Lewisville Independent School District

Independence Elementary School

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 19, 2024

Demographics

Demographics Summary

Independence Elementary is a Two Way Dual Language campus that serves students from Early Childhood Education (3-year-old) to fifth grade. Our school opened in 2008 with an enrollment of four hundred and seven students. As of September 2024, our enrollment is eight hundred and twenty-four students.

Independence has a diverse student population. Based on Edugence data **Asian: 26%, Afr. Am.: 8%, Hispanic: 56%, Two or More 2%, White: 8%.** Of those students, 48% are Economically Disadvantaged with 42% eating Free and 6% eating at a reduced rate. 59% of students are considered at risk.

 Independence Elementary's attendance rate is 95.32%. Independence attributes this achievement to dedicated parents, staff, and student body. Communication is provided to inform parents about attendance laws, procedures, and expectations, as well as the implementation of different student incentive programs to boost attendance.

Our school works diligently to attract volunteers to mentor students, serve as Career Day presenters, and build community partnerships with support organizations such as churches.

Demographics Strengths

IES has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area to attend schools in the East zone schools and participate in our Dual Language program. Because our families value education, bilingualism and biliteracy, we have many supportive parents and students who are committed to success.

2. Our school has a diverse population, which brings awareness and sensitivity to diversity.

3. Independence Elementary has a large number of committed parents who are always willing to volunteer.

4. Our school continues to serve all stakeholders and communicate LISD restrictions and guidelines throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Independence has 54% Emergent Bilingual Students, this can sometimes impact the academic growth in students' non-dominant language.   **Root Cause:** Learning a new language and academics in the new language.

Student Learning

Student Learning Summary

Students at Independence Elementary continue to show gains in academic achievement and social-emotional health. We measure progress academically with benchmarks, Istation, STAAR results, DIBELS, IDEL, and teacher-designed formative and summative assessments. Students participate in a survey to give feedback on their experience in the school.

Student Learning Strengths

Math STAAR- 3rd-5th Grade Students

77%	Approaches
51%	Meets
26%	Masters

Reading STAAR- 3rd- 5th Grade Students

85%	Approaches
61%	Meets
36%	Masters

- Students at Independence showed growth in 3rd Grade iStation reading from 82% at the beginning of the school year to 87% at the end of the school year.
- Students at Independence showed an increase of ES readiness from the beginning of the school year to the end of the school year from 79% to 89%.
- Students at Independence exceeded the expected target in math for third grade from 76% to 80%,

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students are making one year's growth or are not on grade level in reading. **Root Cause:** Possible lack of educational opportunities. Change in home and educational structures, emergent bilingual, learning disabilities and/or socio economic status.

School Processes & Programs

School Processes & Programs Summary

PLC time is scheduled every 6 weeks. Teachers meet in the fall and spring for literacy check-ins which center around Istation results. Leadership teams consist of the Building Leadership Team, Team Leaders, Safe & Civil, and Emergency Response Team. Team Leaders meet with admin at least once a month to share information and collaborate on upcoming events. The Safe & Civil Team meets with district level teams at least 5 times per year and meets as a campus team at least four times per year.

A focus for the 24-25 school year is collaboration. Our theme for the school year is "Better Together." As a campus we are "Better together" when we collaborate with one another as staff and partner with parents and the community. Professional Learning Communities are meetings or a collaboration time when staff work together to develop ideas and grow in their profession. PLCs also include collaboration with district instructional coaches, Emergent Bilingual liaisons, vertical teams, and other relevant professionals.

Morning announcements, checking in on teachers and recognizing teachers for accomplishments are important factors this year. Students in grades 4-5 are able to participate in an experience survey to give feedback on their experience in school.

Teachers deliver weekly lessons focused on Growth Mindset and Goal Setting, Emotion Management, Empathy & Kindness, along with Problem Solving. Counselors provide biweekly lessons focused on anti-victimization including recognizing, reporting and refusing bullying along with child protection lessons focused on ways to stay safe. Tutorial times are offered for 1st-5th Grade students to attend when/if needed.

School Processes & Programs Strengths

We celebrate our diversity and talents. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child and recognize the importance of growing students academically as well as supporting social-emotional learning. We are devoted to helping every student discover his/her individual strengths and talents through goal setting using a data binder.

At Independence our staff embraces and models a growth mindset and lifelong learning. Everyone learns from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Office referrals increased by at least 100 referrals during the 23-24 school year.   **Root Cause:** Teachers were handling many behaviors within the classroom.

Problem Statement 2: Vertical planning did not formally occur between grade levels due to time constraints.   **Root Cause:** Collaborative structures and systems in the previous year did not lend to time for vertical planning to take place.

Perceptions

Perceptions Summary

Our campus has been recognized as an Apple Distinguished School, a Digital Common Sense campus, and our counselors have received the Crest award five times.

We at Independence Elementary share the same values and beliefs when educating students. Students, staff, and parents partner together in order to help students find success. We have a very dedicated staff that focuses on making sure ALL students reach their capacity. Student safety continues to be a priority as systems and procedures are put in place. Professional learning opportunities are offered to staff to help support growth and instructional practices. Restorative practices are implemented at Independence to help support and create positive relationships among students, teachers, and parents. Our campus focuses on creating a positive safe environment for students to thrive both academically and emotionally.

Perceptions Strengths

Independence participates in a variety of events to include the community and establish a collaborative partnership. Events include: Multicultural Night, Career Day, College Day, Parent Engagement Nights, Book Fair, Parent University, Acceleration tutoring, Student Council, and a variety of community service projects. We encourage all teachers to focus on self-care for mental and physical wellness. Teachers have the opportunity to engage in peer modeling and lesson design with district facilitators to become experts in their field of study. We collaborate with our Hebron feeder schools to be inclusive and promote a unified community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than half of the Independence staff participated in the district pulse survey. This survey helps gauge opportunities for growth within the campus.   **Root Cause:** Hesitation of staff to engage in feedback opportunities due to not knowing the intent and impact the survey results will have on the campus and culture.

Priority Problem Statements

Problem Statement 1: Not all students are making one year's growth or are not on grade level in reading.
Root Cause 1: Possible lack of educational opportunities. Change in home and educational structures, emergent bilingual, learning disabilities and/or socio economic status.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Less than half of the Independence staff participated in the district pulse survey. This survey helps gauge opportunities for growth within the campus.
Root Cause 2: Hesitation of staff to engage in feedback opportunities due to not knowing the intent and impact the survey results will have on the campus and culture.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: Office referrals increased by at least 100 referrals during the 23-24 school year.
Root Cause 3: Teachers were handling many behaviors within the classroom.
Problem Statement 3 Areas: School Processes & Programs

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			
Strategy 1: Through the design and delivery of curriculum and instruction there will be an increase in teacher efficiency and effectiveness in order to maximize student learning. As a result, each student will make at least one year's growth in reading measured by Istation and/or Reading level. Students on an IEP will master their IEP goals.			**Formative**			**Summative**
			Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Scorecard Measure **Staff Responsible for Monitoring:** Administrators, Literacy Coach and Classroom Teachers. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I, Part A - $3,000						

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Not all students are making one year's growth or are not on grade level in reading.   **Root Cause**: Possible lack of educational opportunities. Change in home and educational structures, emergent bilingual, learning disabilities and/or socio economic status.

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

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			
Strategy 1: Through Safe & Civil and professional development for teachers, collaborative interventions will be used to identify and support the wellbeing and behavioral needs of students. Referrals will reduce by 20% for the 24/25 school year.				**Formative**			**Summative**
				Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Campus Scorecard							
Staff Responsible for Monitoring: Assistant Principals							
Title I: 2.4, 2.5, 2.6							
Problem Statements: School Processes & Programs 1							

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

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Office referrals increased by at least 100 referrals during the 23-24 school year.   **Root Cause**: Teachers were handling many behaviors within the classroom.

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

Strategy 1 Details	Reviews			
Strategy 1: Through communication and planning, more than 70% of staff will complete the staff survey provided by LISD.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Campus Scorecard **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Less than half of the Independence staff participated in the district pulse survey. This survey helps gauge opportunities for growth within the campus. **Root Cause**: Hesitation of staff to engage in feedback opportunities due to not knowing the intent and impact the survey results will have on the campus and culture.

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			

Strategy 1: During the 24-25 school year, there will be a continued focus on staff communication using staff newsletters, feedback, sharing parent newsletters with staff and communicating pertinent information with all staff.
    Strategy's Expected Result/Impact: Increased percentage for staff survey in the communication category.
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	

Strategy 2 Details	Reviews			

Strategy 2: Share and collaboratively review the Parent and Family Engagement Policy and share with families within Independence.
    Strategy's Expected Result/Impact: Communicating objectives and parent/family engagement opportunities.
    Staff Responsible for Monitoring: Elisabeth Arroyo and Amber Olson
 	
    Title I:
4.1
	Formative			**Summative**

	Nov	**Feb**	**May**	

Strategy 3 Details	Reviews			

Strategy 3: Invite families to participate in a Multicultural Night to share about their culture.
    Strategy's Expected Result/Impact: Family connection, partnership and family involvement.
    Staff Responsible for Monitoring: Cayla Bennett
 	
    Title I:
4.2
	Formative			**Summative**

	Nov	**Feb**	**May**	

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

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			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
RaaWee will be used to monitor absences and parent notification given when students are absent. 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. 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. **Strategy's Expected Result/Impact:** Student attendance records and campus/district scorecard for attendance rate % and truant student % **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% 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 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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
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				
0% No Progress 100% 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			
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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. Campus personnel will be trained in violence prevention and intervention. 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. 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.				

Strategy 2 Details		Reviews			
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.		**Formative**			**Summative**
		Nov	**Feb**	**May**	

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.
 	
Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.
 	
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.
 	
Civic responsibility and community service and community involvement are encouraged.
 	
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.
 	
Students receive public acknowledgement for non-academic achievement.
    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.
    Staff Responsible for Monitoring: All staff					

Strategy 3 Details		Reviews			
Strategy 3: Dating Violence		**Formative**			**Summative**
		Nov	**Feb**	**May**	

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.
    Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.
    Staff Responsible for Monitoring: All staff					

Strategy 4 Details	Reviews			
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. A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests. 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 sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **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. **Staff Responsible for Monitoring:** All staff	**Formative**			**Summative**
	Nov	**Feb**	**May**	

0% No Progress   100% 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 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			
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.)	**Formative**			**Summative**
	Nov	**Feb**	**May**	

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.)

Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students.

The 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.

Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

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 teh 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.

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.

Staff Responsible for Monitoring: All staff

0% No Progress   100% 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			
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. . Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
     Staff Responsible for Monitoring: Learning and Teaching
 Chief of Schools
 Accountability and Evaluation
 Campus administrators and appropriate staff.
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools				

0% No Progress 100% 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 Independence Elem 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

Independence 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

Name	Position	Program	FTE
Oscar Jordan	Title I Instructional Coach	Title I, Part A	1