Lewisville Independent School District

Degan Elementary School

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Degan is one of 40 elementary campuses in LISD. Degan currently serves 400 students in Pre-K through 5th grade. In the 2019-2020 school year, the campus served 640 students, 2020-2021 served 505 students, 2021 - 2022 467 students, 453 students during the 22-23 school year, and 411 students in the 23-24 school year. Our current enrollment is a slight decrease from last year, but a significant decrease of 37% from the 2019-2020 school year. Factors in the decrease in enrollment could be attributed the pandemic, rezoning, increase of property values, and LISD being an open-enrollment district.

Degan serves a very diverse population of students with specific supports in place for EB (Emergent Bilinguals), Gifted & Talented, Students Receiving Special Education services, and Economically Disadvantaged students with the support of Community in Schools. The overall mobility rate is higher than the district and state at 15.5%. Degan's average daily attendance rate for students is 94%. Over the past decade, demographics of the community have changed and the population of disadvantaged students have increased from eight percent in 2008 to 63% in 2023.

Demographics Strengths

- Degan has an equitable representation of White, Hispanic, African American and Asian population and supports learning about each other.
- Degan families are supportive of the campus and activities.
- Degan embraces community connections and community volunteers serve the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 (Prioritized): Some students at Degan have academic challenges that make school difficult.   **Root Cause:** Academic gaps exist due to lack of school experience, lack of family support and involvement, and language barriers for some students. These challenges are due to trauma, the pandemic, and cultural aspects. Poverty and instability in the home environment demand the need for appropriate academic and intervention strategies training for staff.

Problem Statement 3 (Prioritized): Over the years, the demographics of the community have changed and the population of economically disadvantaged students has increased from eight percent in 2008 to 76% in 2024.   **Root Cause:** Degan is centrally located in a residential neighborhood with no more areas for growth. Many of our families are second or third-generation families living in their homes. The cost of living has increased substantially and many families are moving out to find more affordable housing options or work demands.

Student Learning

Student Learning Summary

Degan students continue to show steady growth in iStation Reading Assessments; although not all students are performing at 100% on grade level on iStation nor STAAR. Students have continued to show adequate growth per school year in iStation, however, this does not always translate to STAAR performance. Teachers use dedicated daily intervention time as well as tutoring to bridge academic gaps. Data conferences with students and parents are had in order to track progress and students are recognized for their achievements in Eagle Shuffle as well as SOAR award ceremonies.

Student Learning Strengths

- More than three/fourths of Degan students are on grade level or are consistently growing as evidenced by iStation reading assessments, common math assessment scores, and other formative academic measures.
- When students in grades K - 5 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention.
- Students needing additional intervention in academics or behavior are supported through the campus MTSS (Multi-tiered support system) process.

  - Third-grade students exceeded district goals for an increase in the number of students on Tier 1 in Station for the 23-24 school year. Target given was 75.8%, goal achieved was 80.3%. The expected outcomes for third-grade math was also exceeded by Degan third graders. Target given: 53.5%, Goal Achieved was 80%.
  - All Degan students exceeded the ES Readiness Target (84%) by achieving an 88% measure in the spring of 2024.
  - Degan 5th grade showed substantial progress in their math STAAR performance measure with an increase of 15% in students who Met Standard.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 80% of third-grade students made adequate literacy growth as measured by STAAR, iStation or CBA's.   **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which is complicated by many factors including language acquisition, socio-economic challenges, and limited resources for teachers to differentiate instruction in a systematic and intentional way.

School Processes & Programs

School Processes & Programs Summary

Our school community is strong and thriving because of our diverse population and programs. It is the goal of all Degan teachers and staff to create a school where every student and family feels they belong. We will continue to recognize, celebrate, and acknowledge all cultures of our students and families and use every opportunity to connect with our community. This includes school-wide Eagle Shuffle each week, cultural observances such as Everybody Cooks Rice, Multicultural Celebrations, Family engagement nights, clubs, etc.

Through the work of our PBIS initiatives, we have developed school-wide expectations for common area behaviors and saw a decrease in over 15% of incidences of physical aggression in the 23-24 school year.

Teachers collaborate through the work of the PLCs, vertical teams, the use of the Title I coach, learning facilitators, and literacy check-ins to ensure that every child's needs are discussed and addressed as a school community and that teachers have the support they need to deliver high-quality instruction daily. Teachers are given the opportunity to provide feedback on the things that are needed to make the campus run in a more efficient and effective way.

Principal University will be implemented to address needs of our parents and strengthen community ties and parents receive monthly S'mores from the principal and weekly communication from classroom teachers.

School Processes & Programs Strengths

At Degan Elementary, our goal is to develop the whole child through building confident students, cultivating leadership opportunities, and celebrating our diversity. We are committed to excellence in providing a safe, risk-free, engaging learning environment that creates a sense of belonging for each child. We recognize the importance of growing students academically as well as supporting strong character traits. We are devoted to helping every student discover his/her individual strengths and talents through goal setting, celebrating progress, and high standards for all. Over the past five years, we have had an increase in incidences of physical aggression amongst students and realized the need to address this through school-wide systems and intentionally teaching appropriate school behaviors.

At Degan we build a strengths-based culture that identifies and utilizes individual strengths to enhance the professional capacity of staff and ensure growth for all learners. We utilize professional learning communities and vertical team structures to focus on growth in instructional practices. Our staff embraces and models a growth mindset and lifelong learning. We believe that EVERY student can learn and will learn daily, from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While we have made adequate progress and seen a decrease in the number of students who feel unsafe at school, the number of incidences of physical aggression still remains higher than desired. **Root Cause:** Many students are struggling with adapting to rules and norms needed to be successful in a school setting. Common language amongst cultures needs to be solidified.

Perceptions

Perceptions Summary

Degan teachers and staff believe that all students can and will learn in an environment where they feel safe and have a sense of belonging. We believe that student success stems from our opportunity to collaborate as a staff through professional learning communities, vertical teams, and team planning. When everyone works together as a professional learning community, best practices are aligned and everyone is accountable for and feels responsible for the success of all our students' results. Relationships are at the center of all that we do, and through the implementation of Restorative Practices, intentional social-emotional learning, cultural celebrations, and experiences that support a sense of belonging, we commit to connecting before correcting and explicitly teaching appropriate school behaviors for our students.

As the first No Excuses University campus in Denton County, Degan staff believe that all students can be academically successful when we focus on strong, campus-wide systems and initiatives. We inspire students to believe that college and other post-secondary options are available to them weekly through our Eagle Shuffle assemblies. This allows us to build a strong school culture and to celebrate the achievements of our students as a campus.

Parents and community members are encouraged to become a part of the school community and to support and connect with our campus vision and mission as they can.

Perceptions Strengths

Degan teachers and staff continue to find ways to connect and communicate with our families throughout the year. Monthly newsletters from the principal, weekly newsletters from the teachers, and communication through all social media platforms help to increase our reach to families as our school community continues to evolve. Parent, staff, and student survey data is collected and analyzed to help gain insight into where were are and how we can improve. This continuous cycle of accountability and improvement helps us meet the diverse needs of our school community.

Degan teacher leaders and staff serve on campus and district-level leadership committees that help us to stay informed, participate in decision-making at all levels, and monitor our effectiveness as a campus.

Data from the 23-24 staff, parent, and student surveys suggest the following:

88% of parents feel that they are satisfied with their child's school.

86% of Degan Students feel that they have an adult that they feel safe talking to.

84% of Degan staff feel that they belong at this school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While campus morale is improving, not 100% of the staff feel that they have a sense of belonging and they don't believe that change will happen when opportunities for feedback are presented. **Root Cause:** Degan has gone through several leadership changes in the past three years, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students. Staff don't always see where their input has caused change.

Problem Statement 2 (Prioritized): Parent partnership with the school continues to be low. **Root Cause:** Degan families are working-class families and many work multiple jobs and therefore are not reading/accessing the newsletters being sent or are not receiving the communication being shared from teachers and administration. Additionally, language translation for multiple languages represented are not available as easily.

Priority Problem Statements

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause 1: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Over the years, the demographics of the community have changed and the population of economically disadvantaged students has increased from eight percent in 2008 to 76% in 2024.

Root Cause 2: Degan is centrally located in a residential neighborhood with no more areas for growth. Many of our families are second or third-generation families living in their homes. The cost of living has increased substantially and many families are moving out to find more affordable housing options or work demands.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some students at Degan have academic challenges that make school difficult.

Root Cause 3: Academic gaps exist due to lack of school experience, lack of family support and involvement, and language barriers for some students. These challenges are due to trauma, the pandemic, and cultural aspects. Poverty and instability in the home environment demand the need for appropriate academic and intervention strategies training for staff.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Less than 80% of third-grade students made adequate literacy growth as measured by STAAR, iStation or CBA's.

Root Cause 4: Our diverse population of students enter school with different levels of preparedness, which is complicated by many factors including language acquisition, socio-economic challenges, and limited resources for teachers to differentiate instruction in a systematic and intentional way.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: While campus morale is improving, not 100% of the staff feel that they have a sense of belonging and they don't believe that change will happen when opportunities for feedback are presented.

Root Cause 5: Degan has gone through several leadership changes in the past three years, which has led to some uneasy feelings, unclear expectations, and inconsistency for staff and students. Staff don't always see where their input has caused change.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Parent partnership with the school continues to be low.

Root Cause 6: Degan families are working-class families and many work multiple jobs and therefore are not reading/accessing the newsletters being sent or are not receiving the communication being shared from teachers and administration. Additionally, language translation for multiple languages represented are not available as easily.

Problem Statement 6 Areas: Perceptions

Goals

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Continue with the implementation of successful Professional Learning Communities	**Formative**			**Summative**
Strategy's Expected Result/Impact: As a result of Solution Tree training, PLCs will become a more confident, collaborative, effective, and student-centered educational environment, driving positive outcomes for educators.	**Nov**	**Feb**	**May**	
Staff Responsible for Monitoring: Instructional Support Staff, Administration, Teachers				
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Demographics 1, 2 - Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze Istation data throughout the PLC process to ensure that students are achieving significant progress in Math and Reading.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: 77% of Degan third grade students will be at or above grade level in Reading or have made at least one year's growth and 72% of Degan third-grade students will perform at grade level or have made at least one year's growth in Math. **Staff Responsible for Monitoring:** Instructional Support Staff, Administration, Teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize district facilitators, Title 1 Coach, LAS, and GT facilitators to improve Tier 1 instructional practices in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Teachers will utilize district facilitators, Title 1 Coach, LAS, and GT facilitators to improve Tier 1 instructional practices in the classroom. This will lead to a more dynamic, effective, and responsive teaching environment, resulting in better student engagement, learning outcomes, and overall classroom climate. **Staff Responsible for Monitoring:** Instructional Support Staff, Administration, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: We will implement dedicated intervention time into our schedule to meet the needs of students.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: The strengthened intervention skills of teachers, supported by the I Ready responsive tools for instruction, effective assessments, collaboration, and ongoing professional development, will lead to more targeted, impactful, and successful interventions. This will foster improved student achievement and growth. **Staff Responsible for Monitoring:** Instructional Support Staff, Administration, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1				

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Some students at Degan have academic challenges that make school difficult.   **Root Cause**: Academic gaps exist due to lack of school experience, lack of family support and involvement, and language barriers for some students. These challenges are due to trauma, the pandemic, and cultural aspects. Poverty and instability in the home environment demand the need for appropriate academic and intervention strategies training for staff.

Student Learning

Problem Statement 1: Less than 80% of third-grade students made adequate literacy growth as measured by STAAR, iStation or CBA's.   **Root Cause**: Our diverse population of students enter school with different levels of preparedness, which is complicated by many factors including language acquisition, socio-economic challenges, and limited resources for teachers to differentiate instruction in a systematic and intentional way.

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

Strategy 1 Details	Reviews			
Strategy 1: Student learning opportunities occur through a variety of instructional norms, including: using real life examples, hands-on experiences, supporting independent choice, integrating student interests, collaboration, student discourse and technology.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: While integrating these instructional norms you will notice increased student engagement, enhanced retention, improved critical thinking, greater collaboration skills, stronger problem solving skills, enhanced communication skills, and higher achievement levels. **Staff Responsible for Monitoring:** Instruction Support Staff, Administration, Teachers				
0% No Progress　　100% Accomplished　　➡️ Continue/Modify　　❌ Discontinue				

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:
Incidences of physical aggression will decrease by at least 10% for the 24-25 school year.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
Strategy 1: Degan staff will continue the use of the campus-wide PBIS processes for common areas and will add one additional process for recess.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: The use of the PBIS system will give the campus staff and students common language and a specific set of expectations to adhere to on campus. **Staff Responsible for Monitoring:** All Staff, Teachers, Administrators, Counselors **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3				
Strategy 2 Details	Reviews			
Strategy 2: Degan staff will participate in the Safe & Civil Schools cohort and implement any new learning to impact the learning environment for our students.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Through the use of Safe & Civil Schools strategies, we will continue to see a decline in the number of incidences of physical aggression in the 24-25 school year. **Staff Responsible for Monitoring:** Staff, Administrators, Teachers, Counselors **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Degan staff and administrators will continue the use of restorative practices with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The use of restorative practices on campus will increase the sense of belonging in classrooms and on campus and will decrease the incidences of physical aggression in classrooms. **Staff Responsible for Monitoring:** Teachers, Administrators, Counselor	**Nov**	**Feb**	**May**	

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

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: Some students at Degan have academic challenges that make school difficult.   **Root Cause**: Academic gaps exist due to lack of school experience, lack of family support and involvement, and language barriers for some students. These challenges are due to trauma, the pandemic, and cultural aspects. Poverty and instability in the home environment demand the need for appropriate academic and intervention strategies training for staff.
Problem Statement 3: Over the years, the demographics of the community have changed and the population of economically disadvantaged students has increased from eight percent in 2008 to 76% in 2024.   **Root Cause**: Degan is centrally located in a residential neighborhood with no more areas for growth. Many of our families are second or third-generation families living in their homes. The cost of living has increased substantially and many families are moving out to find more affordable housing options or work demands.

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: Degan will host at least 4 Parent University Nights to connect with and empower parents to partner with our school and the district.			**Formative**			**Summative**
			Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: To connect with and empower Degan parents with the knowledge needed to support their children's learning and make them aware of district and campus expectations. **Staff Responsible for Monitoring:** Administrators, Secretary, Counselor **Title I:** 4.1, 4.2 **Funding Sources:** Food, Childcare, Speakers, Resources for Parents - 211 - Title I, Part A - $500						
Strategy 2 Details			Reviews		
Strategy 2: Degan will host at least 3 family engagement nights to increase family engagement and build parent teacher relations.			**Formative**			**Summative**
			Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: To build supportive relationships between parents and teachers that'll promote a feeling of belonging within LISD. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.5, 4.1 **Funding Sources:** - 211 - Title I, Part A - $1,000						

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Degan Administrators will provide multiple Opportunities for Staff to provide input on campus initiatives and processes.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Staff survey results will indicate a higher belief from staff that their voice matters in decision-making and that they believe change will happen as a result of their input. **Staff Responsible for Monitoring:** Administrators				

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 1: All students shall attend school regularly.

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

Strategy 1 Details	Reviews			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.				
Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %				
Staff Responsible for Monitoring: All staff				

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

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning. Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students.	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program
    Staff Responsible for Monitoring: All staff
 	
    TEA Priorities:
Connect high school to career and college, Improve low-performing schools				

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

Goal 6: Federal and State Mandates

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

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

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

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

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

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.
 	
Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.
 	
Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.
 	
Civic responsibility and community service and community involvement are encouraged.
 	
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.
 	
Students receive public acknowledgement for non-academic achievement.
    Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.
    Staff Responsible for Monitoring: All staff				

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

LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.
    Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.
    Staff Responsible for Monitoring: All staff				

Strategy 4 Details	Reviews			
Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students	**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 Degan 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

Degan Elementary CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

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
Joya Elam	Title I Instructional Coach	Title I, Part A	1