Lewisville Independent School District

Lakeland Elementary School

2021-2022 Campus Improvement Plan

LAKELAND
ELEMENTARY SCHOOL

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

Demographics

Demographics Summary

Our campus is located in Lewisville and serves K-5th grades through open enrollment. We are surrounded by a variety of homes and appartments that make our community a diverse one. Most of our families enjoy walking to school and support our school in a consistent and positive manner. We currently serve a total population of close to 730 students. As shown in the demographic breakdown table above, the percentages stay consistent from year to year with only minor increases or decreases. Lakeland campus is 86% economically disadvantaged, 77 % English learners, 86% At-risk, 13.4% mobility rate and 22% special education. One of our main focuses is the increase on our Asian population that has constantly grwon over the years.

Demographic Comparison 2018-2019 2019-2020-Current from Edugence 2020-2021

	2018-2019	2019-2020	2020-2021
African American	2.4%	4%	4%
Hispanic	71.8%	74%	75%
White	5.2%	5%	5%
American Indian	0 %	0%	0%
Asian	19.2%	16%	15%
Pacific Islander	0.1%	0.1%	0%
Two or More	1.3%	2%	1%

Demographics Strengths

The strengths of our campus are the many resources and supports are in place to aid teachers with low performing students. Examples such as curriculum facilitators, Title 1 coaches, RTI, campus support (GT, LAS), school-wide classroom programs such as iStation and our recent HMH Curriculum adoption are a few. Other examples include Communities in Schools, ACE, student mentors, counselors, and community member volunteers. In addition, Professional Learning Communities continued to assist and support teachers. Our community demographics consist of working-class individuals in multi-family households speaking primarily Spanish, Chin/Burmese, and English as their home language. Here are Lakeland we are proud of this and acknowldege this demographic diversity very much.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lakeland has a diverse population with various needs and the high mobility rate. **Root Cause:** We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.

Student Learning

Student Learning Summary

Lakeland took the mock STAAR benchmark in February and March of 2020 and the following scores were obtained by the campus: 5th Reading- E- 57%, S-53%, 5th Math- E- 51%, S- 38%, 5th Science- E- 56%, S-41%, 4th Reading- E-48%, S-50%, 4th Math - E- 42%, S-38%, 4th Writing - E-27%, S-43%, 3rd Reading-E-57%, S-50%, 3rd Math - E-57%, S-35%. Due to not taking the actual STAAR test last Spring it is difficult to compare data from year to year. Our most accurate data source for literacy is Istation in which we have seen an increase of Tier 1 students of 3% in kindergarten, 11% in 1st grade, 3% in 2nd grade, 1% in 3rd grade, 8% in 4th grade and no increase in 5th grade on the English ISIP test from September to March. There has been a 21% increase in Kindergarten, 15% in 2nd grade, 24% in 4th grade and 6% in 5th grade and a decrease of 2% in 1st grade, 1% in third grade of Tier 1 students on the Spanish ISIP test from September to March. According to 2018-2019 TEA School Report we met the TEA standard with an overall scaled scores 74%, Student Achievement of 58%, School Progress of 75% and closing the Gap at 72%. Our attendance exceeds the district and state averages for all subjects in STAAR, the Lakeland approaching average was at 60% overall compared to the district average of 84% and the state average of 78% (2017-2018). The academic growth for our campus was 72% overall compared to the district average of 71% and the state average of 69%. Lakeland continued to close the gaps using the RTI process. Data collection from a multitude of sources continued to drive instruction and interventions. In addition to the RTI process we offered after school tutoring, in school mentors, counselors, ACE program. Title I Reading Specialists, LAS instructors, MTA/Dyslexia (pre RTI), counseling for behavioral/emotional, SAC counselors, CIS, tutoring and classroom teacher interventions, based on student needs. Students that were not successful with the interventions will be referred for testing and input of the Special Education teachers and specialists, input from the RTI team and retention, as a last resort. Data shows that our current RTI process is effective with a great need of support and follow through with testing and accurate interventions. 92% of our special education referrals from RTI resulted in the student qualifying for special education. The tools that are currently available for our campus are the following: RTI, PLC's, CIS, Interventionists, ACE afterschool tutoring, during school, campus mentors (adult volunteers, LHS students, AVID), parent meetings or specialized nights.

Student Learning Strengths

Lakeland's strength for student learning is our lazer focus on the Professional Learning Community (PLC) prcess and our Response to Interventions / Multi-Tiered Student Support (RTI/MTSS) process. For both initiatives we meet every 3 weeks. During our PLC time we focus on inproviing our Tier 1 instruction and allowing data to guide our conversations about high impact teaching strategies and areas of focus. After our PLC cycle the campus oranges for Extra Planning time for every classroom teacher to meet with their teams to collaboratively disect high priority TEKS, using the Solution Tree Learning Target Template. This ensures that the same rigor of instruction is occuring in each grade level classroom. During our RTI/MTSS time we discuss each student who is not performing on grade level to discuss interventions and strategies. With these systems in place we expect to see significant growth in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 100% of students made adequate literacy growth as measured by STAAR, Istation or CBAs. **Root Cause:** Literacy instruction was not intentional, systematic and explicit.

Problem Statement 2 (Prioritized): Classroom instruction data shows that students are stagnant or have made minimal growth in their academic gains in all core subjects. **Root**

Cause: The campus had minimal progress in implementing Professional Learning Communities to address classroom instruction due to the focus on PLC structure instead of the intentional instructional practices aligned to the scope and sequence.

Problem Statement 3 (Prioritized): 86% of our student population are At Risk (performing below grade level, social-emotional deficits, and free or reduced lunch). **Root Cause:** 86% economically disadvantaged, 77% English Language Learners, 22% Special Ed, and 13.4% mobility).

School Processes & Programs

School Processes & Programs Summary

Lakeland processes and programs are based on our students' needs and community. Their goal is to support students' growth academically and socio-emotionally. During this year staff will be trained on Cultural Proficiency, Target Learning Planning by Solution Tree, Restorative Practices and Kagan sessions. As part of our campus wide processes we will implement 6-8 PLCs, MTSS/RTI meetings and 2 official Literacy Check-ins. Due to having new staff members, Professional Development and collaborative time will be needed and provided to staff to make these processes succesful. Per state requirements our 1st, 3rd, LAS, SDI, Coaches and administrators will be trained in Reading Academy as well as our kindergarten teachers in TX-KEA.

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

All of these processes and programs enhance our classroom instruction and management. However, based on our Skyward data, we have noticed an increase in discipline referrals and ABC cards as part of documentation for behavior concerns. This will be addressed with Restorative Practices and Second Steps throughout this current school year.

Lakeland offers a variety of programs to meet the need of a diverse population. Currently, we have approximately 77% of students identified as ELL. 54% receive bilingual support through our Bilingual Program, and 23% receive language support through our ESL program. 7% of our ELL population are newcomers and will receive small group intervention with the assigned LAS. Our G/T program participation has maintained itself at 4%, but is underrepresented due to identification, primarily in language, poverty, and upper grade levels. Dyslexia is also underrepresented for our population. Lakeland has a variety of cultures that make up its population. Everyone brings something from their background and influences our school and classroom culture here at Lakeland.

School Processes & Programs Strengths

The strengths of our processes and programs are evidenced by the results of our academic growth. For example our MTSS/RTI process has had an accurate rate of SPED referrals above 80%. This ensures students receive the services they need.

Due to our diverse population we are proud to offer a variety of programs like Bilingual and ESL that meet students' needs. Laste year our TELPAs scored showed much growth as we exited students due to the success of these programs. We have also been able to identify and provide tailored services in our GT program since we have increased from 2% to 4% of identified students. These are just a few examples of how our processes and programs are helping Lakeland be a successful learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a high number of new staff members that will need support in the implementation of processes and programs such as Restorative Practices, PLCs, Second Step, Solution Tree Planning. Istation, Lead4Ward and Reflex Math. **Root Cause:** __ new staff members were hired for this school year. 12 New staff members were hired last year.

Problem Statement 2 (Prioritized): The staff has had little opportunity to become a collaborative, unified coalition. **Root Cause:** We are in the early stages of building a community of learners among the educators.

Perceptions

Perceptions Summary

Lakend's overall perception of all our stakeholders is positive and shows levels of commitment and support. Students currently have high school and adult mentors, ACE, CIS, individual and small group counseling, Brain Box, Rachel's Challenge and Growth Mindset. Data reflected that students were able to improve on self regulation skills and felt that they had support at school. Most students felt that they had at least one person they can confide in for support. Perceptions of different student groups with the ethnicities are a constant struggle but overall students learn how to integrate within the different groups.

Our discipline data has fluctuate due to several components such as COVID, high mobilty rate and lack accurate input in our system. However, we have seen growth and positive responses with the use of Restorative Practices.

Parent perception data shows that parent satisfaction is at 97% including 98% of satisfaction in climate and culture. Parents did state that they felt welcomed (55%). This is based on 40% of parent responses on the Parent Survey.

Teachers view Lakeland climate and culture as quite positive and feel that administration is effective. Staff at Lakeland take in account and are very aware of the different cultures and strive to "melt" the cultures together on a daily basis. On the other hand, students and parents feel that teachers respect, encourage, and welcome them. Students and parents also are known as individuals and their needs, feel safe in the school environment, are cared for by teachers, and think that teachers/staff are approachable.

Perceptions Strengths

Lakeland Elementary, through the data shared above has a high satisfaction rating by students, parents and staff. Our students are provided with severall mentoring programs and initiatives. All our Lakeland parents stated that our campus has a positive campus culture, where respect and diversity is welcome. Our staff feel satisfied with your school continues to strive and is always flexible into accepting new strategies to grow and support our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Data shows a disproportionate rate of student discipline based on our student populations. **Root Cause:** 65% of student referrals are for Hispanic males. Our overall makeup of student enrollment is 52% male and 75% Hispanic.

Problem Statement 2 (Prioritized): Parents need to feel they belong to the school community. **Root Cause:** 55% of parents feel more like a visitor when on campus rather than a priority according to the parent survey.

Priority Problem Statements

Problem Statement 1: Lakeland has a diverse population with various needs and the high mobility rate.

Root Cause 1: We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation or CBAs.

Root Cause 2: Literacy instruction was not intentional, systematic and explicit.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: There is a high number of new staff members that will need support in the implementation of processes and programs such as Restorative Practices, PLCs, Second Step, Solution Tree Planning. Istation, Lead4Ward and Reflex Math.

Root Cause 5: __ new staff members were hired for this school year. 12 New staff members were hired last year.

Problem Statement 5 Areas: School Processes & Programs

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

Root Cause 7: 65% of student referrals are for Hispanic males. Our overall makeup of student enrollment is 52% male and 75% Hispanic.

Problem Statement 7 Areas: Perceptions

Problem Statement 3: Classroom instruction data shows that students are stagnant or have made minimal growth in their academic gains in all core subjects.

Root Cause 3: The campus had minimal progress in implementing Professional Learning Communities to address classroom instruction due to the focus on PLC structure instead of the intentional instructional practices aligned to the scope and sequence.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: The staff has had little opportunity to become a collaborative, unified coalition.

Root Cause 6: We are in the early stages of building a community of learners among the educators.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: Parents need to feel they belong to the school community.

Root Cause 8: 55% of parents feel more like a visitor when on campus rather than a priority according to the parent survey.

Problem Statement 8 Areas: Perceptions

Problem Statement 4: 86% of our student population are At Risk (performing below grade level, social-emotional deficits, and free or reduced lunch).

Root Cause 4: 86% economically disadvantaged, 77% English Language Learners, 22% Special Ed, and 13.4% mobility).

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Goals

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 1: Board Goals:
* HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
* HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
* HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
* Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

Superintendent Goals:
* Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
* Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
* Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
* Utilize readiness dashboard to identify and target students for readiness as the campus level
* Provide support to campuses in creating intervention programs for summer 2021 and beyond

DIP Goals:
* Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
* Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
* Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
* Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

HB3 Goal

Evaluation Data Sources: BOY and EOY assessments, dashboard data, walk data including TREND and content walks

Strategy 1 Details		Reviews			
Strategy 1: Third grade students will meet grade level literacy development.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 70% of 3rd grade students will meet grade level scores on ISIP (Istation) or in their Reading IEP to continue their literacy development. Reading targets by student group can be found in the Addendum section.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teacher Admin Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1					
Strategy 2 Details		Reviews			
Strategy 2: Third grade students will meet grade level mathematical development.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 65% of 3rd grade students will perform at Tier I Istation Math or achieve IEP Math Goals. Matg targets by student group can be found in the Addendum section.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teacher Admin Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Math manipulatives such as coins, fraction strips, cubes, number lines. - 211 - Title I, Part A - $500					

Strategy 3 Details	Reviews			
Strategy 3: All K-5 teachers and instructional support will participate in Professional Learning Community meetings throughout the year.	**Formative**			**Summative**
Strategy 3: All K-5 teachers and instructional support will participate in Professional Learning Community meetings throughout the year.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of K-5 teachers and instructional support will participate in PLCs to show improvement in data analysis, SMART goal development, lesson planning (Target Learning approach) and methods of instruction to support students' academic growth in Classrooms Tier I instruction as supported by Solution Tree training (course, conference and materials) . **Staff Responsible for Monitoring:** Admin Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Solution Tree Materials and conferences. PLC staff books. - 211 - Title I, Part A - $800				

Strategy 4 Details	Reviews			
Strategy 4: Campus Admin and Instructional Coaches will perform academic content walks with District Admin and/or Facilitators.	**Formative**			**Summative**
Strategy 4: Campus Admin and Instructional Coaches will perform academic content walks with District Admin and/or Facilitators.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus Admin, Instructional Support and Leadership will perform a minimum of two of the following: content alignment walk-throughs, trend data walkthroughs, LEAD walkthroughs to ensure alignment with TEKS, lesson plans, performance tasks and PLC Goals on a weekly basis. **Staff Responsible for Monitoring:** Admin Instructional Coaches District Leadership/Facilitators **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2				

Strategy 5 Details	Reviews			
Strategy 5: All teachers and instructional staff will participate in literacy check-ins.	Formative			Summative
Strategy's Expected Result/Impact: 100% of K-5th classroom teachers will participate in two data Literacy Check Ins (fall-spring) to increase literacy development through Guided Reading and literacy Stations. **Staff Responsible for Monitoring:** Admin Coaches Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: RTI/MTSS Meetings will happen every 3-5 week rotations.	Formative			Summative
Strategy's Expected Result/Impact: 100% K-5th teachers and support staff will participate in RTI/MTSS meetings eight to ten times in the school year to support Tier II and III students in academic and behavior areas. **Staff Responsible for Monitoring:** Admin Teachers Support Staff (Coaches, SPED, Counselors, LAS) **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Students and staff (instructional and clerical support) will participate in afterschool and summer tutoring to increase student achievement.	Formative			Summative
Strategy's Expected Result/Impact: Students will participate in afterschool and summer tutoring two-four times a week for reading and math growth. **Staff Responsible for Monitoring:** Admin Teachers Staff Support (Instructional-Clerical) **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Teachers, support and clerical staff - 211 - Title I, Part A - $3,000	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lakeland has a diverse population with various needs and the high mobility rate. **Root Cause**: We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.

Student Learning
Problem Statement 1: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation or CBAs. **Root Cause**: Literacy instruction was not intentional, systematic and explicit.
Problem Statement 2: Classroom instruction data shows that students are stagnant or have made minimal growth in their academic gains in all core subjects. **Root Cause**: The campus had minimal progress in implementing Professional Learning Communities to address classroom instruction due to the focus on PLC structure instead of the intentional instructional practices aligned to the scope and sequence.
Problem Statement 3: 86% of our student population are At Risk (performing below grade level, social-emotional deficits, and free or reduced lunch). **Root Cause**: 86% economically disadvantaged, 77% English Language Learners, 22% Special Ed, and 13.4% mobility).

School Processes & Programs
Problem Statement 1: There is a high number of new staff members that will need support in the implementation of processes and programs such as Restorative Practices, PLCs, Second Step, Solution Tree Planning. Istation, Lead4Ward and Reflex Math. **Root Cause**: __ new staff members were hired for this school year. 12 New staff members were hired last year.

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 2: Student Learning I Statements:

* I ensure learning is based on defined standards.
* I model lifelong learning.
* I create an environment optimal for learning.
* I ensure that learners are actively engaged in meaningful and relevant work.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Targeted or ESF High Priority

Evaluation Data Sources: Guided Reading Walkthrough forms and data

Strategy 1 Details	Reviews			
Strategy 1: I ensure that learners are actively engaged in meaningful and relevant work.	**Formative**			**Summative**
Literacy Development through systematic Guided Reading and Literacy Stations	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will participate in systematic Guided Reading groups (minimum 3x week) and 3 literacy stations to increase literacy development that will be measured through Istation, running records, CBAs and STAAR. **Staff Responsible for Monitoring:** Admin Coaches teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Guided Reading Binders, dividers, sheet protectors and supplies. Staff Guided Reading Books and Instructional support such as courses and conferences. - 211 - Title I, Part A - $800				

Strategy 2 Details	Reviews			
Strategy 2: Reading Instructional support materials for appropriate Guided Reading instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have access to Reading A-Z and Pebble Go, notebooks for journaling, paper and charts for print rich classrooms (index cards, highlighters and other materials) **Staff Responsible for Monitoring:** Admin Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Reading A-Z, Pebble Go and reading/writing materials such as journals. chart paper, copy paper, index cards and others. - 211 - Title I, Part A - $9,300	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation or CBAs. **Root Cause**: Literacy instruction was not intentional, systematic and explicit.

Goal 2: Cornerstone 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: Board Goals:
* Ensure students are college and career-ready based on LISD readiness indicators
* Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

Superintendent Goals:
* Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
* Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
* Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

DIP Goals:
* Complete all campus emergency drills and scheduled safety and security audits
* Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
* Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
* Ensure all students receive support and guidance from a counselor through a minimum of two touch points
* Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
* Identify and utilize performance tasks at specific grade levels and content areas
* All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

   Evaluation Data Sources: Readiness dashboard, counselor data, student survey, discipline data

Strategy 1 Details					Reviews			
Strategy 1: All staff will be trained and implement Restorative Practices and Second Steps.					**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of staff and students will participate in Restorative Practices and Second Steps.					**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Counselors Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - Perceptions 1 **Funding Sources:** Instructional Materials and staff courses. Second Steps additional instructional materials. - 211 - Title I, Part A - $300								

Strategy 2 Details					Reviews			
Strategy 2: Students will receive direct support from counselors through different touch points.					**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students will receive classroom guidance lessons from the counselors as well as small group and individual lessons as needed to support SEL and improve discipline.					**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Counselors **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - Perceptions 1								

Strategy 3 Details					Reviews			
Strategy 3: All safety drill will be performed.					**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of safety drills will be performed twice a year and on the monthly requirements.					**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1								

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lakeland has a diverse population with various needs and the high mobility rate. **Root Cause**: We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.

Student Learning
Problem Statement 3: 86% of our student population are At Risk (performing below grade level, social-emotional deficits, and free or reduced lunch). **Root Cause**: 86% economically disadvantaged, 77% English Language Learners, 22% Special Ed, and 13.4% mobility).

Perceptions
Problem Statement 1: Data shows a disproportionate rate of student discipline based on our student populations. **Root Cause**: 65% of student referrals are for Hispanic males. Our overall makeup of student enrollment is 52% male and 75% Hispanic.

Goal 2: Cornerstone 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: Student Experience I Statements:
* I create safe and inclusive opportunities.
* I nurture each learner as an individual and as a citizen of the community.
* I seek and encourage talent development.
* I collaborate, communication, and persevere.
* I engage in work that directly and indirectly creates positive experiences for learners.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: Morning Meeting Surveys

Strategy 1 Details		Reviews			
Strategy 1: I nurture each learner as an individual and as a citizen of the community.		**Formative**			**Summative**
Students will participate in Morning Meetings.		**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 100% of students will participate in daily Morning Meetings to implement Restorative Practices and Second Steps.
    Staff Responsible for Monitoring: Admin
Teachers
Counselors
 	
    Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
    Problem Statements: Student Learning 3 - School Processes & Programs 1					

0% No Progress	100% Accomplished		Continue/Modify		Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: 86% of our student population are At Risk (performing below grade level, social-emotional deficits, and free or reduced lunch). **Root Cause**: 86% economically disadvantaged, 77% English Language Learners, 22% Special Ed, and 13.4% mobility).

School Processes & Programs

Problem Statement 1: There is a high number of new staff members that will need support in the implementation of processes and programs such as Restorative Practices, PLCs, Second Step, Solution Tree Planning. Istation, Lead4Ward and Reflex Math. **Root Cause**: __ new staff members were hired for this school year. 12 New staff members were hired last year.

Goal 2: Cornerstone 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.

   Evaluation Data Sources: Student survey

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in a variety of fine art and physical development events.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 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.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Fine Arts and PE staff **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** Performance and Field Day props, art supplies and enrichment materials for student experience aligned with content areas such as reading and math. - 211 - Title I, Part A - $500					
Strategy 2 Details		Reviews			
Strategy 2: Students will participate in Clubs and afterschool activities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have the opportunity to participate in a variety of Clubs such as Book Club, Art Club, Choir and STUCO.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All staff **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** Math, reading and science enrichment resources for clubs such as novels, math and science hands-on materials. - 211 - Title I, Part A - $500					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Lakeland has a diverse population with various needs and the high mobility rate. **Root Cause**: We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.

Student Learning
Problem Statement 3: 86% of our student population are At Risk (performing below grade level, social-emotional deficits, and free or reduced lunch). **Root Cause**: 86% economically disadvantaged, 77% English Language Learners, 22% Special Ed, and 13.4% mobility).

Goal 3: Cornerstone 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: Board Goals:
* Review and implement agreed upon findings from current and future internal audit reports when completed
* Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

Superintendent Goals:
* Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
* Develop short-term and long-term calendar of various efforts

DIP Goals:
* Maximize the use of technology investment and resources to enhance student learning and experience
* Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
* Respond to new 87th legislative session requirements

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: survey data, views on resources, leadership opportunities

Strategy 1 Details	Reviews			
Strategy 1: Dual Language Facilitators will work closely with our Dual Language staff to develop and increase literacy development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of our Dual Language teachers will meet at least twice a year with our DL District Facilitators to review program alignment, best teaching practices, literacy data analysis and lesson design. **Staff Responsible for Monitoring:** Admin District Facilitators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details		Reviews			
Strategy 2: Hire Title I Tutors to increase academic scores.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Two Title I Tutors will be hired to support reading and math small group instruction to increase academic success. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4, 2.6		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Title I tutors - 211 - Title I, Part A - $8,000, Instructional Initiative Clerical Support - 211 - Title I, Part A - $1,500					

Strategy 3 Details		Reviews			
Strategy 3: Collaborative Leadership meetings and planning		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus Leadership Team will meet on regular basis during the school year and summer to align CIP, TIP to DIP and campus needs to improve academic achievement. **Staff Responsible for Monitoring:** Admin Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Leadership Learning and Planning - 211 - Title I, Part A - $6,000					

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lakeland has a diverse population with various needs and the high mobility rate. **Root Cause**: We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.
Student Learning
Problem Statement 1: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation or CBAs. **Root Cause**: Literacy instruction was not intentional, systematic and explicit.

Goal 3: Cornerstone 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: Resource Stewardship I Statements:
* I embrace innovation with a flexible, relevant, and solution-oriented mindset
* I have a mind for practicing efficient use of resources
* I use resources in an effective and efficient way that serves others

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: New Teacher Observation and Feedback Survey.

Strategy 1 Details			Reviews			
Strategy 1: I use resources in an effective and efficient way that serves others.			**Formative**			**Summative**
New to Campus teachers will have the opportunity to observe 2 or more Mentor Teachers on their first year at Lakeland to support their professional growth and our District retention rate.			**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of our New to Campus Teachers will observe two or more Master Teachers and complete the Observational and Feedback Survey. **Staff Responsible for Monitoring:** Admin New to Campus Mentors **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 4: Cornerstone 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 strategies 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: Board Goals:
* Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
* Continue to enhance cultural proficiency within the organization through authentic engagement

Superintendent Goals:
* Administer surveys to various groups to gain feedback
* Hire a consultant for a new Strategic Planning process
* Increase opportunities for authentic stakeholder engagement and measure engagement levels
* Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
* Implement common learning expectation in every summer professional learning opportunity about student health and well-being

DIP Goals:
* Increase student participation in job-embedded learning opportunities and engage with local businesses
* Conduct student survey to obtain feedback on schoolwide experience and campus culture
* Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
* Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
* Continue to implement Restorative Practices with fidelity to impact discipline and culture

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

> **Evaluation Data Sources:** attendance records, views, and shares
> surveys, discipline data

Strategy 1 Details	Reviews			
Strategy 1: Implement Career Day	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of our students and staff will participate in our Campus Career Day where community members such as businesses and parents will be invited to participate.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors Admin **Title I Schoolwide Elements:** 2.5, 2.6, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Posters, flyers and other printed material. Color ink and lamination film. - 211 - Title I, Part A - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Parent and community engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Our parents and community will be engaged and actively participate in events such as literacy, math and science night, Fireside Reading and our Annual Parent University.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All staff **Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Posters and flyers. Take home academic resources for students and parents that are aligned and support the academic math, reading, science SEL and PU events. - 211 - Title I, Part A - $1,500				

Strategy 3 Details	Reviews			
Strategy 3: Parent -Teacher Association	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lakeland will continue to work on involving a higher number of active PTA members to support our campus activities such as Book Fair, Field Trips and other PTA events.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teachers **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Perceptions 2				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lakeland has a diverse population with various needs and the high mobility rate. **Root Cause**: We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.

Perceptions
Problem Statement 2: Parents need to feel they belong to the school community. **Root Cause**: 55% of parents feel more like a visitor when on campus rather than a priority according to the parent survey.

Goal 4: Cornerstone 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 strategies 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 go above and beyond to serve.

    Evaluation Data Sources: Surveys, informal observations

Strategy 1 Details	Reviews			
Strategy 1: Our Campus will continue to partner up with our community members from Valley Creek possibly during the Spring Semester.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: We will actively participate with Valley Creek Church to achieve STUCO Drive, Serve the City and other community events.
    Staff Responsible for Monitoring: Valley Creek members
Admin
STUCO
 	
    Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Perceptions 2				

0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lakeland has a diverse population with various needs and the high mobility rate. **Root Cause**: We have students that are 86% economically disadvantaged, 77% English Language Learners, 22% special education, 86% at risk, and serve 3 predominant languages.
Perceptions
Problem Statement 2: Parents need to feel they belong to the school community. **Root Cause**: 55% of parents feel more like a visitor when on campus rather than a priority according to the parent survey.

Goal 5: 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			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc. Parent/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide 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.				

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement
    Staff Responsible for Monitoring: All staff
 	
    Title I Schoolwide Elements: 2.4, 2.6
    Funding Sources: Mentoring Minds-STAAR Math and ReadingWorkbooks - 211 - Title I, Part A - $2,500				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 6: State and Federal 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		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.	**Formative**			**Summative**
A process is used to refer students with excessive absences to the counseling and/or health services departments.	**Nov**	**Jan**	**Mar**	**June**
Truancy charges are regularly filed when appropriate.				
Parent notification is given when students are absent.				
Student residency is verified.				
Strategies are implemented to increase parental involvement.				

Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.
    Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels
    Staff Responsible for Monitoring: All staff				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: State and Federal Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

    Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: At-risk students will be identified using available data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Students will be provided opportunities to explore career options.				
Procedures will be used to ensure accurate coding/tracking of withdrawals.				
The RtI process is utilized to provide early intervention for struggling students.				
Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.				
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: State and Federal 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			
Strategy 1: A proactive plan identifies and helps troubled youth.	**Formative**			**Summative**
Students receive public acknowledgement for non-academic achievement.	**Nov**	**Jan**	**Mar**	**June**
Students participate in activities that foster positive teacher/student relationships.				
The student code of conduct is available online and copies are available to students and reviewed with students by teachers.				
Orientation is held.				
Civic responsibility and community service and community involvement are encouraged.				
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.				
Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.				
Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.				
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.				
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.				
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. **Strategy's Expected Result/Impact:** 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				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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38 of 41

Campus #104
November 16, 2021 9:56 AM

Goal 6: State and Federal Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.				
Special education services are provided to students as determined by the ARD committee.				
G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.				
A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)				
Campus personnel utilize appropriate interventions for students with special needs.				
The RtI team is in place and appropriately trained to serve students.				
Campus personnel will be trained in violence prevention and intervention.				
Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).				
Teachers receive training and support to differentiate instruction to meet the needs of all students.				
The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.				
Strategies will be implemented for recruiting highly effective teachers				
The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

State Compensatory

Budget for Lakeland Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Lakeland Elementary School

Name	Position	FTE
Deida Betancourt	Instructional Coach	1
Open position	Instructional Coach	1
Rebecca Outlaw	Instructional Coach	1