

Lewisville Independent School District
Parkway Elementary School
2024-2025 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Goals	10
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.	10
Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.	13
Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.	19
Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.	23
Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.	26
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. ..	29
Goal 7: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews.	36
Title I	37
1.1: Comprehensive Needs Assessment	37
2.1: Campus Improvement Plan developed with appropriate stakeholders	37
2.2: Regular monitoring and revision	37
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	37
2.5: Increased learning time and well-rounded education	37
2.6: Address needs of all students, particularly at-risk	37
3.1: Annually evaluate the schoolwide plan	37
4.1: Develop and distribute Parent and Family Engagement Policy	38
4.2: Offer flexible number of parent involvement meetings	38
Title I Personnel	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Parkway Elementary serves 574 students in grades K-5. The demographics of Parkway students are 61.85% Hispanic, 15.68% are White, 9.76% are Asian, 10.10% are African American, 2.26% are two or more races, .17% American Indian or Alaska Native, and .17% are Pacific Islanders. 54.88% of the students are male and 45.12% are female, **46% are Emerging Bilinguals, 31.74% participate in the Dual-Language program.** 69.16% are economically disadvantaged, 56.97% are at-risk.

Parkway staff consists of:

31 regular education classroom teachers

2 communications teachers

1 art, 1 music, 1 PE, 1 stem teacher, 1 librarian

6 SDI teachers

1.5 LAS teachers

1 GT teacher

2 MTA teachers

1 counselor

12 instructional aides

2 speech and language teachers

3 office staff

1 nurse

1 permanent sub

1 ISS Para

1 CIS staff member

1 technology staff

Demographics Strengths

At Parkway Elementary:

- 96.11% of students showed regular attendance in 2023-24 school year
- Parkway is a very diverse school, we appreciate the culture and traditions that our students bring to the campus
- We continue to serve students in our dual program that are Spanish language learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education population has grown and although most student qualify when referred, we do not believe that teachers are using an intervention protocol with fidelity. Too many students are being referred for special education before completing a true intervention cycle. **Root Cause:** Teachers have not been trained on how to best implement an intervention system that uses a variety of strategies over a period of time in an effort to close learning gaps.

Student Learning

Student Learning Summary

STAAR Scores

- 74.19% of students scored approaches or higher on 5th grade Reading STAAR 2023
- 82.98% of students scored approaches or higher on 5th grade Math STAAR 2023
- 48.39% of students scored approaches or higher on 5th grade Science STAAR 2023
- 73.56% of students scored approaches or higher on 4th grade Reading STAAR 2023
- 56.98% of students scored approaches or higher on 4th grade Math STAAR 2023
- 69.79% of students scored approaches or higher on 3rd grade Reading STAAR 2023
- 60.42% of students scored approaches or higher on 3rd grade Math STAAR 2023

iStations Results: % of Level 1 students in iStation decreased in the following grade levels from the September benchmark to the April/May benchmark.

1: 35% level 1 to 32% and 24% level 2 to 22%

2: 48% level 1 to 45% and 13% level 2 to 11%

3: 30% level 1 to 28% and 30% level 2 to 17%

Student Learning Strengths

Teachers at Parkway Elementary participate in a bi-weekly PLC where they create common formative assessment for established essential standards. This is a continual process where they come back together to look at student samples, sort data and establish interventions and extensions for students. Allowing all students at Parkway Elementary success. A tier 2 and tier 3 intervention and/or extension is built into the master schedule which limits the amount of missed TIER 1 instruction for students in specialized services and giving general education students the content that is needed to be retaught and/or extended. The dual language program allows students access content in both English and Spanish with a goal of students being bilingual and biliterate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students did not show growth on STAAR or Istation; nor did they reach grade level expected achievement. Parkway did not have enough students score meets and masters on any subject in any grade. **Root Cause:** Teachers are not using the GRR process to release students to grapple with the work. Students are not being challenged or pushed to do their own thinking. TEKS are not being taught to the full depth of the standard.

School Processes & Programs

School Processes & Programs Summary

Parkway utilizes a campus-based Multi-Tier System of Supports (MTSS), which integrates PLCs and a Standard-Protocol Approach to RTI to ensure that all students receive differentiated instruction to help students be successful. A Master schedule is developed each year to ensure that all instructional minutes for each content area is delivered according to district guidelines. Tier 1 lessons and common formative assessments (CFAs) are developed during grade level PLCs to drive instructional practices. During PLCs CFAs, CBAs and iStation scores are used to determine Tier 2 and Tier 3 interventions and enrichment that are needed for each child.

Title One tutor, LAS aides, Dyslexia Specialists, LAS teachers, SDI teachers, and SDI Aides are used to provide targeted intervention to students that fall in the Tier 2 or Tier 3 category. If a student continues to struggle after MTSS interventions are administered, a committee meets to discuss referral.

School Processes & Programs Strengths

Parkway used iReady to deliver monthly Computer Adapted Testing which provides reading data that can be used to regroup students for MTSS/RTI Tier 2 and Tier 3 interventions administered during Panther Time. LLI by Fountas and Pinnell and Estrellita are two of the research-based standard-protocol reading programs used to deliver Tier 2 and Tier 3 instruction. Grade level PLC developed CFAs for Math, Reading and Science (4th and 5th). The results of these assessments are used to guide Tier 1 and small group instruction. RTI meetings are held on a monthly basis to review student data and ensure effective interventions are in place. Title One tutors are used to provide Tier 2 and Tier 3 intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although participating in intervention daily, teachers have not been trained or given the resources to implement a true series of interventions in both math and reading. We are too quick to refer students before we complete an intervention cycle. **Root Cause:** Lack of training and materials

Perceptions

Perceptions Summary

94% of parents agree: I am satisfied with my child's school.

91% of parents agree: do whatever it takes to help my child meet high academic standards.

94% of parents agree: child is glad to come to this school most of the time.

95% of parents agree: My child's well-being is supported by the school.

90% of parents agree: school/staff does a good job of communicating with parents/families.

100% of parents agree: /families who visit the school are welcomed, treated with respect, and encouraged to be involved.

Perceptions Strengths

100% of parents agree: /families who visit the school are welcomed, treated with respect, and encouraged to be involved.

94% of parents agree: child is glad to come to this school most of the time.

95% of parents agree: My child's well-being is supported by the school.

94% of parents agree: I am satisfied with my child's school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although 91% of families agree or strongly agree with the statement "Teachers do whatever it takes to help my child meet high academic standards," this aligns with our priorities of exposing the students to rigors, challenging work that meets the demands of the TEKS. **Root Cause:** Teachers need a refresher in the gradual release of responsibility process to expose students to high level instruction that allows the students to experience productive struggle.

Priority Problem Statements

Problem Statement 1: Our special education population has grown and although most student qualify when referred, we do not believe that teachers are using an intervention protocol with fidelity. Too many students are being referred for special education before completing a true intervention cycle.

Root Cause 1: Teachers have not been trained on how to best implement an intervention system that uses a variety of strategies over a period of time in an effort to close learning gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students did not show growth on STAAR or Istation; nor did they reach grade level expected achievement. Parkway did not have enough students score meets and masters on any subject in any grade.

Root Cause 2: Teachers are not using the GRR process to release students to grapple with the work. Students are not being challenged or pushed to do their own thinking. TEKS are not being taught to teh full depth of the standard.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Although participating in intervention daily, teachers have not been trained or given then resources to implement a true series of interventions in both math and reading. We are too quick to refer students before we complete an intervention cycle.

Root Cause 3: Lack of training and materials

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Although 91% of families agree or strongly agree with the statement "Teachers do whatever it takes to help my child meet high academic standards," this aligns with our priorities of exposing the students to rigors, challenging work that meets the demands of the TEKS.

Root Cause 4: Teachers need a refresher in the gradual release pf responsibility process to expose students to high level instruction that allows the students to experience productive struggle.

Problem Statement 4 Areas: Perceptions

Goals

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


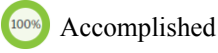
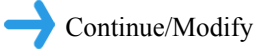

HB3 Goal

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: Provide TEKS aligned instruction using a variety of district approved resources in reading, math, science, and social studies. Ensure PLC protocols are being followed by modeling team planning, data analysis, and professional learning. An additional admin is needed in order to best serve the teachers with PLCs and data analysis as well as classroom coaching and planning, as well as utilizing a title temp to assist with intervention groups and aligning resources. More training around RTI processes and intervention will allow us to best serve the students' specific needs. Using tutors to assist with intervention groups will allow us to best meet our students needs.</p> <p>Strategy's Expected Result/Impact: Fewer referrals without intervention cycle Higher level of authentic engagement Learning how to be resilient through productive struggle/gradual release Lower behavior incidents as a result of higher engagement</p> <p>Staff Responsible for Monitoring: admin, teachers, title temps, district IFs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: title temps (22 weeks each at 18 hours a week) - 211 - Title I, Part A - \$22,000</p>	Formative			Summative
	Nov	Feb	May	
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: All students and staff will have the materials and resources needed to carry out instruction, small groups, and intervention. This includes, but is not limited to consumables, non-consumables, online resources (IReady, learning A-Z, pebble go, brain pop), and materials required by the TEKS, LISD curriculum, and STAAR.</p> <p>Strategy's Expected Result/Impact: Allow teachers to spend their time planning for instruction versus gathering and searching for instructional materials.</p> <p>Staff Responsible for Monitoring: admin, teachers</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Learning A to Z, Peeble Go, IReady - 211 - Title I, Part A - \$19,596</p>	Formative			Summative
	Nov	Feb	May	

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our special education population has grown and although most student qualify when referred, we do not believe that teachers are using an intervention protocol with fidelity. Too many students are being referred for special education before completing a true intervention cycle. Root Cause: Teachers have not been trained on how to best implement an intervention system that uses a variety of strategies over a period of time in an effort to close learning gaps.</p>
Student Learning
<p>Problem Statement 1: Students did not show growth on STAAR or Istation; nor did they reach grade level expected achievement. Parkway did not have enough students score meets and masters on any subject in any grade. Root Cause: Teachers are not using the GRR process to release students to grapple with the work. Students are not being challenged or pushed to do their own thinking. TEKS are not being taught to the full depth of the standard.</p>
School Processes & Programs
<p>Problem Statement 1: Although participating in intervention daily, teachers have not been trained or given the resources to implement a true series of interventions in both math and reading. We are too quick to refer students before we complete an intervention cycle. Root Cause: Lack of training and materials</p>

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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

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

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

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

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


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


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


*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


Evaluation Data Sources: See campus scorecard for targeted outcomes
 Attendance Rate
 Chronic truancy

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality of early communication with at risk, truant, and chronically absent students. Decrease chronic absenteeism rate of 6.52% to 5.5%. Create a "Never Been Absent" club where all students with perfect attendance are featured. After 2 absences, phone calls will be made from teacher and admin. Continue to reward and incentivize students AND parents. Continue to check RaaWee board daily and follow up.</p> <p>Strategy's Expected Result/Impact: Decrease number of at-risk, chronically absent, and truant families.</p> <p>Staff Responsible for Monitoring: admin, counselor, attendance clerk, student services</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Our special education population has grown and although most student qualify when referred, we do not believe that teachers are using an intervention protocol with fidelity. Too many students are being referred for special education before completing a true intervention cycle. Root Cause: Teachers have not been trained on how to best implement an intervention system that uses a variety of strategies over a period of time in an effort to close learning gaps.</p>
Perceptions
<p>Problem Statement 1: Although 91% of families agree or strongly agree with the statement "Teachers do whatever it takes to help my child meet high academic standards," this aligns with our priorities of exposing the students to rigors, challenging work that meets the demands of the TEKS. Root Cause: Teachers need a refresher in the gradual release pf responsibility process to expose students to high level instruction that allows the students to experience productive struggle.</p>

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Compliance with safety drills
Completion of staff and student safety trainings

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

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

Performance Objective 6: Campus Behavior Goal:

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Restorative Practices as well as campus behavior plan, will ensure that expectations are clearly taught, reviewed, and revisited throughout the year. A campus behavior implementation plan allows for consistent consequences and rewards across campus. An additional admin is needed in order to best serve the teachers with classroom coaching and planning as well as best practices with restorative practices.</p> <p>We are also participating in Safe and Civil School this year.</p> <p>Strategy's Expected Result/Impact: Implementation of Restorative Practices as well as campus behavior plan, will ensure that expectations are clearly taught, reviewed, and revisited throughout the year. A campus behavior implementation plan allows for consistent consequences and rewards across campus. An additional admin is needed in order to best serve the teachers with classroom coaching and planning as well as best practices with restorative practices.</p> <p>We are also participating in Safe and Civil Schools this year</p> <p>Staff Responsible for Monitoring: Decrease number of office referrals that require admin actions. Positive student/ staff relationships will decrease off task behaviors in the classroom. All classrooms will have the non-negotiable restorative practice look fors. An additional admin is needed in order to best serve the teachers with classroom coaching and planning as well as best practices with restorative practices.</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	May	
	Review content area			

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

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

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes
Financial dashboard visits
Finance related comm efforts across all platforms

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

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

High Priority





Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
<p>Strategy 1: Parkway will communicate with parents in a weekly newsletter, social media (Facebook, Twitter, and Instagram), class dojo (school wide and classroom), and Skyline messages. All students will take home a Tuesday Newsday folder with relevant information and weekly grades/progress reports. Annual title one meeting will be held and the PFE policy as well as Home/School compact will be share via email and on our website. Weekly parent newsletter will encourage parents to complete the Recognize SomeOne nomination form as well as take parent surveys with from the district and school based surveys. Staff surveys are sent out each semester by the principal as well as the district Pulse surveys. Paper copies or newsletters as well as laminated and posted signs will serve as a communication tool for families.</p> <p>Strategy's Expected Result/Impact: Parent engagement will increase for our family events, class events, PTA membership. Parents will feel welcomed at Parkway and know that their children are safe and cared for when they come to school.</p> <p>Staff Responsible for Monitoring: office staff, admin, teachers, PTA</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: paper, laminating film, poster paper, butcher paper - 211 - Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Invite the community to our family engagements nights (2 times per year). Publicize the events by posting posters in public locations and sending flyers out. Families will participate in family engagement events and will receive literacy and math kits to be used at home to support learning. Kits will include books, stickers, pens and pencils, dice, and cards. Each kit will contain printed directions on how to use the items to support learning.</p> <p>Strategy's Expected Result/Impact: Families will be able to engage in learning experiences at home. Families will have the materials needed to provide enrichment activities based engagement night learnings.</p> <p>Staff Responsible for Monitoring: admin, teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Funding Sources: Kits will include books, stickers, pens and pencils, dice, and cards. Each kit will contain printed directions on how to use the items to support learning. - 211 - Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Parkway families will be invited to participate in a Family Latino Literacy program that teaches adults how to best work and support with their children at home.</p> <p>Strategy's Expected Result/Impact: Families will be better able to support their ELL student at home.</p> <p>Staff Responsible for Monitoring: Ventura, Morel, Utech, Hernandez, Trotman, Rivera, Galusha, Landron, Armstrong, Gauthier</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: supplemental pay for staff, snacks for families attending (family engagement funds) - 211 - Title I, Part A - \$2,016</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Although participating in intervention daily, teachers have not been trained or given then resources to implement a true series of interventions in both math and reading. We are too quick to refer students before we complete an intervention cycle. Root Cause: Lack of training and materials</p>

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	

Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>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</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

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





You will update the formative and summative reviews.

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

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>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
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Federal and State Mandates

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You will update the formative and summative reviews.


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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; 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

 Accomplished

 Continue/Modify

 Discontinue





Goal 7: Student Achievement/Safeguards

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

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

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

Strategy 1 Details	Reviews			
<p>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>	Formative			Summative
	Nov	Feb	May	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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 Parkway 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

Parkway 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>
Alexandra Manuel	Asst. Principal ES	Title I, Part A	1