

Lewisville Independent School District
Mill Street Elementary School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 17, 2024

Demographics

Demographics Summary

Mill Street Elementary has a staff who believe in inspiring and engaging students as learners and leaders. We are a Dual Language school serving grades Pre-Kindergarten through 5th grade. Our school is located in Old Town Lewisville and is the original site of Lewisville High School. As of August 2024, we have 650 students: 76% Hispanic, 10% African American, 10% White, and 2% two or more races. 21% of our students receive special education services. 65% of our students are Emerging Bilinguals. 86% of our students are economically disadvantaged. We have eight Associate Teachers and 2 first-year teachers. 25% of staff is first-year teachers.

Attendance

Attendance rate - 94.71%

Chronic absence - 8.8% (71 students) Focus area for early grades.

- 24 of 71 Chronic absences are in kinder
- 11 are in PreK

Discipline Data

1275 incidents, 67% offenses, 33% referrals

The two highest staff members reporting struggled all year and did not return.

32% of the incidents were 5th graders who are no longer at Mill

39% of offenses were students with Sped supports.

329/854 office referrals resulted in out-of-classroom consequences (ISS, Base, time out, part day ISS,

357/854 office referrals (41%) were for acts of physical aggression (L3,L70, L12, L75, L102, L79, L71, 41, L80, 28)

Hitting/Kicking was the most common offense for Office referrals in grade levels, and ethnicity. (20%)

35/92 students receiving more than 3 incidents were students with sped services.

58% of incidents occurred in the regular classroom

11% playground

5% cafeteria

5% hallway

19% during specials classes

Thursday is the highest day/ Monday lowest

Demographics Strengths

Mill Street is a campus that brings together students of many different backgrounds and experiences. Through their shared years together as Mustangs, we can help these citizens of tomorrow better understand their peers and be better prepared for the world.

Most of Mill Street teachers have many years of experience. Staff demographics can be found in the Addendum.

All teachers are trained in Restorative Practices and have access to continued learning. Our team leads are trained in leading effective professional learning communities (PLCs). We have three Title 1 coaches, two to support instructional practices and the third serves as a Dean of Students supporting teachers and students in restorative practices and behavior coaching. The rest of our instructional support team includes two Language Acquisition Specialists (LAS) who also support the Academic Vocabulary Program, Content and Language Objectives, and ongoing learning in effective instructional practices.

Parents and families are an essential part of Mill Street. Based on the LISD District Pulse family survey, 97% customer satisfaction from our parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are out of the instructional setting due to behavior. **Root Cause:** Cultural proficiency and strategies for behaviors were not utilized effectively. Additional teacher support in restorative practices and data tracking is needed to ensure the correct behavioral support for students and decrease the incidence of physical acts of aggression.

Student Learning

Student Learning Summary

Literacy Readiness 81.45%. Readiness is measured of attendance and literacy ready (on grade level or growth) for grades 1-5.

The STAAR results were mixed, with Reading seeing some increases and Science and Math remaining flat. Mill Street is focused on Tier 1 instruction and continues to focus on Tier 2 and Tier 3 interventions delivered with fidelity and an MTSS approach.

HB 3 reading is 64.1% - including IEP progress, and Math is at 64.1%. Met both goals.

Our instructional coach has aligned our literacy checks with the district curriculum and resources to develop a comprehensive Literacy Plan for K-2 to ensure that 85% of our students on on grade level in at least one language.

Based on April 2024, reading mastery in English at grade level is less than 34%. Our incoming 2nd graders are coming in lower than last year at 28% for reading, and Math CBA data is at 20.59% at the 70% of success.

Student Learning Strengths

Mill Street has a functioning Professional Learning Community (PLC) that identified the essential TEKS per grade level. within reading and math. We meet weekly to enter progress and discuss instructional strategies impacting learning. We have two instructional coaches who collaborate closely with district curriculum facilitators to meet the teachers where they are in their pedagogy. Classroom teachers track CFAs and progress on their Impactful TEKS weekly. The instructional coaches design and lead monthly professional learning to meet the unique needs of each grade level. Administrators are members of weekly PLC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our tier 1 instruction does not ensure that students acquire grade-level skills in reading and math at the expected 85%. **Root Cause:** Teachers need continued training and feedback in the science of teaching reading instructional strategies and teacher moves that ensure student success. Students' deficit in number sense is direct correlation to low math scores.

School Processes & Programs

School Processes & Programs Summary

MSE serves students PreK - 5th grade and is also a dual-language school with curricular programs and processes to ensure that learning is based on standards and is scaffolded to address various student needs. Teachers plan using backward design (stages 1 and 2) in the LISD Curriculum canvas course and meet weekly as a team to establish the upcoming essential TEKS and define the common formative assessments to impact student learning (PLT). Each day starts with a 10-minute morning meeting with all students and staff engaging in meaningful conversations to build a restorative practices connection in our community. We meet in student clubs once a month. Students can be leaders in the Student Council, Boys to Men (B2M), Kindness Ambassadors, Library Helpers, Media support, Music programs Choir, and Safety Patrol.

The grade teams meet monthly for an extended planning period focused on student work and grade-level-identified Impactful TEKS (TEKS that are essential to mastery of a grade level). Our campus utilizes two instructional coaches, a behavior interventionist, our LAS, administrators, and our learning facilitators to support system changes to meet grade-level needs.

As a staff, our vision is all students will be resilient in the pursuit of learning. We all start each day in morning meetings and have school-wide TEAM expectations for students and staff.

T- Treat Others Kindly

E - Engage in Learning

A - Always try your best

M- Make responsible choices

School Processes & Programs Strengths

MSE has strong goal-setting and decision-making teams comprising staff, district personnel, and community members. Our team completes a needs assessment in the spring along with the campus scorecard and creates targeted strategies to meet the district goals. Our Building Leadership Team (BLT) also receives input from our Guiding Coalition. The BLT team meets every quarter to complete a formative assessment of goal progress and make any adjustments that may be needed. These formative assessments are shared with all staff to see their impact on the school's progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The high number of office and classroom referrals indicates that students must be in a more robust social/emotional position to access the curriculum. **Root Cause:** Low parent engagement. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus. Low authentic student engagement levels from Trend data result in frequent student misbehavior.

Perceptions

Perceptions Summary

Teachers use ongoing, varied assessments to ensure the growth of all students and identify struggling learners. The Response to Intervention (RtI) program strives to intervene early, providing the right support for students using a multi-tiered support system (MTSS). Teachers meet weekly as a collaborative team with instructional coaches, admin, and language acquisition specialists (LAS) to plan the units of study, identify essential standards, determine learning progress learning targets, and exit tickets to assess student learning. Grade levels agree on common formative assessments (CFA) to drive discussion on instructional strategies and teaching. District curriculum-based assessments (CBA), benchmark data, and iStation data are tracked throughout the school year to monitor student academic progress. PLC data dashboards are shared with all stakeholders to identify and address school trends.

Student survey comfortable talking to staff - 86.7%

Parent survey - 96.6% (Parent participation count - 87 spring)

Staff well-being - trusting relationships and energized - 68.2% - Staff count completing survey - 31 spring (represents 1/2 of staff)

Reducing Paperwork - 60.7%

Involved in decisions - 60.7%

Effective training - 82.1%

Perceptions Strengths

Based on the campus profile survey from spring 2024, 90% of parents who completed the survey reported they are satisfied with Mill Street Elementary, and 90% indicated that they know the school cares.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Grade-level growth is not closing gaps to increase the number of students at tier 1 (students in level 3 or higher on iStation reports). **Root Cause:** Need engaging lessons with daily learning targets, planned assessment cycles, and small group instruction to address learning deficits. Daily structured foundational and comprehension reading and ensured number sense competency with follow-through by observations and feedback.

Priority Problem Statements

Problem Statement 1: Students are out of the instructional setting due to behavior.

Root Cause 1: Cultural proficiency and strategies for behaviors were not utilized effectively. Additional teacher support in restorative practices and data tracking is needed to ensure the correct behavioral support for students and decrease the incidence of physical acts of aggression.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our tier 1 instruction does not ensure that students acquire grade-level skills in reading and math at the expected 85%.

Root Cause 2: Teachers need continued training and feedback in the science of teaching reading instructional strategies and teacher moves that ensure student success. Students' deficit in number sense is direct correlation to low math scores.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The high number of office and classroom referrals indicates that students must be in a more robust social/emotional position to access the curriculum.

Root Cause 3: Low parent engagement. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus. Low authentic student engagement levels from Trend data result in frequent student misbehavior.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Grade-level growth is not closing gaps to increase the number of students at tier 1 (students in level 3 or higher on istation reports).

Root Cause 4: Need engaging lessons with daily learning targets, planned assessment cycles, and small group instruction to address learning deficits. Daily structured foundational and comprehension reading and ensured number sense competency with follow-through by observations and feedback.

Problem Statement 4 Areas: Perceptions

Goals

Revised/Approved: September 30, 2024

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal





Evaluation Data Sources: See campus scorecard for targeted outcomes

ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details		Reviews			
<p>Strategy 1: Increase the effectiveness of tier 1 instruction through job-embedded training, coaching, observation, and feedback that ensures teachers are equipped with the tools to deliver rigorous instruction and scaffold to meet the needs of all students with weekly collaborative team meetings, monthly Impact meetings, biweekly instructional team meetings, and weekly admin team meetings.</p> <p>Literacy PLC for K-3rd grade in September, followed by checks in October and February. Any struggling classrooms will have an additional Literacy check in April.</p> <p>K - 5th teachers will utilize the LISD word study MTSS supports to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2025, 85% of the students will meet the standard for the grade level Impactful TEKS for reading and math for grades K-5.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, LASes, GT facilitator, Dean of Students, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>		Formative			Summative
		Nov	Feb	May	
Strategy 2 Details		Reviews			
<p>Strategy 2: Small group instruction scaffolds, observations, and feedback on CFAs in math instruction to ensure teacher tier 2 instruction meets the needs of the students and closes the achievement gaps.</p> <p>Strategy's Expected Result/Impact: By April 2025, from 21% to 70% of the 3rd graders will score 494 in istation math assessment,</p> <p>Staff Responsible for Monitoring: Instructional coaches, LAS, teachers, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>		Formative			Summative
		Nov	Feb	May	
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Our tier 1 instruction does not ensure that students acquire grade-level skills in reading and math at the expected 85%. Root Cause: Teachers need continued training and feedback in the science of teaching reading instructional strategies and teacher moves that ensure student success. Students' deficit in number sense is direct correlation to low math scores.</p>

Perceptions

Problem Statement 1: Grade-level growth is not closing gaps to increase the number of students at tier 1 (students in level 3 or higher on istation reports). **Root Cause:** Need engaging lessons with daily learning targets, planned assessment cycles, and small group instruction to address learning deficits. Daily structured foundational and comprehension reading and ensured number sense competency with follow-through by observations and feedback.

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

High Priority

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers and support staff meet to design small group instruction to meet the needs of their classroom using CFA and summative data to drive instruction. Certified tutors work with small groups of students to deliver tier 2 and tier 3 interventions. They support first- and third-grade small-group reading instruction to increase the percentage of students reading at grade level from 25% to 70% and increase their development of number sense and computational math skills. Strategy's Expected Result/Impact: By April 2025, 75% of the first through fifth-grade students will be on grade level in at least one language as measured by istation with increased training in the LISD word study skills, intentional tutoring during the school day, and MTSS for students identified by the student of concern and literacy checks. Staff Responsible for Monitoring: Teachers, Instructional coaches, admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Tutors - 211 - Title I, Part A - \$43,000		Formative			Summative
		Nov	Feb	May	
Strategy 2 Details		Reviews			
Strategy 2: Grade-level teams determined Impactful TEKS (essential grade level TEKS within a subject) that were vetted with vertical teams and campus collective commitments that support the mastery of the Impactful TEKS. Strategy's Expected Result/Impact: That 85% of students will master their grade level Impactful TEKS. Staff Responsible for Monitoring: Teachers, Instructional Coaches, LAS, Admin Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Our tier 1 instruction does not ensure that students acquire grade-level skills in reading and math at the expected 85%. **Root Cause:** Teachers need continued training and feedback in the science of teaching reading instructional strategies and teacher moves that ensure student success. Students' deficit in number sense is direct correlation to low math scores.

Perceptions

Problem Statement 1: Grade-level growth is not closing gaps to increase the number of students at tier 1 (students in level 3 or higher on istation reports). **Root Cause:** Need engaging lessons with daily learning targets, planned assessment cycles, and small group instruction to address learning deficits. Daily structured foundational and comprehension reading and ensured number sense competency with follow-through by observations and feedback.

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

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

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

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

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

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

Strategy 1 Details	Reviews			
Strategy 1: Additional resources for the library to increase the relevance of the circulation age and scope of materials to meet the diverse needs of the campus. Strategy's Expected Result/Impact: Increase the age of the circulation from 2008. Staff Responsible for Monitoring: Librarian, Admin Funding Sources: library books - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
Strategy 2: Focus learning on the OneVision Positive Learning Environment and continued restorative practices work as we bring Safe and Civil learning into our campus PBIS TEAM Expectations and student recognition. The Dean of Students will continue supporting and coaching teachers in restorative practices and campus Collective commitments that lead to a strong student experience. We want to extend the positive learning framework to include our families. The campus will provide a Community Resource fair for our families to meet the community's needs during Title 1 Meeting night and build a comprehensive support system for our students. Strategy's Expected Result/Impact: Campus Scorecard Student positive learning environment - 76.1% Parent survey to increase the number of surveys completed from 10 to 20 and maintain the 90% rate. Staff Responsible for Monitoring: teachers, Dean of Students, Coaches, ACE, CIS, Counselors, Admin Title I: 2.6, 4.1, 4.2 Problem Statements: School Processes & Programs 1 Funding Sources: Translators for parent events - 211 - Title I, Part A - \$600	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: The high number of office and classroom referrals indicates that students must be in a more robust social/emotional position to access the curriculum. **Root Cause:** Low parent engagement. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus. Low authentic student engagement levels from Trend data result in frequent student misbehavior.

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

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

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

Performance Objective 4: Monitor safety and security of all LISD facilities.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety training

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

Performance Objective 5: Increase collaborative interventions to identify and support the well-being and behavioral needs of students.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

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

Performance Objective 6: Campus Behavior Goal:

By May 2025, 80% of students will be supported by tier 1 behavior supports with 1 or less office referrals.

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes.
Edugence dashboard, Core Team meetings every progress period

Strategy 1 Details	Reviews			
Strategy 1: Self-regulation training for students during extended planning time each month, along with Dean of Students work with restorative practices and the campus formation of a Safe and Civil team with training. Strategy's Expected Result/Impact: With MTSS, the number of students at tier 1 for behavior (1 or fewer office referrals) will increase from 70% to 80% by May 2025. Staff Responsible for Monitoring: Dean of Students, Admin, Counselors, CIS Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
Strategy 2: PBIS campus-based TEAM Expectations include monthly student recognition and a market store. MTSS to address behavior needs identified by data review. Teachers complete a morning meeting with use of connection tools like circles, mood meters, Strategy's Expected Result/Impact: With MTSS, the number of students at tier 1 for behavior (1 or fewer office referrals) will increase from 70% to 80% by May 2025. Staff Responsible for Monitoring: Teachers, Dean of Students, Counselors, CIS, Admin Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Students are out of the instructional setting due to behavior. **Root Cause:** Cultural proficiency and strategies for behaviors were not utilized effectively. Additional teacher support in restorative practices and data tracking is needed to ensure the correct behavioral support for students and decrease the incidence of physical acts of aggression.

School Processes & Programs

Problem Statement 1: The high number of office and classroom referrals indicates that students must be in a more robust social/emotional position to access the curriculum. **Root Cause:** Low parent engagement. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus. Low authentic student engagement levels from Trend data result in frequent student misbehavior.

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff well-being.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD.

Strategy 1 Details		Reviews			
Strategy 1: We want to extend the positive learning framework to include our families. The campus will provide staff with parent learning time on the PBIS system and around campus programs to support the learning environment and increase parent engagement. Staff will be paid to translate and provide alternate activities for siblings. Strategy's Expected Result/Impact: By May 2025, parent survey participation will increase from 85 to 100 individuals completing the parent survey with 90% approval. Staff Responsible for Monitoring: all staff Title I: 4.2 Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	May	
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The high number of office and classroom referrals indicates that students must be in a more robust social/emotional position to access the curriculum. Root Cause: Low parent engagement. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus. Low authentic student engagement levels from Trend data result in frequent student misbehavior.

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: Federal and State Mandates

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

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

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

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

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No Progress

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Goal 6: Federal and State Mandates





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

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

Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

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

Strategy 2 Details		Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student well-being and ensure all aspects that impact the learning environment are addressed.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>		Formative			Summative
		Nov	Feb	May	
Strategy 3 Details		Reviews			
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>		Formative			Summative
		Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
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Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

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



No Progress



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Goal 7: Student Achievement/Safeguards

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

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jillian Carrillo	Title I Instructional Coach	Title I, Part A	1
Katie Allsop	Title I Instructional Coach	Title I, Part A	1
Paige Krause	Dean of Discipline	Title I, Part A	1