

Lewisville Independent School District
College Street Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Each day we build relationships while modeling and teaching habits of highly effective people through authentic learning experiences.

Vision

A welcoming community where individual strengths are valued and EVERYONE feels empowered to be positive leaders.

Value Statement

At College Street Elementary, we believe that:

- Students have leadership qualities and potential who will thrive in the 21st century.
- Students learn best when given opportunities to be risk-takers and creative thinkers.
- Students should be provided engaging real-world learning experiences everyday.
- Through Professional Learning Communities, our staff will embrace high levels of learning for all students.

College Street’s vision is to be a welcoming community where individual strengths are valued and everyone feels empowered to be positive leaders. Our mission is to build relationships while modeling and teaching Dr. Stephen Covey’s “7 Habits of Highly Effective People” through authentic, real-world learning experiences and “The Leader in Me” program. We are committed to empowering our students by creating a safe and nurturing environment where all voices can be heard and valued. It is our belief that when students, parents, staff and the community partner together, we all have the opportunity to have a positive influence our future and the future of others.

Comprehensive Needs Assessment

Revised/Approved: September 27, 2018

Demographics

Demographics Summary

Enrollment

Grade level	Male	Female	Total
Kindergarten	19	20	39
1st grade	18	15	33
2nd grade	18	23	41
3rd grade	20	27	47
4th grade	27	21	48
5th grade	25	21	46
Total	127	127	254

Total enrollment for 2017-18 was 254 students versus 222 students in 2016-17. This was an increase of 32 students.

Ethnicity

Code	Ethnicity	Male	Female	Total	Number	Percentage
1	American Indian or Alaskan Native	2	3	5		1.96%
2	Asian	3	1	4		1.57%
3	African American	30	28	58		22.75%
4	Hawaiian	0	0	0		0
5	White	41	35	76		29.8%
6	Hispanic	42	54	96		37.65%
7	Multiracial	10	6	16		6.27%

Ethnicities were comparable to 2016-17 percentages with slight a decrease in white and African American population, and a slight increase in Hispanic and multiracial population.

Attendance

Student attendance rate 96.05%

Staff attendance rate 89%

Number of students with perfect attendance: 21 (8%)

Number of students with no tardies for the year: 76 (30%)

Number of students that missed 10% or more of the instructional days: 10 (4%)

Students missing more than 10% of the instructional days went up from 4 students in 2017 to 10 students in 2018. Student attendance rate is comparable to 16-17 which was 96.4%. Staff attendance rate decreased from 93% in 16-17 to 89% in 17-18.

Discipline

Ethnicity	Students at CSE	Offenses	Actions
American Indian or Alaskan Native	5 (1.96%)	9 (4%)	9 (4%)
Asian	4 (1.57%)	0 (0%)	0 (0%)
African American	58 (22.75%)	61 (28.6%)	63 (28.5%)
Hawaiian	0 (0%)	0 (0%)	0 (0%)
White	76 (29.8%)	65 (30.5%)	68 (30.7%)
Hispanic	96 (37.65%)	50 (23.4%)	52 (23.5%)
Multiracial	16 (6.27%)	28 (13%)	29 (13%)
Totals	254	213	221

Number of students referred to the office decreased from 78 (35%) students in 2016-17 to 59 (23%) students in 2017-18. Even though student population increased, total number of students being referred the office decreased. In 16-17, there were 209 total offenses and in 2017-18, there were 213 total offenses. When referring to discipline by ethnicity, the overrepresentation of African Americans in discipline referrals/actions decreased from 11% in 2016-17 to 6% in 2017-18. Hispanic students receiving office referrals in 2016-17 were under-represented by 5% and in 2017-18, continued to be under-represented by 14%. White students receiving office referrals/actions compared to white student population almost identically in 16-17 and 17-18. In 17-18, multiracial students were slightly overrepresented in referrals/actions by (6.7%).

Out of Placement comparison (16-17 and 17-18)

While out of placement actions increased from 15-16 to 16-17, out of placement actions decreased from 16-17 to 17-18 even though student population grew by 32 students during this time.

Offenses (17-18)

The most common offenses resulting in an office referral were class disruption (54), bus violations (40), disrespect (35), and persistent misbehavior (33). Inappropriate physical contact and pushing/shoving when combined were common when paired together at 47 offenses. Serious offenses involving student safety were not common at College Street Elementary 2017-18.

Actions (17-18)

Time out in the Principal's office was the most common action assigned with 75 occurrences. Full day in school suspension was served 38 times, and half day in school suspension was served 31 times for a total of 69 occurrences of ISS. Restorative practices were used throughout the year in conjunction with other consequences and sometimes in isolation. Restorative practices were not always documented in Skyward. Skyward reflects 37 occurrences of restorative practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. **Root Cause:** Strategies for self-regulation and following expectations were not consistent.

Student Academic Achievement

Student Academic Achievement Summary

Istation

Beginning of year istation data versus end of year istation data shows that tier 3 in all grade levels reduced by half except in Kindergarten and 2nd grade. Overall, students on tier 1 increased from 53% in September to 62% in May. Tier 1 Istation data is comparable to last year with tier 1 increasing from 52% to 65% in 16-17. Tier 2 movement hovered between 19% and 24% of students throughout the year.

Grade level Istation Data:

Kinder - BOY Tier 1 - 47%, Tier 2 - 29%, Tier 3 - 24%

Kinder - EOY Tier 1 - 49%, Tier 2 - 26%, Tier 3 - 26%

1st GR - BOY Tier 1 - 39%, Tier 2 - 25%, Tier 3 - 36%

1st GR - EOY Tier 1 - 52%, Tier 2 - 33%, Tier 3 - 15%

2nd GR - BOY Tier 1 - 57%, Tier 2 - 27%, Tier 3 - 16%

2nd GR - EOY Tier 1 - 61%, Tier 2 - 24%, Tier 3 - 15%

3rd GR - BOY Tier 1 - 43%, Tier 2 - 23%, Tier 3 - 35%

3rd GR - EOY Tier 1 - 65%, Tier 2 - 23%, Tier 3 - 13%

4th GR - BOY Tier 1 - 50%, Tier 2 - 14%, Tier 3 - 36%

4th GR - EOY Tier 1 - 68%, Tier 2 - 17%, Tier 3 - 15%

5th GR - BOY Tier 1 - 76%, Tier 2 - 12%, Tier 3 - 12%

5th GR - EOY Tier 1 - 85%, Tier 2 - 9%, Tier 3 - 6%

Writing Scores

Students scoring accomplished and satisfactory on monthly writing prompts increased from 14% in October to over 60% at the end of the year. This is compared to 65% scoring at the accomplished/proficient level at the end of the 16-17 school year.

CBA and Benchmarks

Grade	Subject	Assess.	Approach	Meets	Masters
2nd Grade	Math	MOY CBA	62% avg.	35%	3%
	Math	EOY CBA	63% avg.	40%	10%
		1st 9wk CBA	73%	51%	11%
	Math	2nd 9wk CBA	68%	47%	19%
3rd Grade		Benchmark	52%	19.5%	6.5%
		1st 9wk CBA	35%	11%	6%
	Reading	2nd 9wk CBA	55%	20%	8%
		Benchmark	61%	15%	6.5%
	Science	EOY CBA	87%	53%	24%
	Math	1st 9wk CBA	52%	46%	18%
4th Grade		Benchmark	42%	11%	4%
	Reading	1st 9wk CBA	36%	13%	2%
		Benchmark	54%	21.7%	13%
	Writing	Benchmark R&E	39%	14%	2%
	Science	EOY CBA	91%	55%	26%
		1st 9wk CBA	79%	37%	16%
	Math	2nd 9wk CBA	58%	18%	0%
		Benchmark	51%	16%	2%
5th Grade	Reading	1st 9wk CBA	62%	18%	4%
		Benchmark	64%	27%	13%
	Science	1st 12wk CBA	74%	37%	13%
		Benchmark	57%	20%	7%

STAAR

Students approaching grade level went up in 3rd grade reading, 4th grade math, 5th grade reading, and 5th grade math. Students meeting grade level decreased in 3rd grade math, 4th grade reading, 4th grade writing, and 5th grade science. All students, all tests approaching grade level was 68% which is the same as 16-17.

Subjects	Reading	Math	Writing	Science	Totals
Total Met Standard 16-17	82	85	29	23	219 (215)
Total Met Standard 17-18	97	91	21	28	245
Total Tests 16-17	122	123	46	33	324 (308)
Total Test 17-18	130	130	45	47	378
16-17	67%	69%	63%	70%	67.5%
17-18	75%	70%	46%	60%	64.8%

For all students, all tests, 75% of students met standard (approaches) in reading and 70% of students met standard (approaches) in math. This is an increase from 16-17. Writing and science decreased for 16-17.

3 levels of meeting standard 16-17 compared to 17-18:

	# Approaching 16-17	# Approaching 17-18	% Approaching 16-17	% Approaching 17-18	# MEETS 16-17	# MEETS 17-18	% MEETS GL 16-17	% MEETS GL 17-18	# MASTERS 16-17	# MASTERS 17-18	% MASTERS 16-17	% MASTERS 17-18
3rd Reading	21	31	48%	74%	9	14	20%	33%	7	5	16%	12%
3rd Math	29	22	66%	52%	7	10	16%	24%	2	3	5%	6%
4th Reading	34	30	76%	67%	18	15	40%	33%	8	10	18%	22%
4th Math	30	33	65%	73%	14	16	30%	36%	6	5	13%	11%

4th Writing	29	21	63%	46%	14	11	30%	24%	1	1	2%	2%
5th Reading	27	36	82%	84%	12	23	36%	53%	3	11	9%	26%
5th Math	26	36	79%	84%	9	16	27%	37%	6	4	18%	9%
5th Science	23	26	70%	60%	8	13	24%	30%	2	5	6%	12%
Total	219	235	67.5%	67.5%	91	118	28%	34%	35	44	11%	13%

For all students, all tests, the percentage of students approaching remained the same at 67.5%. There was an increase in students meeting grade level which was 28% in 16-17 and rose to 34% in 17-18. There was also an increase in students reaching the masters level which was 11% in 16-17 and rose to 13% in 17-18. Areas that increased (green) or decreased (red) are noted in the table above.

Met Standard by Subgroups

Numbers	All	AfAm	Hisp	Wh	ED	SPED	ELL
Totals	130	30	57	41	97	26	19
Read	97 (75%)	17 (50%)	42 (76%)	34 (83%)	68 (70%)	10 (38%)	13 (68%)
Math	92 (71%)	14 (47%)	36 (63%)	30 (78%)	55 (57%)	12 (46%)	9 (46%)

Overall, African Americans are not performing as well as other subgroups in Reading and Math.

There was a big drop for economically disadvantaged and ELL students from the reading to the math performance. Special education students scored very low in both reading and math. African American and Special education students were more than 20% lower on both reading and math.

ELL students was also 25% less than the “All” in Math. Special education teacher and the Language Acquisition Specialist will be invited to join grade level PLCs during the next school year. All staff members will learn more strategies, such as Academic Vocabulary, to meet the needs of all students.

Grades

Grades (2nd-5th grade)	16-17 (out of 159 students)	17-18 (out of 182 students)
All A’s for the EOY average	24 (15%)	26 (14%)
All A’s/B’s for the EOY average	82 (52%)	130 (71%)
Failed at least one subject during the year	26 (16%)	40 (22%)

Science	1
Social Studies	2

The content area with the most failures for end of year average was spelling. Only one student failed multiple content areas for end of year average (ELAR combined, math, science, social studies). 5 students failed multiple content areas for the year if one looks at ELAR combined as individual content areas (Spelling, Reading, Composition). Students failing a content area for the year increased from 4% in 2016-17 to 7.6% in 2017-18. Students failing at least one content area for at least one nine week term increased from 16% in 2016-17 to 22% in 2017-18. When looking at failures by ethnicity, white students were overrepresented and hispanics were underrepresented. When looking at failures by special program, 504 and Special Ed were overrepresented.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: African American students did not perform as expected on STAAR. **Root Cause:** Cultural proficiency and instructional strategies were not utilized effectively.

Problem Statement 2: ELL students did not meet the expected target on STAAR. **Root Cause:** SIOP strategies were not implemented effectively.

Problem Statement 3: Special education students did not meet the expected target on STAAR. **Root Cause:** Students did not have enough access to grade level TEKS.

School Processes & Programs

School Processes & Programs Summary

Participation in Special Programs

	RtI	504	Sped	Lang Sci	ESL
Kindergarten (39)	12 (31%)	2 (.05%)	5 (13%)	0 (0%)	3 (8%)
1st grade (33)	10 (30%)	7 (21%)	3 (9%)	2 (6%)	4 (12%)
2nd grade (41)	14 (34%)	9 (22%)	2 (5%)	7 (17%)	1 (2%)
3rd grade (47)	11 (23.4%)	6 (13%)	7 (15%)	4 (8.5%)	7 (15%)
4th grade (48)	6 (13%)	9 (19%)	10 (21%)	6 (12.5%)	9 (19%)
5th grade (46)	7 (15%)	9 (20%)	8 (17%)	1 (2%)	5 (11%)
Total (254)	60 (24%)	42 (17%)	35 (14%)	20 (7.8%)	29 (11%)

137 students participate in 504, RtI, and/or Special Education which is 54% of students.

	2016-2017	2017-2018
RtI	60 (27%)	60 (24%)
504	35 (16%)	42 (17%)
SpEd	34 (15%)	35 (14%)
ESL	22 (12%)	29 (11%)
GT	14 (6%)	12 (4.7%)
Lang Sci	14 (6%)	20 (7.8%)
Econ Disadvantaged	149 (67%)	188 (74%)
At Risk	86 (39%)	108 (42.5%)

Participation in special programs has remained comparable from 16-17 school year to 17-18 school year.

Response to Intervention

Grade Level	Tier 1	Tier 2	Tier 3	Receiving interventions while under 504/Speech	Students served through RtI in 17-18
Kindergarten	6	4	0	2	12 (31%)
1st	2	6	0	2	10 (30%)

2nd	1	8	4	1	14 (34%)
3rd	2	7	2	0	11 (23.4%)
4th	0	5	0	1	6 (13%)
5th	1	4	1	1	7 (15%)
	12	34	7	Total:	60 (24%)

60 students were served through RTI in 17-18 which is similar to last year's numbers. The majority of students received tier 2 interventions from specialists on campus and classroom teachers.

6/7 students referred from RTI qualified for special education services.

8/9 students referred from RTI qualified for the Language Sciences program through 504.

Leader in Me

Approximately 120-130 students participated in LEAD roles each semester (49%). All students used a leadership notebook in the classroom for goal setting and reflection. All students participated in leadership roles in the classroom.

Personnel

There are 3 special education teachers and a paraprofessional who work with the special education students. There is one teacher who teaches the Language Sciences program (MTA), one teacher who teaches Gifted and Talented, and one part-time Language Acquisition Specialist and paraprofessional for the ELL students. We have one counselor, one assistant principal and one principal. Other staff members include PE, Art, Music, Librarian and the Title 1 Instructional Coach and paraprofessional.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: African American students did not perform as expected on STAAR. **Root Cause:** Cultural proficiency and instructional strategies were not utilized effectively

Problem Statement 2: ELL students did not meet the expected target on STAAR. **Root Cause:** SIOP strategies were not implemented effectively.

Problem Statement 3: Special education students did not meet the expected target on STAAR. **Root Cause:** Students did not have enough access to grade level TEKS.

Perceptions

Perceptions Summary

Panorama Survey

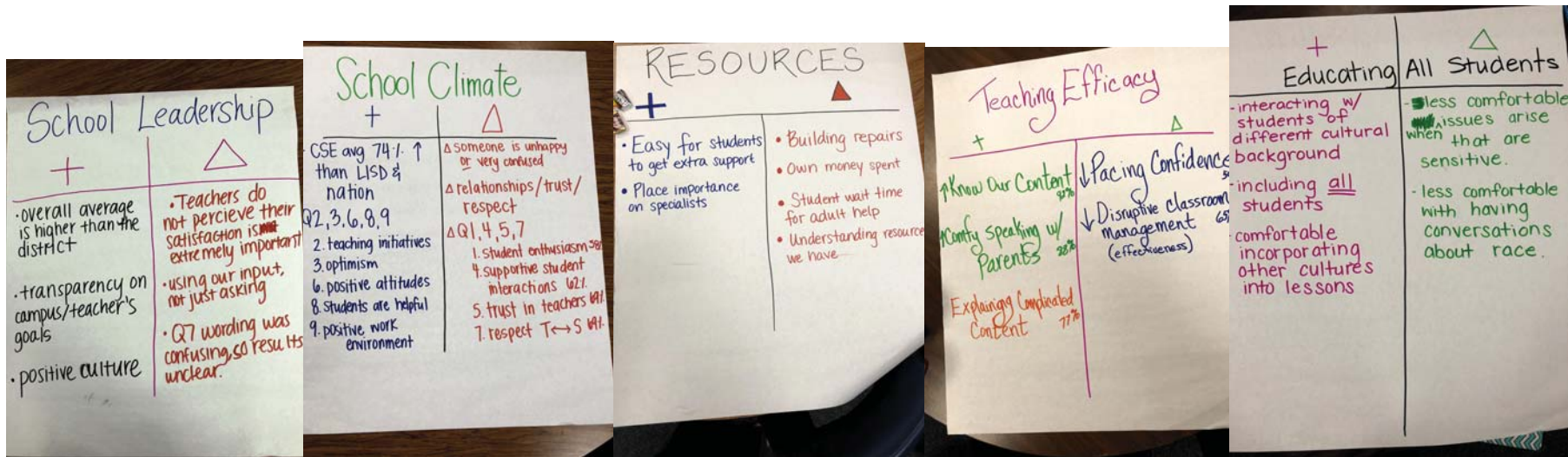
Summary

Topic Description	Results	Comparison
Educating All Students Faculty perceptions of their readiness to address issues of diversity.	74%	81% Elementary Schools 79% Lewisville Independent School District
Resources Perceptions of the adequacy of the school's resources.	32%	51% Elementary Schools 53% Lewisville Independent School District
School Climate Perceptions of the overall social and learning climate of the school.	74%	71% Elementary Schools 67% Lewisville Independent School District
School Leadership Perceptions of the school leadership's effectiveness.	72%	66% Elementary Schools 65% Lewisville Independent School District
Teaching Efficacy Faculty perceptions of their professional strengths and areas for growth.	74%	78% Elementary Schools 78% Lewisville Independent School District

26 responses

Panorama results showed that teachers' perceptions of school climate and school leadership are higher than the district and overall elementary school comparisons. Educating all students and teaching efficacy were slightly lower than the district and overall elementary school comparisons. Resources came in much lower than the district or overall elementary comparisons.

Staff reflections on Panorama Survey



Suggestions made by teams based on Panorama survey:

Based on panorama results for questions about race and other sensitive issues of diversity, that is something we are least comfortable discussing with students. Maybe we could spend some time reviewing cultural proficiency and ways to approach sensitive topics at professional development?

Especially in upper grades, most students are performing on Tier 1 in istation, yet percentage of students who fail the reading STAAR is much lower. Do we need to change our Reading goal to something that better measures student reading success?

Can we get cards with questions/prompts to use as reference during Restorative Chats with students (suggested at staff meeting also)?

Parent Survey

Results of Parent Survey for :		College Street				
	Total Resp.	Strongly Agree	Agree	Disagree	Strongly Disagree	
I am satisfied with my child's school.	32	75%	19%	0%	6%	
The staff members care about my child.	32	81%	19%	0%	0%	
If my child has a problem they can't solve on their own, they know they can go to a staff member at this school (e.g. teacher, counselor or principal) for help.	32	72%	16%	9%	3%	
My child's school informs me about my child's grades and learning throughout the year.	32	75%	19%	6%	0%	
My child generally feels safe at this school.	32	78%	19%	0%	3%	
My child is glad to come to this school most of the time.	32	75%	22%	0%	3%	
The staff members encourage my child to do their best.	32	81%	16%	3%	0%	
Teachers do a good job of making sure my child knows how they can get help if they fall behind.	32	75%	16%	9%	0%	
My child believes that the work they do in this school is important.	32	69%	25%	3%	3%	
Parent/families who visit the school are welcomed, treated with respect, and encouraged to be involved.	32	81%	16%	3%	0%	
The school/staff does a good job of communicating with parents/families.	32	81%	19%	0%	0%	
If I had concerns about my child or about the school, I would feel comfortable discussing the situation with a staff member (e.g. teacher, counselor, principal).	32	84%	9%	3%	3%	
My child's culture and individual needs are recognized by school personnel.	32	72%	19%	3%	6%	
My child is assigned the appropriate amount of homework for his/her grade level.	32	56%	34%	9%	0%	

Results of Parent Survey for :		College Street				
	Total Resp.	Adequate	Overly Restrictive	Not Rest. Enough	I don't know	No Opinion
LISD filters internet access and applications beyond what is required by federal law. In your opinion, is LISD's filtering for school students:	32	53%	3%	9%	13%	22%

	Total Resp.	Strongly Agree	Agree	Dis-agree	Strongly Disagree	No iPad
I observe my child using their school issued iPad for school related activities.	31	6%	23%	6%	0%	65%

	Total Resp.	No iPad	No	Yes
Do you utilize the parent control and restrictions for your child's LISD issued iPad?	32	66%	16%	19%

According to parent survey, parents are most satisfied with their ability to discuss concerns with a staff member, feeling like the staff members care about their child and encourage their child. Parents also feel welcome, encouraged to get involved, and that the lines of communication are open. The lowest scoring items on the survey were in regard to the amount of homework students are assigned and students feeling like the work they complete is important.

Gallup Survey- 5th Grade

ENGAGEMENT INDEX*

56%

N=39



- Engaged
- Not Engaged
- Actively Disengaged

ENGAGEMENT GRANDMEAN

	Your School		Your District		U.S. Overall
	2016	2017	2016	2017	2017
Overall	4.07	3.97	3.93	3.90	3.85
At this school, I get to do what I do best every day.	3.88	3.42	3.63	3.61	3.53
My teachers make me feel my schoolwork is important.	4.16	4.13	4.05	4.00	3.98
I feel safe in this school.	4.14	3.95	4.08	4.03	3.88
I have fun at school.	3.91	3.59	3.53	3.50	3.45
I have a best friend at school.	4.69	4.65	4.40	4.38	4.35
In the last seven days, someone has told me I have done good work at school.	3.50	3.15	3.69	3.65	3.61
In the last seven days, I have learned something interesting at school.	4.13	3.37	3.91	3.89	3.86
The adults at my school care about me.	4.00	4.40	3.95	3.90	3.82
I have at least one teacher who makes me excited about the future.	4.39	4.32	4.10	4.08	4.08

GRANDMEAN BY GRADE

	5th	6th	7th	8th	9th	10th	11th	12th
	3.97	-	-	-	-	-	-	-

ITEM RESPONSES

	TOTAL N	%1 %2 %3 %4 %5				
		Strongly Disagree		Strongly Agree		
At this school, I get to do what I do best every day.	43	12	9	23	37	19
My teachers make me feel my schoolwork is important.	40	0	20	5	18	58
I feel safe in this school.	40	3	13	23	13	50
I have fun at school.	44	9	16	18	20	36
I have a best friend at school.	43	2	2	5	9	81
In the last seven days, someone has told me I have done good work at school.	39	18	21	15	21	26
In the last seven days, I have learned something interesting at school.	41	17	10	20	27	27
The adults at my school care about me.	40	0	10	3	25	63
I have at least one teacher who makes me excited about the future.	44	5	9	2	18	66

*A minimum n size of 100 is required for full index results and a minimum of 30 for percentage response only results.

HOPE INDEX*

N=41



HOPE GRANDMEAN

	Your School		Your District		U.S. Overall
	2016	2017	2016	2017	2017
Overall	3.91	4.24	4.25	4.22	4.20
I know I will graduate from high school.	4.11	4.45	4.72	4.70	4.65
I have a great future ahead of me.	4.27	4.55	4.44	4.42	4.40
I can think of many ways to get good grades.	3.97	3.69	4.19	4.17	4.17
I have many goals.	3.81	3.93	4.25	4.18	4.16
I can find many ways around problems.	3.81	3.60	3.97	3.95	3.89
I have a mentor who encourages my development.	3.48	4.30	3.54	3.49	3.45
I know I will find a good job in the future.	4.31	4.60	4.37	4.36	4.37

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.24	-	-	-	-	-	-	-

ITEM RESPONSES

	TOTAL N					
		%1	%2	%3	%4	%5
		Strongly Disagree		Strongly Agree		
I know I will graduate from high school.	29	0	7	10	14	69
I have a great future ahead of me.	38	0	0	11	24	66
I can think of many ways to get good grades.	42	10	7	21	29	33
I have many goals.	42	7	10	19	12	52
I can find many ways around problems.	40	8	20	18	15	40
I have a mentor who encourages my development.	44	5	9	7	11	68
I know I will find a good job in the future.	35	3	0	6	17	74

2017-2018 Student Survey Report - 2017-2018 Survey - 2017-2018 Survey

CAREER/FINANCIAL LITERACY

N=35

CAREER/FINANCIAL LITERACY GRANDMEAN	Your School		Your District		U.S. Overall
	2016	2017	2016	2017	2017
Overall	2.87	3.63	3.35	3.35	3.30
I have a paying job now.	1.33	2.79	2.06	2.09	2.15
I am learning how to save and spend money.	3.81	3.91	3.70	3.70	3.73
I have a bank account with money in it.	1.92	2.62	3.26	3.25	3.21
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.34	4.84	4.35	4.32	4.09

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
3.63	-	-	-	-	-	-	-

ITEM RESPONSES

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree	Strongly Agree			
I have a paying job now.	42	40	5	17	12	26
I am learning how to save and spend money.	43	12	9	7	21	51
I have a bank account with money in it.	39	46	10	10	3	31
I am involved in at least one activity, such as a club, music, sports or volunteering.	43	0	0	7	2	91

Results of student Gallup Survey, taken by 5th graders, are comparable to last year's numbers with some slight decreases. Results are comparable to district responses with some areas scoring higher and other areas scoring lower. Engagement and hope were the highest scoring areas with career/financial literacy and entrepreneurial aspiration scoring lower.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Results of student Gallup Survey, taken by 5th graders, are comparable to last year's numbers with some slight decreases. **Root Cause:** Cultural proficiency and instructional strategies were not utilized effectively.

Problem Statement 2: Educating all students, teaching efficacy, and resources were lower scales on Panorama. **Root Cause:** Cultural proficiency and instructional strategies were not utilized effectively.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Revised/Approved: September 27, 2018

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 1: I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others.

Evaluation Data Source(s) 1: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Staff will determine, monitor professional goals and share learning with others.	2.4	All staff members	100% of teachers will make progress toward their professional goals.				
Problem Statements: Perceptions 2							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Educating all students, teaching efficacy, and resources were lower scales on Panorama. Root Cause 2: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 2: I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

Evaluation Data Source(s) 2: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 1) Classrooms will have aligned instruction to the LISD curriculum	2.4	Administrators	85% of classrooms will have evidence of strong alignment to the district curriculum and/or TEKS based on classroom walk through data.				
Problem Statements: Student Academic Achievement 3							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Professional Learning Communities will be used to analyze data through formative and summative assessments to identify specific student learning needs.	2.4, 2.5, 2.6	Title 1 coach Administrators Teachers	PLC minutes will show how staff analyzed data and determined next steps in instruction.				
Problem Statements: Student Academic Achievement 1, 2, 3							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Utilize materials to support TEKS instruction and STAAR practice.	2.4	Administrators Classroom teachers	An increase in student performance on all subpopulations on STAAR.				
Problem Statements: Student Academic Achievement 1, 2							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: African American students did not perform as expected on STAAR. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.
Problem Statement 2: ELL students did not meet the expected target on STAAR. Root Cause 2: SIOP strategies were not implemented effectively.

Problem Statement 3: Special education students did not meet the expected target on STAAR. **Root Cause 3:** Students did not have enough access to grade level TEKS.

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 3: I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.

Evaluation Data Source(s) 3: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Focus on literacy and reading differentiated instruction, monitoring student progress through schoolwide/class/individual goal setting and interventions with Title 1 coach and instructional support staff.	2.4, 2.5, 2.6	All staff members Administrators	85% of students in grades K-5 will be on grade level for reading or have 6 months progress as measured by Istation.				
	Problem Statements: Student Academic Achievement 1, 2, 3						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Focus on best practices and differentiation of Math instruction, including interventions with the Title 1 coach and Title 1 instructional support staff.	2.4, 2.5, 2.6	All staff members Administrators	All students will show progress in the mastery of math skills by evidence of common formative assessments and summative assessments.				
	Problem Statements: Student Academic Achievement 1, 3						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 3) Focus on an increase writing progress through school-wide/class/individual goal setting.	2.4, 2.5, 2.6	All Staff members Administration	85% of students in grades K-5 will be on grade level or show progress as measured by district writing rubric.				
	Problem Statements: Student Academic Achievement 1, 2, 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: African American students did not perform as expected on STAAR. **Root Cause 1:** Cultural proficiency and instructional strategies were not utilized effectively.

Problem Statement 2: ELL students did not meet the expected target on STAAR. **Root Cause 2:** SIOP strategies were not implemented effectively.

Problem Statement 3: Special education students did not meet the expected target on STAAR. **Root Cause 3:** Students did not have enough access to grade level TEKS.

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners.

Evaluation Data Source(s) 4: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Leadership notebooks will be used for goal setting, tracking and reflections.	2.4, 2.5	Classroom Teachers Administrators	100% of students will use a leadership notebook.				
Problem Statements: Student Academic Achievement 1, 2, 3							
Critical Success Factors CSF 1 2) ePortfolios will be used to show authentic and relevant work and reflection.	2.4, 2.5	4th and 5th grade teachers Administrators	100% of 4th and 5th grade students will utilize ePortfolios.				
Problem Statements: Student Academic Achievement 1, 2, 3							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: African American students did not perform as expected on STAAR. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.
Problem Statement 2: ELL students did not meet the expected target on STAAR. Root Cause 2: SIOP strategies were not implemented effectively.
Problem Statement 3: Special education students did not meet the expected target on STAAR. Root Cause 3: Students did not have enough access to grade level TEKS.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols.

Evaluation Data Source(s) 1: Safety and security reports; drill logs; discipline data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Consistent school-wide routines and procedures will be taught and reinforced.	2.6	Administrators Staff	Discipline referrals and data will be analyzed each 9 weeks.				
Problem Statements: Demographics 1							
Critical Success Factors CSF 6 2) Complete FEMA safety protocols, drills, and intruder assessments	2.6	Administrators	100% of drills will be conducted and debriefed.				
Problem Statements: Demographics 1							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 2: I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; Find and promote students' passion and interests.

Evaluation Data Source(s) 2: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Restorative practices will be implemented.	2.6	Administrators Teachers	100% of classrooms will participate in Morning Meetings (Habit Huddles), respect agreements and circles.				
	Problem Statements: Demographics 1						
Critical Success Factors CSF 6 2) Staff professional learning regarding cultural proficiency and restorative practices will continue, including attending conferences.	2.4	All staff member	Increased awareness of cultural differences, student engagement and decrease of office referrals.				
	Problem Statements: Demographics 1 - Perceptions 1						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.
Perceptions
Problem Statement 1: Results of student Gallup Survey, taken by 5th graders, are comparable to last year's numbers with some slight decreases. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 3: I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission.

Evaluation Data Source(s) 3: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) The Leader in Me program will continue.	2.5	Lighthouse Team	100% of students will have meaningful leadership roles (school-wide and/or classroom)				
Problem Statements: Demographics 1 - Perceptions 1, 2							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.
Perceptions
Problem Statement 1: Results of student Gallup Survey, taken by 5th graders, are comparable to last year’s numbers with some slight decreases. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.
Problem Statement 2: Educating all students, teaching efficacy, and resources were lower scales on Panorama. Root Cause 2: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 4: I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

Evaluation Data Source(s) 4: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 1) Utilize district curriculum performance tasks and teacher created assessments to showcase and monitor student learning.	2.4, 3.2	Classroom teachers Administrators	Student-led conferences will be held once a year for students to communicate learning to parents.				
Problem Statements: Student Academic Achievement 1, 2, 3							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: African American students did not perform as expected on STAAR. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.
Problem Statement 2: ELL students did not meet the expected target on STAAR. Root Cause 2: SIOP strategies were not implemented effectively.
Problem Statement 3: Special education students did not meet the expected target on STAAR. Root Cause 3: Students did not have enough access to grade level TEKS.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.

Evaluation Data Source(s) 5: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Cougar Time (clubs) will align with staff strengths and student interests.	2.5	Administrator Lighthouse Team	100% of students will choose clubs of their choice each semester.				
Problem Statements: Demographics 1 - Perceptions 1							
Critical Success Factors CSF 6 2) Leader Buddies will be utilized for cross-grade level groups to share learning.	2.5, 2.6	Classroom teachers Administrators	Students will meet with Leader Buddies once a month for team building and sharing learning.				
Problem Statements: Demographics 1 - Perceptions 1							

Performance Objective 5 Problem Statements:





Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.
Perceptions
Problem Statement 1: Results of student Gallup Survey, taken by 5th graders, are comparable to last year's numbers with some slight decreases. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 1: I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

Evaluation Data Source(s) 1: Staff meeting agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Maximize the use of technology to enhance student learning and experiences.	2.4, 2.5	Classroom teachers Administrators	All teachers will meaningfully integrate technology into the learning environment for students.				
Problem Statements: Perceptions 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Educating all students, teaching efficacy, and resources were lower scales on Panorama. Root Cause 2: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.

Evaluation Data Source(s) 2: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Support job-embedded professional learning and capacity building for teachers through the use of instructional facilitators and Title 1 Instructional Coach.	2.5, 2.6	Classroom teachers Administrators	Staff will regularly meet with instructional facilitators as evidenced by facilitator logs. Staff will meet regularly with the Title 1 coach as evidenced by logs and minutes.				
Problem Statements: Student Academic Achievement 1, 2, 3 - Perceptions 2							

Performance Objective 2 Problem Statements:





Student Academic Achievement
Problem Statement 1: African American students did not perform as expected on STAAR. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.
Problem Statement 2: ELL students did not meet the expected target on STAAR. Root Cause 2: SIOP strategies were not implemented effectively.
Problem Statement 3: Special education students did not meet the expected target on STAAR. Root Cause 3: Students did not have enough access to grade level TEKS.
Perceptions
Problem Statement 2: Educating all students, teaching efficacy, and resources were lower scales on Panorama. Root Cause 2: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

Evaluation Data Source(s) 3: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Terrific Tuesday professional learning sessions will focus on campus and district goals.	2.5, 2.6	All staff members	Sign-in sheets will determine staff attendance in Terrific Tuesdays.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - Perceptions 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.
Student Academic Achievement
Problem Statement 1: African American students did not perform as expected on STAAR. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.
Problem Statement 2: ELL students did not meet the expected target on STAAR. Root Cause 2: SIOP strategies were not implemented effectively.
Problem Statement 3: Special education students did not meet the expected target on STAAR. Root Cause 3: Students did not have enough access to grade level TEKS.
Perceptions
Problem Statement 2: Educating all students, teaching efficacy, and resources were lower scales on Panorama. Root Cause 2: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 1: I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community service to students.

Evaluation Data Source(s) 1: Campus profile survey results; volunteer records; business partner database

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6 1) Students will participate in a service project to positively impact the community.	2.5	Administrators Classroom teachers	An increase in student learning as evidenced by student reflections.				
Problem Statements: Demographics 1 - Perceptions 1							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.
Perceptions
Problem Statement 1: Results of student Gallup Survey, taken by 5th graders, are comparable to last year's numbers with some slight decreases. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 2: I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.

Evaluation Data Source(s) 2: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Staff will promote positive communication to parents and the community through various modes of communication. (Class Dojo, Facebook, School website, Twitter, newsletters, videos)	3.1, 3.2	All staff members Administrators	Campus profile surveys will indicate positive results.				
Problem Statements: Demographics 1 - Perceptions 1							
Critical Success Factors CSF 5 2) Title 1 Informational meetings will be held to inform parents.	3.1, 3.2	Administrator	Attendance of parents will increase.				
Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 - Title I, Part A - 240.00							
Critical Success Factors CSF 5 CSF 6 3) Parent engagement Policy and Home/School Compact will be shared with families.	3.1	Administration	Policies will inform parents.				
Problem Statements: Student Academic Achievement 1, 2, 3 - Perceptions 1							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.
Student Academic Achievement

Problem Statement 1: African American students did not perform as expected on STAAR. **Root Cause 1:** Cultural proficiency and instructional strategies were not utilized effectively.

Problem Statement 2: ELL students did not meet the expected target on STAAR. **Root Cause 2:** SIOP strategies were not implemented effectively.

Problem Statement 3: Special education students did not meet the expected target on STAAR. **Root Cause 3:** Students did not have enough access to grade level TEKS.

Perceptions





Problem Statement 1: Results of student Gallup Survey, taken by 5th graders, are comparable to last year's numbers with some slight decreases. **Root Cause 1:** Cultural proficiency and instructional strategies were not utilized effectively.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 3: I communicate with all stakeholders to understand diverse perspectives; Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.

Evaluation Data Source(s) 3: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) School events will demonstrate an understanding of our diverse population.	3.1, 3.2	Administrators Staff members	Increase parent participation in school events.				
Problem Statements: Demographics 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 4: I actively involve community partners in campus and district initiatives: Recognize and appreciate community contributions to the schools, students and district.

Evaluation Data Source(s) 4: VOLY (volunteer management system)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Share The Leader in Me philosophy with parents, educators and community members.	3.2	All staff members	Student leaders will share our philosophy through symposium site visit, school visits, parent nights, Lighthouse Families and 7 Habit Home journals.				
	Problem Statements: Demographics 1 - Perceptions 1						
Critical Success Factors CSF 5 2) Mentoring program will include a variety of members from the community.	2.6	Counselor	Students will meet with mentors to share The Leader in Me philosophy.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1						
Critical Success Factors CSF 5 3) Community partners will be contacted by staff members to enhance instruction.	2.5, 2.6	Community partnership liaison Administrators	An increase in the use of community partners will impact student learning.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Class disruption and disrespect were behaviors displayed most often. Root Cause 1: Strategies for self-regulation and following expectations were not consistent.
Student Academic Achievement
Problem Statement 1: African American students did not perform as expected on STAAR. Root Cause 1: Cultural proficiency and instructional strategies were not utilized effectively.
Perceptions

Problem Statement 1: Results of student Gallup Survey, taken by 5th graders, are comparable to last year's numbers with some slight decreases. **Root Cause 1:** Cultural proficiency and instructional strategies were not utilized effectively.

Goal 5: Student Achievement/Safeguards

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 Source(s) 1: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p style="text-align: center;">Comprehensive Support Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1</p> <p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p>	<p>2.4, 2.6</p>	<p>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p>				
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 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Source(s) 1: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:



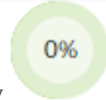

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>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>		All staff	Student attendance records demonstrating appropriately high levels				
							

Goal 6: State and Federal Mandates

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 Source(s) 2: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) 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>		All staff	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				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 6: State and Federal Mandates

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Source(s) 3: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>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.</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>Counselors work with students to make appropriate curricular choices or program choices.</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>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>		All staff	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				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 6: State and Federal Mandates

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

Evaluation Data Source(s) 4: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) 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>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>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>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>		All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.				
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 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Focus on best practices and differentiation of Math instruction, including interventions with the Title 1 coach and Title 1 instructional support staff.
5	1	1	Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain. Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc. Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand. Failure rates will be used to identify students' needs, and students at risk. Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jillian Carrillo	TITLE I INSTRUCTIONAL COACH	Title I	1
Kathryn Born	AIDE TITLE I	Title I	1

2018-2019 Campus BLT

Committee Role	Name	Position
Administrator	Susan Heintzman	Principal
Administrator	Jennie Smolinski	Assistant Principal
Classroom Teacher	Andrea Puccio	Teacher
Classroom Teacher	Dawn Buttrill	Teacher
Classroom Teacher	Jennifer Elgin	Teacher
Classroom Teacher	Melissa Head	Teacher
Classroom Teacher	Hayleigh Pettigrew	Teacher
Classroom Teacher	Lauren Adkins	Teacher
Non-classroom Professional	Jill Carrillo	Title 1 Instructional Coach
Classroom Teacher	Janean Loyd	Teacher
Non-classroom Professional	Janet Townsend	Counselor
District-level Professional	Julia Solnek-Frazier	District representative
Community Representative	Josh Ashford	Community Representative
Community Representative	Debbe France	Community Representative
Non-classroom Professional	Donna Davis	Special Education Teacher
Business Representative	Terry Allen	Business Representative
Parent	Akua Smith	Parent Representative

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Mic/stand for audible communication at parent meetings		\$240.00
Sub-Total					\$240.00
Budgeted Fund Source Amount					\$8,037.00
+/- Difference					\$7,797.00
Grand Total					\$240.00