Lewisville Independent School District

Lewisville Elementary School

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students' attendance is less than 90% of our days in school, including EXCUSED and UNEXCUSED absences. This rate will fluctuate throughout the year.

The district goal is 10%. We had 478 students: 52.93% male and 47.07% female. We only have 6% gifted;

we had 50% Bilingual, 87.8 economically disadvantaged, 74% at risk, 22% special education, and 3% homeless. 69% Hispanic and 20% African American. On the STAAR test, our subgroups were African American, Latinos, and special education . They obtained a low rating of D , and we had 1,381 behavior referrals. The referrals by ethnicity are as follows. AA: 52.21 %H: 36.71 %W: 6.59 %T: 3.77 %P: 0.51 %A: 0.22 %.   The referrals by N: 64.08 %Y: 35.92 %. The referrals by ED are as follows: F: 78.93 %, N: 14.77 %, R: 6.30 %. The referrals by Gendeer are as follows:M: 66.33 %F: 33.67 .   63% our our students are ES Readiness Overall

Demographics Strengths

Newcomer Academy 23-24
To close the instructional gap in their native language
- October 18th- January 4th
- Total of 7 out of 9 students in 3rd-5th grade participated
- Participated in Amira Lab every morning 7:15-7:45
- Collected Amira progress data every 3 weeks
- Collected iStation data monthly

Celebrations:
- Students who are new to the country - initial assessment in their L1 (iStation, Amira, EDL, running records)
- Students who perform two years or more below level in L1 will be eligible
- 12 week intervention academy - focus on targeted language instruction in communication and comprehension skills
- Any eligible student will begin the 12 weeks upon enrollment regardless of their homeroom teacher
- Students will participate in reading lab each morning (pending on district program selection)
- Continuous collaboration between the dual teachers and LAS

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem Statement: Our campus has identified disparities in academic performance, attendance, and disciplinary actions among students from

different demographic groups. Specifically, [insert specific demographic group, e.g., "students from economically disadvantaged backgrounds," "English Language Learners (ELLs)," "students with disabilities"] are underperforming in key academic/ discipline **Root Cause:** The root cause of these disparities is a lack of targeted instructional strategies and support systems that address the unique needs of these student groups. Additionally, there may be gaps in culturally responsive teaching practices and insufficient professional development opportunities for staff to effectively engage and support diverse student populations.

Student Learning

Student Learning Summary

Student Learning Summary

Reading Progress:

Grade 3 A significant improvement in reading skills is noted, with **69%** of students now at Tier 1.

Math Progress in Grade 3: A notable 64%** increase in math proficiency has occurred.

ES Readiness (LISD Dashboard)**: An impressive **82%** increase in readiness.

All K-2 March iStation Reading

On Level (Levels 4 and 5): 18%

Approaching (Level 3)**: 11%

Below (Level 2): 18%

Significantly Below (Level 1) 53%

All 3rd - 5th March iStation Reading:

On Level 25%

Approaching 16%

Below**: 17%

Significantly Below: 42%

Mono K-2 March iStation Reading:

On Level (Levels 4 and 5)**: 34%

Approaching (Level 3)**: 18%

Below (Level 2) 23%

Significantly Below (Level 1) 26%

Mono 3rd - 5th March iStation Reading:

On Level 26%

Approaching 15%

Below**: 18%

Significantly Below 41%

Dual Language English K-2 March iStation Reading:

On Level (80th percentile 28%

Approaching (60th percentile) 12%

Below (40th percentile) 18%

Significantly Below (20th percentile) 42%

Dual Language English 3rd - 5th March iStation Reading

On Level**: 51%

Approaching**: 20%

Below**: 20%

Significantly Below**: 10%

Spanish K-2 March iStation Reading:

On Level (80th percentile) 31%

Approaching (60th percentile) 13%

Below (40th percentile) 21%

Significantly Below (20th percentile) 36%

Spanish 3rd - 5th March iStation Reading:

On Level : 41%

Approaching 20%

Below 20%

Significantly Below 10%

K-5 iStation Math Data Summary

Student Performance Levels:

On Level (Levels 4 and 5):**

 Level 5:** 37.29%

 Level 4:** 28.54%

Approaching (Level 3):

 34.17%

Below (Level 2):

41%**

Significantly Below (Level 1):**

 27%**

 -33%**

- **Minimal Performance (Level 1):**

- **3.71%**

- **1.54%**

- **1.17%**

Correlation Summary:

Approaching/On Level (Levels 3, 4, or 5):** Students averaging in this range show proficiency in CA (Computation and Applications) and NS (Number Sense).

Below (Level 2):** Students in this range average below expectations in CA and NS.

Significantly Below (Level 1):** Students in this category demonstrate minimal understanding and proficiency in CA and NS, indicating a need for targeted intervention.

This data provides insight into students' current performance levels in math, emphasizing the importance of targeted support for those below grade level and recognizing the successes of those on or above grade level.

Student Learning Strengths

The primary strength from the data is the high percentage of students performing at **Level 5** in K-5 iStation Math, with **37.29%** of students demonstrating advanced proficiency. This suggests that a significant portion of students are excelling in math and performing well above the expected level, particularly in Computation and Applications (CA) and Number Sense (NS).

Additionally, when combining Levels 4 and 5, **65.83%** of students either meet or exceed grade-level expectations, indicating strong overall math performance among most students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite the solid performance of 37.29% of K-5 students at Level 5 in iStation Math, a concerning proportion of students--particularly 34.17% at Level 3 and 28.54% at Level 4--indicate that a significant number of students are only approaching grade-level proficiency. Additionally, 4.88% of students perform significantly below grade level (Levels 1 and 2). This highlights a persistent achieve **Root Cause:** The root cause of this issue likely stems from inconsistent or insufficient targeted intervention strategies for students performing at or below Level 3. The existing support mechanisms may not be effectively addressing the specific needs of students who struggle with foundational math skills, particularly in Computation and Applications (CA) and Number Sense (NS). This gap could be due to a lack

School Processes & Programs

School Processes & Programs Summary

Summary of Curriculum & Instruction:

At Lewisville Elementary, a strategic approach to curriculum and instruction is taken to ensure that teaching practices align with the diverse needs of students. Throughout the year, the school collaborated with the administrative team and instructional coaches to assess each teacher's strengths and areas for growth. Staffing decisions were carefully considered, and robust support systems were implemented, particularly for teachers transitioning to new roles or grade levels. For instance, teachers like Ms. Drisdale and Ms. Bessard were provided with targeted support, including a four-day adjustment period back to the classroom, during which instructional coaches and special education administrators worked closely with them to review new curricula and adapt lesson planning. Ongoing support was provided through consistent follow-ups by assistant principals, ensuring that instructional practices aligned with campus goals.

Professional Development:

Professional development at Lewisville Elementary is deeply embedded in daily practice, focusing on leveraging leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies. Real-time feedback is provided to teachers during instructional walks conducted by instructional coaches. The school prioritizes observation and coaching sessions conducted consistently to support teachers in mastering effective instructional practices. The instructional coaching team is crucial in leading coaching cycles, collaboratively planning with teachers, and providing valuable instructional feedback. Additionally, several teachers serve as district-level mentors and contribute to curriculum writing, demonstrating a solid commitment to professional growth.

Leadership & Decision-Making Processes:

Lewisville Elementary employs written protocols and consistent processes to lead and manage various leadership teams and instructional functions. Committees focused on decision-making, restorative practices, family and community involvement, and the leadership team are central to the school's leadership approach. There is a strong emphasis on building teachers' capacity to lead conversations within their domains, fostering a culture of independence and collaboration. Leadership at the school has made strides in implementing effective instructional practices. However, there is a recognized need for targeted observation and feedback sessions with the instructional leadership team to develop their leadership skills further.

Communication:

Effective communication is integral to the school's operation. During staffing interviews, grade-level teachers and instructional coaches are invited to participate, ensuring that decisions are made collaboratively. Even in challenging situations, such as when interviewing for positions in late July, technology like Webex maintains open communication with staff out of town. The school also prioritizes clear communication within leadership teams, ensuring all members are informed and engaged in decision-making.

Organization & Context:

The school has faced significant challenges in retaining staff, with several team members departing for various reasons. Despite these challenges, the school has worked diligently to

adapt and maintain stability. Positive developments include hiring a first-grade solid teacher and an exceptional para-professional who transitioned into the role of a behavior teacher. While there are still open positions, ongoing efforts are being made to fill them and ensure that the school's systems remain effective.

Support Services:

Support services at Lewisville Elementary are designed to provide ongoing assistance to both teachers and students. Special education administrators, instructional coaches, and assistant principals work collaboratively to ensure that teachers transitioning to new roles receive the support they need. This includes reviewing curricula, lesson planning, and maintaining consistent follow-ups to address challenges. The school also monitors student growth closely, with team leaders tracking benchmarks to ensure that all students receive the support they need to succeed.

Extracurricular/Co-Curricular Opportunities:

While the focus has been on addressing staffing challenges and maintaining instructional quality, Lewisville Elementary offers extracurricular and co-curricular opportunities to enhance students' learning experiences. These opportunities align with the school's instructional goals and provide students with additional avenues for growth and development.

Technology Integration/Plan:

Technology integration at Lewisville Elementary includes using computer systems like iStation, I-Ready, and IPS to track how teachers teach and students learn. These tools provide valuable data on student progress, allowing the school to make informed decisions to improve teaching and student outcomes. The school also uses technology to facilitate communication and collaboration among staff, ensuring that everyone stays connected and informed.

Other:

In addition to the areas mentioned above, the school recognizes the need for continued efforts to enhance curriculum and instruction, particularly in the area of differentiation. While teachers demonstrate proficiency in understanding standards, more rigor must be infused into instruction, and differentiation strategies must effectively support all students' learning goals.

School Processes & Programs Strengths

Here are the strengths identified from the information:

Collaborative Staffing Decisions**: The school effectively collaborates with the administrative team and instructional coaches to assess teachers' strengths and areas for growth, leading to informed staffing decisions.

Robust Support Systems: Strong support systems are in place for teachers transitioning to new roles or grade levels, including instructional coaching and consistent follow-ups by assistant principals.

Professional Development: The school prioritizes real-time feedback, consistent observation, and coaching sessions to support teacher mastery of effective instructional practices.

Leadership Capacity Building Leadership teams and high-performing teachers model effective classroom routines and instructional strategies, fostering a culture of professional growth and collaboration.

Effective Use of Technology: The school leverages technology tools like iStation, I-Ready, and IPS to track teaching and learning, ensuring data-driven decision-making.

Commitment to Communication**: The school maintains transparent and open communication channels, even during challenging situations like late-summer staffing interviews, utilizing tools like Webex for remote participation.

Adaptability and Resilience: Despite significant staffing challenges, the school has shown resilience by hiring strong new staff members and maintaining stability through diligent efforts.

Comprehensive Support Services There is a focus on providing ongoing support to both teachers and students, with close monitoring of student growth and consistent follow-ups by leadership.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite the school's efforts in collaborative staffing, professional development, and leveraging leadership capacity, there are ongoing challenges with staff retention and effectively differentiating instruction to meet diverse student needs. These challenges have led to disruptions in instructional continuity and have affected the overall effectiveness of the school's educational outcomes.   **Root Cause:** The root cause of these challenges lies in the instability of staff retention, which has led to frequent transitions and gaps in instructional expertise. Additionally, while the school has robust support systems and professional development in place, there is a need for more targeted strategies to enhance differentiation in instruction, ensuring that it aligns more effectively with the varied lear

Perceptions

Perceptions Summary

1. **Surveys, Interviews, & Focus Groups**:

   - **Parent Engagement Evaluations/Feedback**: High participation and satisfaction.

   - **Staff Surveys/Feedback**:

     - Compliance Safety Training Completion: 90%

     - Communication Category: 80%

     - Positive Change: 56%

   - **Student Feedback**:

     - Environment Survey: 77%

     - Safety Training Completion: 100%

   - **Community Partnerships & Volunteer Data**: Effective partnerships and volunteer involvement.

2. **Culture, Climate, Values, Beliefs**:

   - Increase in students feeling comfortable talking to staff: 90%

   - Increase in student involvement/connectedness: 85%

3. **Parent Surveys**:

   - Health and Wellbeing: 96%

   - Communication: 92%

4. **Staff Wellbeing**:

- Pulse Survey: 77% (well-being) and 70% (involvement in decisions)

- Increase in Recognize Someone submissions: 25 to 39

5. **Attendance**:

  - Decrease in chronic absenteeism: 11%

6. **Customer Satisfaction**:

  - 100%

This summary captures the highlights and trends from the different areas of evaluation and feedback you've collected.

Perceptions Strengths

1. **High Levels of Safety and Compliance**:

  - **Staff Completing Compliance Safety Training**: 90%

  - **Students Completing Safety Training**: 100%

2. **Strong Parent and Staff Engagement**:

  - **Parent Survey on Health and Wellbeing**: 96%

  - **Parent Survey on Communication**: 92%

  - **Staff Wellbeing Pulse Survey**: 77%

  - **Increase in Recognize Someone Submissions**: From 25 to 39

3. **Effective Student and Staff Communication**:

- **Student Survey on Environment**: 77%

- **Staff Survey Communication Category**: 80%

4. **Positive Community and Volunteer Involvement**:

  - Effective community partnerships and high volunteer data.

5. **Improved Student Involvement and Comfort**:

  - **Increase in Students Comfortable Talking to Staff**: 90%

  - **Increase in Student Connected/Involved**: 85%

6. **Decreased Chronic Absenteeism**:

  - **Decrease in Chronic Absenteeism**: 11%

7. **High Customer Satisfaction**:

  - **Customer Satisfaction**: 100%

These strengths indicate a positive environment with effective safety practices, strong engagement and communication, and improved student involvement and attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite high levels of safety training completion and positive feedback on communication and engagement, there are areas where improvements are still needed. Specifically, staff feedback indicates room for growth in positive change and involvement in decision-making, and student feedback on the environment is lower than expected. Additionally, while customer satisfaction is at 100%, **Root Cause:** Possible lack of structured processes for staff to contribute to decision-making and limited opportunities for staff to see the impact of their feedback. There might be insufficient communication regarding how staff feedback drives change. Potential issues with the current environment that do not fully meet students' needs or expectations. This could be due to physical space limitations, lack of e

Priority Problem Statements

Problem Statement 1: Problem Statement: Our campus has identified disparities in academic performance, attendance, and disciplinary actions among students from different demographic groups. Specifically, [insert specific demographic group, e.g., "students from economically disadvantaged backgrounds," "English Language Learners (ELLs)," "students with disabilities"] are underperforming in key academic/ discipline

Root Cause 1: The root cause of these disparities is a lack of targeted instructional strategies and support systems that address the unique needs of these student groups. Additionally, there may be gaps in culturally responsive teaching practices and insufficient professional development opportunities for staff to effectively engage and support diverse student populations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite the solid performance of 37.29% of K-5 students at Level 5 in iStation Math, a concerning proportion of students--particularly 34.17% at Level 3 and 28.54% at Level 4--indicate that a significant number of students are only approaching grade-level proficiency. Additionally, 4.88% of students perform significantly below grade level (Levels 1 and 2). This highlights a persistent achieve

Root Cause 2: The root cause of this issue likely stems from inconsistent or insufficient targeted intervention strategies for students performing at or below Level 3. The existing support mechanisms may not be effectively addressing the specific needs of students who struggle with foundational math skills, particularly in Computation and Applications (CA) and Number Sense (NS). This gap could be due to a lack

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite the school's efforts in collaborative staffing, professional development, and leveraging leadership capacity, there are ongoing challenges with staff retention and effectively differentiating instruction to meet diverse student needs. These challenges have led to disruptions in instructional continuity and have affected the overall effectiveness of the school's educational outcomes.

Root Cause 3: The root cause of these challenges lies in the instability of staff retention, which has led to frequent transitions and gaps in instructional expertise. Additionally, while the school has robust support systems and professional development in place, there is a need for more targeted strategies to enhance differentiation in instruction, ensuring that it aligns more effectively with the varied lear

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Despite high levels of safety training completion and positive feedback on communication and engagement, there are areas where improvements are still needed. Specifically, staff feedback indicates room for growth in positive change and involvement in decision-making, and student feedback on the environment is lower than expected. Additionally, while customer satisfaction is at 100%,

Root Cause 4: Possible lack of structured processes for staff to contribute to decision-making and limited opportunities for staff to see the impact of their feedback. There might be insufficient communication regarding how staff feedback drives change. Potential issues with the current environment that do not fully meet students' needs or expectations. This could be due to physical space limitations, lack of e

Problem Statement 4 Areas: Perceptions

Goals

Revised/Approved: September 11, 2024

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes
ES - Istation reading and math
MS - enrollment in advanced courses
HS - GPA 2.7 or higher readiness
HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	**Reviews**			
Strategy 1: Campus instructional coaches will create a weekly schedule to push into classrooms to observe, co-teach, and provide intentional feedback. A Coaching & Consulting, LLC professional will be contracted to build the leadership team to achieve this goal. Lever 5: Effective Instruction--Build teacher capacity through observation and feedback cycles. Grade-level departments will schedule monthly meetings with coaches/facilitators to align CTK strategies and co-teach lessons with fidelity. Teachers will identify actions to apply in the next lesson. **Strategy's Expected Result/Impact:** By April 2025, 70% of the students will be on Level 4 or Level 5 in comprehension **Staff Responsible for Monitoring:** Leadership team, team leaders, BLT **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Coaching & Consulting, LLC - 211 - Title I, Part A - $3,600	**Formative**			**Summative**
	Nov	**Feb**	**May**	
	10%			

Strategy 2 Details	**Reviews**			
Strategy 2: The campus will create a system for monitoring decoding and comprehension as part of the PLC process. Lever 5: Effective Instruction--Data-driven instruction. Grade levels will create formative assessments to monitor the application of CTK strategies to be analyzed during PLCs. Finish with action steps and begin with data showing the action step's results. **Strategy's Expected Result/Impact:** Strategy Expected Results: By April 2025, 70% % of the students will be able to represent and solve correctly any given problem time. **Staff Responsible for Monitoring:** Leadership team, team leaders, BLT **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Strategy 3 Details	Reviews			
Strategy 3: The campus will create a series of learning labs for 3rd to 5th, focusing on problem-solving during Minilesson. The campus will provide Professional Development for kindergarten--2nd-grade teachers on collecting informal data to create their math small groups. The campus will purchase I Ready to Close the Gap on SDI and Newcomer students. Lever 5: Effective Instruction - Use observation and feedback cycles to build teacher capacity. **Strategy's Expected Result/Impact:** By April 2025, 70% % of the students will be able to represent and solve correctly any given problem time. **Staff Responsible for Monitoring:** SDI teachers, LAss, instructional coaches and administration. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** IReady - 211 - Title I, Part A - $16,159	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Strategy 4 Details	Reviews			
Strategy 4: A tutor will be hired to work with students who regress in their reading STAAR test from one grade level to another. Instructional coaches will get paid extra duty to plan for tutoring, Pony Time, and Professional Learning Communities. **Strategy's Expected Result/Impact:** 80% of the students served to close their gaps in the comprehension standards. **Staff Responsible for Monitoring:** Instructional Coach Tutor Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Tutor - 211 - Title I, Part A - $18,144	**Formative**			**Summative**
	Nov	**Feb**	**May**	

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

Performance Objective 1 Problem Statements:

Demographics
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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: The campus will create a series of PLCs where staff will analyze Behavior data and develop solutions. LEVER 3.1 Explicit school-wide behavioral expectations and Culture Routines	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Lewisville ES will decrease 20% of the classroom disruption referrals **Staff Responsible for Monitoring:** ALL **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Safe and Civil Campus committee will receive training and provide training to the staff on safe and civil procedures. LEVER 3.1 Explicit school-wide behavioral Expectations and culture routines	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Lewisville ES will decrease 20% of the classroom disruption referrals **Staff Responsible for Monitoring:** ALL **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Performance Objective 6 Problem Statements:

School Processes & Programs
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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:		**Formative**			**Summative**
Ensure that leadership and the Community Spirit & Engagement Team support and actively promote staff well-being.		**Nov**	**Feb**	**May**	
Strategy's Expected Result/Impact: Increase staff wellbeing- pulse by from 34.1% Strongly agree to 54% Strongly agree **Staff Responsible for Monitoring:** ALL **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1					

Strategy 2 Details		Reviews			
Strategy 2: The Community Spirit & Engagement Team will create a system of recognized for the staff effort and accomplishments		**Formative**			**Summative**
		Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Increase staff wellbeing- pulse by from 34.1% Strongly agree to 54% Strongly agree **Staff Responsible for Monitoring:** ALL **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1					

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite the school's efforts in collaborative staffing, professional development, and leveraging leadership capacity, there are ongoing challenges with staff retention and effectively differentiating instruction to meet diverse student needs. These challenges have led to disruptions in instructional continuity and have affected the overall effectiveness of the school's educational outcomes.   **Root Cause**: The root cause of these challenges lies in the instability of staff retention, which has led to frequent transitions and gaps in instructional expertise. Additionally, while the school has robust support systems and professional development in place, there is a need for more targeted strategies to enhance differentiation in instruction, ensuring that it aligns more effectively with the varied lear

Perceptions
Problem Statement 1: Despite high levels of safety training completion and positive feedback on communication and engagement, there are areas where improvements are still needed. Specifically, staff feedback indicates room for growth in positive change and involvement in decision-making, and student feedback on the environment is lower than expected. Additionally, while customer satisfaction is at 100%,   **Root Cause**: Possible lack of structured processes for staff to contribute to decision-making and limited opportunities for staff to see the impact of their feedback. There might be insufficient communication regarding how staff feedback drives change. Potential issues with the current environment that do not fully meet students' needs or expectations. This could be due to physical space limitations, lack of e

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

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

○ 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	**Formative**			**Summative**
as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions,	**Nov**	**Feb**	**May**	
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

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**	

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.
    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
	Formative			**Summative**

	Nov	**Feb**	**May**	

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 Lewisville 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

Lewisville 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
Andrea Yaites	Dean of Discipline	Title I, Part A	1
Chelsey Pedersen	Title I Instructional Coach	Title I, Part A	1