus leadership with learning to best support students based on their individual readiness pathway
- \*Provide learning for staff to increase awareness and necessity for building strong relationships
- \*Continue to support campuses in effective implementation of Restorative Practices
- \*Provide opportunities for students to tell their stories and have a voice
- \*Celebrate successes and provide opportunities for students to connect with each other and staff

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff and students will participate in Restorative Practices and other campus wide interventions to support strong, confident relationships and culture.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff and students will participate in the House System, Restorative Practices, Second Steps and Morning Meetings to support students socio-emotional development, discipline and campus wide culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselors, staff</p> <p><b>Title I:</b> 2.5</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> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will have the ability to participate in a wide variety of experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will be given the opportunity to participate in art, music and physical education activities through community events such as grade level performance, Holiday events, arts displays and Field Day.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Specials teachers, staff</p> <p><b>Title I:</b> 2.5</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> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All students will participate in College Readiness experiences and Career Day.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will participate in Career Day.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Not all students have achieved their full potential academically and are not showing elementary readiness in literacy. <b>Root Cause:</b> A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps were working to make up for the gaps developed during the 20-21 school year with COVID protocols.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. <b>Root Cause:</b> 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:** Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive.

**Performance Objective 1:** Board and Superintendent Goals:

- \*Ensure high quality staff are employed to provide the best learning experiences for students - maintain retention rate & turnout rate
- \*Provide technology resources that prepare students to be future ready and equip staff for organizational effectiveness and efficiency
- \*Ensure the financial health of the district through frequent and regular monitoring of financial indicators
- \*Prioritize and allocate resources to ensure safety and security of students and staff





DIP Strategies:

- \*Provide opportunities for staff to be heard and have a voice in finding solutions
- \*Cultivate a culture of connectedness and positive recognition
- \*Expand recruiting sites to reach a larger diverse population of possible applicants
- \*Utilize results from device evaluation process to determine student technology needs
- \*Implement cybersecurity training to maintain low risk rating
- \*Determine key indicators for financial health to develop a dashboard
- \*Provide campuses with tools to assist in ensuring and monitoring safety
- \*Implement protocols to improve security in collaboration with local agencies

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 and COVID-19 current mitigation levels.</p> <p>Staff will monitor and support the implementation of safety and security protocols during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and staff will be able to execute the appropriate safety protocol in an emergency situation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Reception, Administration, LISD Safety and Security Department</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a robust teacher mentor program to all new hires. First year teachers will be supported by our primary campus mentor. Experienced, new to campus teachers will serve as a teacher-buddy to support their transition.</p> <p>Provide additional campus-wide teacher support services, like instructional technology &amp; learning facilitators, Skyward mentor, data specialist, department heads, guidance and counseling self-care services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase our 2023 teachers retention rates to 90% for new teachers and 95% for experienced teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide campus-wide services throughout the calendar year, including social services and resources for students and families, so students, parents, and teachers feel supported and a sense of belonging in LISD.</p> <p>Summer staff will support parent engagement, student enrollment, preparations for student learning, MTSS, staff professional learning, and implementation of state-mandated STAAR campus requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Summer support will ensure students and teachers have the resources they need to begin the school year successfully.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Clerical Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Not all students have achieved their full potential academically and are not showing elementary readiness in literacy. <b>Root Cause:</b> A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps were working to make up for the gaps developed during the 20-21 school year with COVID protocols.</p>

### Student Learning

**Problem Statement 1:** Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas. **Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way. We are seeing student growth as vertical alignment is paying off.

### School Processes & Programs

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

### Perceptions

**Problem Statement 1:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** Parents have not been involved because of COVID protocols for the past several years, many are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

**Goal 4: Cornerstone 4/Community Engagement:** Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.

**Performance Objective 1: Board and Superintendent Goals:**





\*Ensure the desired LISD culture of connectedness is communicated and felt internally and by key stakeholders - increase parent survey responses for communicating with parents and feeling welcomed.

**DIP Strategies:**

- \*Provide clear and proactive communication commitments for engaging with stakeholders and resolving concerns
- \*Provide opportunities for staff and stakeholders to engage with and connect at the campus and district level
- \*Increase opportunity to provide feedback through pulse surveys

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will start a PTA and have monthly meetings attached to student performances. Parents will participate as classroom helpers and campus volunteers for daily operations and large events.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel welcome and will participate in more schoolwide events and parent education opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> All Campus Staff</p> <p><b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Partner with community stakeholders in the development of plans to help achieve our campus mission, vision, goals, and CIP strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will participate in the development of the Title I Parent Compact and Parent Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Ice Cream for Parent Title 1 Meeting - 211 - Title I, Part A - \$89</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase opportunities for authentic stakeholder engagement and partnership through a variety of students, parent, and community engagement events designed to provide academic transparency, positive social-emotional experiences, and parenting support.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will participate in opportunities for engagement outside of the school day each semester. Experiences include participation in developing the Title I School Compact, Title I Parent Engagement Policy, membership on the Building Leadership Team, Family Movie Night, and Title I Parent Engagement Night.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Not all students have achieved their full potential academically and are not showing elementary readiness in literacy. <b>Root Cause:</b> A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps were working to make up for the gaps developed during the 20-21 school year with COVID protocols.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. <b>Root Cause:</b> 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>

## Perceptions





**Problem Statement 1:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** Parents have not been involved because of COVID protocols for the past several years, many are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

**Goal 5: 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; STAAR scores, local grades and assessments; campus staff observations and reflections; 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.</p> <p>RaaWee will be used to monitor excessive absences and a process is used to refer students to the counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
<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 5: Federal and State Mandates**





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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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</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>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</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 and community involvement; 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>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2: 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>	Formative			Summative
	Nov	Jan	Mar	June
<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>				







**Goal 5:** 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:** STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</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>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</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>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>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				





**Goal 5:** Federal and State Mandates

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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; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</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><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				





**Goal 6: 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; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LISD Assessment and Accountability Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system.</p> <p><b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Learning and Teaching Schools and Student Activities</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				