Lewisville Independent School District

Lillie J. Jackson Early Childhood Center

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The current demographics breakdown is as follows:

Ethnicity

American Indian: 1%

Asian: 10%

African American:14%

White: 10%

Hispanic/Latin: 64.%

Pacific Islander: 0%

Total: 430

51% Male

48% Female

Our student population represents different home languages: 50% Spanish, ESL/LEP 21%, English 28%

Special Programs:

1. ESL Program

2. One way Dual Language Program

3. 2 way Dual Language

4. Special Education total current enrollment: 15% of population (68 students)

5. PreK Pal (Tuition) current enrollment: 44

**Some students qualify in multiple programs (ie: SpEd and Dual Language or PreK Pals and Dual Language, etc.)

Many students have entered special programs this year and will continue in these programs for next year.

At risk students are all bilingual and ESL students, as well as those that qualify under one of the TEA guidelines for PreK eligibility. Students that do not qualify for PreK have the option to pay tuition to attend PreK but those spaces are limited.

Federal definition of guidelines is available on the TEA website.

The current mobility rate for our district and staff is unavailable at this point.

We have 48 students currently registered as McKinney Vento students.

The current teacher/student ratio is 12 students per 1 teacher. Our campus has a total of __423__ students and _45_ professional classroom teachers.

New students enroll or withdraw daily.

Average Daily Attendance Rate: 94.5%

Chronically Absent: 21%

Demographics Strengths

We offer a global view of learning which enriches the learning environment for all students. We are a diverse campus which enriches the learning experience. To meet the needs of our students and families, we offer many special programs which allows us to provide a strong student experience.

This school year we held 17 different engagement events to get families engaged at Lillie J. Jackson either virtually or in person on campus:

Fall Fest, Spring Fling, Curriculum Night, Meet the Teacher:Discovery/Explore/Learn, Open House, 2 Virtual Family Engagement Nights, 2 Fine Motor Parent Trainings, 2 Conscious Discipline Training, 1 ReadyRosie Virtual Parent Training, Curriculum Night, Watch Dogs Night, PreK on Stage, Sweetheart Dance, and Kinder Transition Night.

We plan to get feedback from parents during our Title 1 Meeting about which events they would like to see this year. This will ensure we are supporting our current population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a high number of chronically absent students.   **Root Cause:** Parent's lack the understanding of the importance of consistent attendance and how it to support academic and social/emotional development.

Problem Statement 2 (Prioritized): Meeting the needs of all students can present as a challenge due to the fact that our campus is so diverse.   **Root Cause:** We are a very diverse campus with multiple cultures, languages and varying needs of students and families.

Student Learning

Student Learning Summary

Student Progress Goals:
Goal 1: 78% of 4 years olds will meet proficiency in uppercase letter cognition to continue their literacy development by May of 2024. Proficiency is being able to name 20 or more uppercase letters.
85.9% of students are proficient by EOY, proficiency grew 48% from BOY to EOY.

Goal 2: 30% of 4 year olds will be Proficient in writing by May 2024. Proficiency being writing levels: Emergent, Transitional, and Conventional.
60% of students are proficient by EOY, proficiency grew 50% from BOY to EOY.

Goal 3: 68% of 4 year olds will meet proficiency in naming numerals by May 2023.
69% of students are proficient by EOY, proficiency grew 36% from BOY to EOY.

MTSS:
-81 students entered in the MTSS process-52 of students were referred for SpEd Testing, 22 of 23 teacher referrals qualified forSpEd services. We currently ended the year with 15 on tier 1, 13 on Tier 2, and 3 on Tier 3.

Emergent BIlingual Students

23-24 Students	BOY Testing Score	EOY Testing Score	Growth from BOY-EOY
1-Non English Speaker	92.3%	74.39%	17.91%
2-Limited English	5.50%	12.50%	7%
3-Limited English	2.14%	8.23%	6.09%
4-Fluent English	0%	4.27%	4.27%
5-Fluent English	0%	.61%	.61%

Student Learning Strengths

Our biggest celebration is that as a campus we were able to meet all of our academic goals. Our biggest strength was the growth on the writing continuum which is directly impacted by the learning experiences the teachers design to foster fine motor skills throughout the year. Writing has been a major focus for our campus the last 5 years. We would like to continue to grow in this area.

Our MTSS system has done a good job identifying students that needed formal evaluations to qualify for SpEd services. Teachers are also working very hard to offer necessary interventions to support students in our MTSS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Majority of Lillie students are arriving to campus with very few fine motor skills to support writing development.   **Root Cause:** There is a lack of opportunities for students to develop fine motor skills at home. It is important we create a environment that is rich in fine motor activities to support writing development.

School Processes & Programs

School Processes & Programs Summary

We have mentor programs that support new teachers and special education as well as a campus and district instructional specialist. We have weekly PLC's where teachers are able to have in-depth discussions about their challenges as educators. Quarterly data meetings with PLC teams is used to discuss specific data from formative assessments. Through the conversations teachers set goals for the students and create interventions to implement in the classroom.

We created a Student Success Team to create a behavior matrix to streamline ways to support behavior on the campus and they gave feedback from the staff of specific skills that needed to be focused on with students to help develop self-regulation.

We currently have for Special Program class available to all students: Music and Movement, PE, STEAM Lab, and Library. Students have the opportunity to visit one of these class for 45 minutes each day.

The campus has 2 full-time Language Acquisition Specialists that assist the students with language and offers support to teachers to better service the needs of the students.

Our campus follows the district LEAD process where teachers and administrators form goals and processes in order to support and grow teachers in their craft.

School Processes & Programs Strengths

We have maintained our status as a Solution Tree PLC Model Campus for two years. Our school culture is strongly rooted in the PLC process as we work to address the diverse needs of our campus. During 23-24 school year we took the PreK Guildeines for Social/Emotional Development through the PLC process to create betters systems to support our students. We were able to decrease the amount of office referrals by more than 50% from the first semester to the second semester.

There are multiple systems in place to support teachers professional. Each teacher's Professional Learning Goal is aligned with a chosen area on CLI which has a direct positive impact on learning in the classroom. The Student Progress Goal is directly tied to one of our Student Achievement goals in the Campus Improvement Plan. This allows us to have focused and intentional conversation on student achievement that as a campus we can work toward together. During our Beginning of the Year LEAD meetings, we discussed with each teacher what inspires them so that each administrator knows how to connect with a staff member when they are struggling or need motivation.

We had 7 teachers on campus participate in various leadership opportunities through the campus and district last year. Our goal this year to maintain that number.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A large number of students that exhibit troubling behavior, do so through physical aggression. **Root Cause:** The students lack social-emotional regulation skills which impacts how they respond when they become upset.

Perceptions

Perceptions Summary

We start the year by welcoming all of our students and families onto our campus through Discover, Explore, Learn. After visiting the classroom, the families are invited to the cafeteria for ice cream and to access different helpful resources for their family. It is important that we continue involving all of our district resources to enhance student experience. We value safety as a high priority which helped us develop our campus creed "I will keep it safe". We are a campus that prides ourselves on parent involvement and keeping the parent and community informed of their students' experiences is an integral part of that process. As a campus, we are committed to providing our families and community with outstanding customer service, we collaborate to ensure the success of all students regardless of their classroom, we have a growth mindset where we support each other as a learning community. A campus monthly newsletter is sent to families to support campus events, parent education, and district information. Each teacher sends a weekly newsletter to the families in the classroom. Teachers also communicate daily with parents through the SeeSaw app sharing pictures of learning experiences taking place on the campus throughout the day.

23-24 Perceptions from Pulse Check:

Measurable Outcomes	GOAL	Fall	Spring
Parent survey- child glad to come to school	97.70%	98.10%	99.20%
Parent survey- health and wellbeing of student	100%	96.10%	98.40%
Increase staff wellbeing- pulse	75.40%	88.60%	83.10%
Increase staff limited paperwork- pulse	60.50%	55.70%	72.70%
Increase staff involve in decisions- pulse	64.40%	67.20%	69.50%
Increase effective training for staff- pulse	85.70%	90%	86.40%
Staff survey Good Communication	78.30%	86.40%	85.60%
Parent survey Good Communication	100%	95.30%	96.80%
Staff survey on Positive Change	62.80%	71.40%	71.20%
Customer Satisfaction	100%	no data	100% (7)

Perceptions Strengths

We had 27 total community partnerships for 2022-2023 school year.

Family Engagement:
23/24 school year we held 17 different engagement events to get families engaged at Lillie J. Jackson either virtually or in person on campus. (We had 13 in 21-22, 16 in 22-23.)
Fall Fest, Spring Fling, Discovery/Explore/Learn, Open House, 2 Virtual Family Engagement Nights, 2 Fine Motor Parent Trainings, 2 Conscious Discipline Training,

1 ReadyRosie Virtual Parent Training, Curriculum Night, Watch Dogs Night, PreK on Stage, Sweetheart Dance, Kinder Transition Night

Through the monthly newsletter we are able to share information with parents and get feedback from them on different school topics. it has really helped in planning events and parent involvement opportunities.

We meet all of our goals on the perceptions portion of the LISD Pulse Check. This speaks to the work we have done as a campus to focus on a strong culture that embraces everyone as part of our school family.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 86% of our staff feel that they are receiving effective training to meet the needs of our students and to effectively perform their jobs. **Root Cause:** Due to paraprofessionals work hours, there are limited opportunities for paraprofessionals to receive effective support and training for their positions.

Priority Problem Statements

Problem Statement 1: We have a high number of chronically absent students.

Root Cause 1: Parent's lack the understanding of the importance of consistent attendance and how it to support academic and social/emotional development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: A large number of students that exhibit troubling behavior, do so through physical aggression.

Root Cause 2: The students lack social-emotional regulation skills which impacts how they respond when they become upset.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Only 86% of our staff feel that they are receiving effective training to meet the needs of our students and to effectively perform their jobs.

Root Cause 3: Due to paraprofessionals work hours, there are limited opportunities for paraprofessionals to receive effective support and training for their positions.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Majority of Lillie students are arriving to campus with very few fine motor skills to support writing development.

Root Cause 4: There is a lack of opportunities for students to develop fine motor skills at home. It is important we create a environment that is rich in fine motor activities to support writing development.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Meeting the needs of all students can present as a challenge due to the fact that our campus is so diverse.

Root Cause 5: We are a very diverse campus with multiple cultures, languages and varying needs of students and families.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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: Writing will be integrated into various aspects of the classroom and formative assessment data will be used during PLC meetings. Materials to support this goal include: chart paper, white writing paper, colored/manila paper, paint, tape, glue sticks, chart paper, individual student journals.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: By May 2025, 60% of students at Lillie J. Jackson will have reached Proficient on the Writing Stage Development Rubric. **Staff Responsible for Monitoring:** Teachers, Admin, Title 1 Coach **Title I:** 2.4, 2.5, 2.6, 4.1 **Problem Statements:** Student Learning 1 **Funding Sources:** white writing paper, colored/manila paper, paint, tape, glue sticks, chart paper, student journals, paint - 211 - Title I, Part A - $1,828.29				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Majority of Lillie students are arriving to campus with very few fine motor skills to support writing development.   **Root Cause**: There is a lack of opportunities for students to develop fine motor skills at home. It is important we create a environment that is rich in fine motor activities to support writing development.

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.

Strategy 1 Details	Reviews			
Strategy 1: Lillie J Jackson community will participate in school-wide events to promote student experience to build community, belonging, and student ownership. Student experiences that include sensory play through foam, hands on outdoor activities, gross motor activities inclusively enriches the learning experience for all of our students.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Offer our students and parents school wide events to enhance the students' experiences and sense of belonging to the school which will increase daily attendance rate and overall student achievement. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4 **Problem Statements:** Demographics 1 **Funding Sources:** Pizza for Watch Dogs Night, Fall Family Engagement Activity: Fall Leafy Hedgehog Magnet Craft Kit, Give Thanks for Each Day Scholastic Book, Winter Family Engagement Night Activity: The Thing About Yetis Scholastic Book, Snowman & Snowflake Picture Frame Christmas Ornament Craft Kit - 211 - Title I, Part A - $2,827.66				
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have a high number of chronically absent students.　**Root Cause**: Parent's lack the understanding of the importance of consistent attendance and how it to support academic and social/emotional development.

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
Strategy 1: -Educate parents on attendance policies multiple times throughout the school year.	**Formative**			**Summative**
-Hold meetings with parents of chronically absent students.	**Nov**	**Feb**	**May**	
Strategy's Expected Result/Impact: Average Daily Attendance rate will not drop below 92% and the number of chronically absent students will decrease to 17%.				
Staff Responsible for Monitoring: Teachers, Admin, Attendance Clerks				
Title I:				
2.4, 2.5, 2.6				
Problem Statements: Demographics 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We have a high number of chronically absent students.   **Root Cause**: Parent's lack the understanding of the importance of consistent attendance and how it to support academic and social/emotional development.

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

Strategy 1 Details		Reviews			
Strategy 1: All administrators, the school counselor, the Title 1 Coach and each set of 4 classrooms will have a hand radio to use to communicate when administrator support is needed for student behaviors.		**Formative**			**Summative**
		Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Administrators and support staff will be able to quickly respond and provide support to all emergency situations throughout the school. **Staff Responsible for Monitoring:** Teachers, admin, office **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Motorola Two-Way Radios - 211 - Title I, Part A - $2,000					
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: A large number of students that exhibit troubling behavior, do so through physical aggression.   **Root Cause**: The students lack social-emotional regulation skills which impacts how they respond when they become upset.

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: Decrease the incidents of physical aggression from the fall semester to the Spring Semester.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
Strategy 1: -Behavior PLCs focused on the Social-Emotional PreK Guidelines and the four questions. -Conscious Discipline training for all staff -Student Success Team collaborate quarterly to discuss behavior concerns and needs of the campus in order to plan for training for staff.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Teachers and students can self-regulate emotions that will improve overall student and staff well-being/experience. **Title I:** 2.5, 2.6 **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide quarterly trainings for paraprofessionals to deepen their understanding and support social/emotional development. We will pay for paraprofessionals to stay for the trainings or give them the option to receive November Trade Credit for their time.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: 90% of staff will report that they receive effective training to perform their job duties. **Problem Statements:** Perceptions 1 **Funding Sources:** Professional Learning for Paraprofessionals - 211 - Title I, Part A - $5,000				

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

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: A large number of students that exhibit troubling behavior, do so through physical aggression.   **Root Cause**: The students lack social-emotional regulation skills which impacts how they respond when they become upset.

Perceptions
Problem Statement 1: Only 86% of our staff feel that they are receiving effective training to meet the needs of our students and to effectively perform their jobs.   **Root Cause**: Due to paraprofessionals work hours, there are limited opportunities for paraprofessionals to receive effective support and training for their positions.

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

    Evaluation Data Sources: See district scorecard for targeted outcomes
    Maintain fund balance
    Balanced budget
    Earn finance stability indicators

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

Strategy 1 Details	Reviews			
Strategy 1: Lillie Jackson will provide parents with flexible enrollment hours to meet the needs of our community. Enrollment will be offered during evening hours and continue through the summer by our attendance clerks.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Increased early enrollment to ensure more students can begin school on the first day of school. Attendance clerks will assist families throughout the registration process. **Staff Responsible for Monitoring:** Admin, Attendance Clerks, Secretary **Title I:** 2.5, 4.2 **Problem Statements:** Demographics 2 **Funding Sources:** Attendance Clerks extra duty for registration. - 211 - Title I, Part A - $12,000				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Meeting the needs of all students can present as a challenge due to the fact that our campus is so diverse.   **Root Cause**: We are a very diverse campus with multiple cultures, languages and varying needs of students and families.

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 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**	

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 Lillie Jackson 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

Lillie Jackson 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
Dayna Rarick	Title I Aide	Title I, Part A	1
Yesenia Torres	Title I Instructional Coach	Title I, Part A	1

Site Based Decision Making Committee

Committee Role	Name	Position
Teacher	Patty Davis	ESL Teacher
Teacher	Michelle Mallari	Specials Teacher
Teacher	Leah Sanchez	Bilingual Teacher
Teacher	Courntey Bailey	Sped Techer
Community Member	Rob Daniels	Pastor Christ Freedom Church
Parent	Neha Sharma	Parent
Parent	Ricardo Ruiz	Parent
Parent	Melany Gamboa	Parent
Parent	Micaela Lara	Parent
Business Owner	Mallory Collins	Parent
Parent	Ann Spencer	Parent
District Representative	Heidi Veal	Early Childhood Program Director LISD
Administrator	Carol Argumaniz	Assistant Principal
Non-Teaching Professional	Yesenia Torres	Title 1 Coach
Non-Teaching Professional	Cala High	School Counselor
Administrator	Maribel Cantu	Assistant Principal
Administrator	Virginia Gwyn	Principal