Lewisville Independent School District

Rockbrook Elementary School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2023

Demographics

Demographics Summary

Rockbrook is a very diverse campus located in Lewisville, Texas and is one of approximately 40 elementary schools within the Lewisville Independent School District. It has been opened for 20 years and has a high mobility rate of 27.5%.

Rockbrook Elementary has approximately 593 students.

Gender:

Male-50.25%

Female- 49.75%

GT:

Yes: 3.37%

No: 96.63%

English Language Learners:

Yes: 7.5%

No: 92.41%

Economically Disadvantaged:

Yes: 70%

No: 30%

At-Risk:

Yes: 13.25%

No: 86.75%

Special Education:

Yes: 21.25%

No: 78.75%

504:

Yes: 1.01%

No: 98.99%

Ethnicity:

African American-57%

Hispanic-22%

White-1%

2 or more- 1%

Asian-1/2%

Dyslexia Program:

Yes-3.54%

No- 96.46%

Demographics Strengths

Rockbrook Elementary has strong relationships with several community partners such as Concerned Citizens, Zeta Phi Beta, African American Parents, and several local churches that provide mentoring, support, and special programs to meet the varied needs of our students. Additionally, we have many programs including ESL, GT, and Communities in Schools to meet the varied needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students at Rockbrook Elementary are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR.   **Root Cause:** Due to a high mobility rate of 27.5%, it is challenging to fill the gaps of all learners.

Problem Statement 2 (Prioritized): Teachers require additional training and support to fully teach the curriculum and provide differentiated instruction.   **Root Cause:** There is a high percentage of new and alternatively certified teachers at the campus.

Student Achievement

Student Achievement Summary

STAAR Results

Reading:

3rd: Approaches-67.69%, Meets-30.77%, Masters-9.23%

4th Grade: Approaches-78.33%, Meets- 28.33%, Masters- 6.67%

5th Grade: Approaches- 66.67%, Meets- 34.38%, Masters- 11.46%

Math:

3rd: Approaches-47.69%, Meets-16.92%, Masters- 7.69%

4th: Approaches-57.38%, Meets-21.31%, Masters-9.84%

5th: Approaches- 58.76%, Meets- 23.71%, Masters 5.15%

Science:

5th Grade: Approaches-

Approaches- 46.39%, Meets-15.46%, Masters-4.12%

Student Achievement Strengths

STAAR 2.0 presented many challenges for our students to overcome. Challenges included the new Platform requiring online testing, and the new format of the test including constructed response, and limited opportunities for practice. Given these challenges, Rockbrook Elementary saw a minimal decrease in STAAR performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are perfoming lower than the district on STAAR Assessments.   **Root Cause:** Students at Rockbrook Elementary represent a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or working toward certification has an impact on student performance as well.

Problem Statement 2 (Prioritized): Teachers struggle to meet the needs of diverse learners.   **Root Cause:** Many of our teachers are new to the teaching profession. As teachers work to provide excellent Tier 1 instruction, they need additional training to understand how to use data to meet the needs of all students.

Problem Statement 3 (Prioritized): According to BOY Reading ISIP data: 50% of students in the first grade are at Level 1 35% of students in the second grade are at Level 1 33%

of students in the third grade are at Level 1 35% of students in the fourth grade are at Level 1 32% of students in the fifth grade are at Level 1 **Root Cause:** Many teachers are new to the teaching profession and need additional training in purposeful Guided Reading and independent work in Literacy Stations.

Priority Problem Statements

Problem Statement 1: As curriculum and assessments continue to move online and require more knowledge on the student's part to use technology effectively, students must have access and opportunity to use it. All students need the opportunity to use technology despite economic barriers that may exist. This problem affects the fourth and fifth grades primarily where online assessments occur.

Root Cause 1: Rockbrook has a high percentage of disadvantaged students. This affects the ability of all students to gain access to technology.

Problem Statement 1 Areas: Technology

Problem Statement 2: Student behavior and disciplinary occurrences impact student learning and teacher growth and effectiveness.

Root Cause 2: Systems to address academic behavior have been more reactive than proactive in the past. The focus on behavior concerns, at times, has hindered the focus on student and professional learning.

Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: An average percentage of parents participate in school events. Parents need multiple opportunities to partner with the school to support their student's academic learning. Parents should receive communication from the school on a regular basis to inform them about their student's goals and how they are progressing toward achieving them.

Root Cause 3: While some parents are engaged in student activities, it is important to engage more parents in their child's education and to work in partnership with all parents. Barriers toward economically disadvantaged households such as high mobility should also be addressed.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Rockbrook Elementary continues to make improvements in instruction. Student performance on the STAAR assessment was impacted by changes to the STAAR 2.0 assessment this year. The assessment presented challenges, but student scores only experienced a slight decline.

Root Cause 4: The school has a disproportionate number of new and alternatively certified teachers who need support to improve instruction. Professional development should be provided to guide teachers as they learn how to analyze their data and respond with differentiated instruction.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Rockbrook Elementary has a high percentage of teachers who are newly certified or are enrolled in an alternative certification program. This has an impact on the level of instruction that teachers are prepared to provide and the amount of training that is needed for teachers and students to be successful.

Root Cause 5: Teachers who are newly certified often do not have the capacity to address the extremely diverse academic and social emotional needs of the students. This often leads to frustration and can effect teacher retention. Teachers at Rockbrook Elementary require additional training and support to prepare for instruction.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Teachers are learning to work in a collaborative, PLC culture where teams plan together and take collective ownership of student learning across the campus. Teachers are learning how to use formative assessments and data to understand student needs.

Root Cause 6: Last year, Rockbrook Elementary implemented PLCs. Teachers became familiar with understanding the district curriculum. Though Rockbrook had less turnover this

year, there is still a need to support teachers in working in a collaborative environment. Many teachers are in their first and second year of teaching and are new to the PLC process.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Campus data shows that discipline referrals went up in the area of physical aggression in 2022-23. Behavior incidents, at times, interfere with academic learning in the classroom. There is room for continued improvement.

Root Cause 7: Lingering effects from the pandemic continue to impact student behavior. Rockbrook Elementary continues to implement and fine-tune campus-wide, positive intervention plans to support student behavior.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: According to BOY Reading ISIP data: 50% of students in the first grade are at Level 1 35% of students in the second grade are at Level 1 33% of students in the third grade are at Level 1 35% of students in the fourth grade are at Level 1 32% of students in the fifth grade are at Level 1

Root Cause 8: Many teachers are new to the teaching profession and need additional training in purposeful Guided Reading and independent work in Literacy Stations.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Teachers struggle to meet the needs of diverse learners.

Root Cause 9: Many of our teachers are new to the teaching profession. As teachers work to provide excellent Tier 1 instruction, they need additional training to understand how to use data to meet the needs of all students.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Students are perfoming lower than the district on STAAR Assessments.

Root Cause 10: Students at Rockbrook Elementary represent a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or working toward certification has an impact on student performance as well.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: Teachers require additional training and support to fully teach the curriculum and provide differentiated instruction.

Root Cause 11: There is a high percentage of new and alternatively certified teachers at the campus.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Students at Rockbrook Elementary are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR.

Root Cause 12: Due to a high mobility rate of 27.5%, it is challenging to fill the gaps of all learners.

Problem Statement 12 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

* School safety data
* Enrollment trends

Employee Data

* Professional learning communities (PLC) data
* Staff surveys and/or other feedback
* State certified and high quality staff data
* Evaluation(s) of professional development implementation and impact

Parent/Community Data

* Parent surveys and/or other feedback
* Parent engagement rate
* Community surveys and/or other feedback

Support Systems and Other Data

* Organizational structure data
* Processes and procedures for teaching and learning, including program implementation
* Communications data
* Capacity and resources data
* Budgets/entitlements and expenditures data
* Study of best practices

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	Formative Reviews		
Strategy 1: Implement Summer Learning Institute Focused on High-Leverage Instructional Learning Strategies	**Formative**		
Strategy's Expected Result/Impact: Build teachers' capacity to deliver high impact Tier 1 instruction	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: All administrators, Instructional Coaches			
Title I: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Convert one staffing unit to add an additional instructional coach	Formative		
Strategy's Expected Result/Impact: Tier I instruction in primary grades is strengthened resulting in 80% of students being identified as on grade level in Istation Reading and Math	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, Instructional Coaches **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Achievement 1, 2, 3			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide ongoing professional learning around high-leverage instructional strategies such as guided reading and math, the heggerty phonemic awareness curriculum, the thinking classroom, effective questioning and graham fletcher math fluency kits	Formative		
Strategy's Expected Result/Impact: 75% of students scoring at the approaches level on reading district curriculum-based assessments, 60% on math and science assessments and 3rd grade students meeting HB3 EOY targets in Math (57%) and Reading (64%).	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Instructional Coaches, Learning Facilitators , Campus Administrators **Title I:** 2.4 **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Fountas and Pinnell Level Library - 211 - Title I, Part A - $16,100, Graham Fletcher Math Kits - 211 - Title I, Part A - $1,400			

Strategy 4 Details	Formative Reviews		
Strategy 4: Hire certified instructional tutors	Formative		
Strategy's Expected Result/Impact: Students receive timely and effective interventions that close achievement gaps identified through the MTSS process and in campus common formative assessments, unit tests, district curriculum-based assessments, and other universal screeners (Istation, DRA)	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: MTSS coordinator, Principal, Classroom Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Achievement 1 **Funding Sources:** Certified tutors - 211 - Title I, Part A - $20,000, Paper - 211 - Title I, Part A - $2,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Instructional staff participate in the PLC process to identify priority learning standards, unpack TEKS and analyze data	Formative		
Strategy's Expected Result/Impact: Staff will be able to identify students needs and provide differentiated instruction resulting in a 5% increase at the approaches level in Reading STAAR scores in grades 3-5 and a 10% increase at the approaches level in Math grades 3-5 and Science grade 5 **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Teachers/ Extra Duty Pay - 211 - Title I, Part A - $20,000	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement I-Ready in Reading and Math Instruction in grades k-5	Formative		
Strategy's Expected Result/Impact: Students will engage in targeted TEKS aligned instruction resulting in an increase in % of students meeting grade level expectations on STAAR examination. **Staff Responsible for Monitoring:** All Admin. Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 **Funding Sources:** Access to I-Ready curriculum and professional learning - 211 - Title I, Part A - $13,000	Nov	Feb	May

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students at Rockbrook Elementary are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR. **Root Cause**: Due to a high mobility rate of 27.5%, it is challenging to fill the gaps of all learners.
Problem Statement 2: Teachers require additional training and support to fully teach the curriculum and provide differentiated instruction. **Root Cause**: There is a high percentage of new and alternatively certified teachers at the campus.

Student Achievement
Problem Statement 1: Students are perfoming lower than the district on STAAR Assessments. **Root Cause**: Students at Rockbrook Elementary represent a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or working toward certification has an impact on student performance as well.
Problem Statement 2: Teachers struggle to meet the needs of diverse learners. **Root Cause**: Many of our teachers are new to the teaching profession. As teachers work to provide excellent Tier 1 instruction, they need additional training to understand how to use data to meet the needs of all students.

Student Achievement
Problem Statement 3: According to BOY Reading ISIP data: 50% of students in the first grade are at Level 1 35% of students in the second grade are at Level 1 33% of students in the third grade are at Level 1 35% of students in the fourth grade are at Level 1 32% of students in the fifth grade are at Level 1 **Root Cause**: Many teachers are new to the teaching profession and need additional training in purposeful Guided Reading and independent work in Literacy Stations.

School Culture and Climate
Problem Statement 1: Teachers are learning to work in a collaborative, PLC culture where teams plan together and take collective ownership of student learning across the campus. Teachers are learning how to use formative assessments and data to understand student needs. **Root Cause**: Last year, Rockbrook Elementary implemented PLCs. Teachers became familiar with understanding the district curriculum. Though Rockbrook had less turnover this year, there is still a need to support teachers in working in a collaborative environment. Many teachers are in their first and second year of teaching and are new to the PLC process.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Rockbrook Elementary has a high percentage of teachers who are newly certified or are enrolled in an alternative certification program. This has an impact on the level of instruction that teachers are prepared to provide and the amount of training that is needed for teachers and students to be successful. **Root Cause**: Teachers who are newly certified often do not have the capacity to address the extremely diverse academic and social emotional needs of the students. This often leads to frustration and can effect teacher retention. Teachers at Rockbrook Elementary require additional training and support to prepare for instruction.

Curriculum, Instruction, and Assessment
Problem Statement 1: Rockbrook Elementary continues to make improvements in instruction. Student performance on the STAAR assessment was impacted by changes to the STAAR 2.0 assessment this year. The assessment presented challenges, but student scores only experienced a slight decline. **Root Cause**: The school has a disproportionate number of new and alternatively certified teachers who need support to improve instruction. Professional development should be provided to guide teachers as they learn how to analyze their data and respond with differentiated instruction.

Technology
Problem Statement 1: As curriculum and assessments continue to move online and require more knowledge on the student's part to use technology effectively, students must have access and opportunity to use it. All students need the opportunity to use technology despite economic barriers that may exist. This problem affects the fourth and fifth grades primarily where online assessments occur. **Root Cause**: Rockbrook has a high percentage of disadvantaged students. This affects the ability of all students to gain access to technology.

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.

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.

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.

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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish Campus Attendance Committee	**Formative**		
Strategy's Expected Result/Impact: Increase awareness among staff of attendance concerns, allowing a multidisciplinary team to brainstorm solutions.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principal, Principal, Attendance clerk, assistant attendance clerk **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly review of Raawee data and corresponding actions	**Formative**		
Strategy's Expected Result/Impact: Increase the percentage of students who meet compulsory attendance guidelines, thus, reducing the number of students identified as being chronically absent and in need of intervention	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principal **Title I:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate with campus counselors/CIS social workers to assist with needs of students who are habitually late and/or absent	Formative		
Strategy's Expected Result/Impact: Barriers to regular attendance are removed and campus will meeting 97.% attendance target	Nov	Feb	May
Title I: 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Campus attendance recognition/incentive program	Formative		
Strategy's Expected Result/Impact: Increase the percentage of students who meet compulsory attendance guidelines, thus, reducing the number of students identified as being chronically absent and in need of intervention	Nov	Feb	May
ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1			

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Students are perfoming lower than the district on STAAR Assessments.   **Root Cause**: Students at Rockbrook Elementary represent a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or working toward certification has an impact on student performance as well.

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.

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.

    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:

Reduce overall discipline referral's by 5% and specifically, acts of physical aggression by 20% when compared to the 2022-2023 school year data.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish campus PBIS team to monitor discipline data.	**Formative**		
Strategy's Expected Result/Impact: *Students will be motivated by campus incentive program to produce desired behaviors. *Reduction in the amount of discipline referrals for misbehavior	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal PBIS Committee **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2 - School Context and Organization 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement comprehensive guidance program schoolwide.	**Formative**		
Strategy's Expected Result/Impact: *Students engage in lessons that address character education.	**Nov**	**Feb**	**May**
* Students receiving modeling, practice and have opportunities to discuss positive school traits that build their capacity to interact appropriately with peers and adults at school. **Staff Responsible for Monitoring:** Guidance Counselors Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2 - School Context and Organization 1			

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

Performance Objective 6 Problem Statements:

School Culture and Climate
Problem Statement 2: Campus data shows that discipline referrals went up in the area of physical aggression in 2022-23. Behavior incidents, at times, interfere with academic learning in the classroom. There is room for continued improvement.   **Root Cause**: Lingering effects from the pandemic continue to impact student behavior. Rockbrook Elementary continues to implement and fine-tune campus-wide, positive intervention plans to support student behavior.

School Context and Organization
Problem Statement 1: Student behavior and disciplinary occurrences impact student learning and teacher growth and effectiveness.   **Root Cause**: Systems to address academic behavior have been more reactive than proactive in the past. The focus on behavior concerns, at times, has hindered the focus on student and professional learning.

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.

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.

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.

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.

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).

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).

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).

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide specific, targeted professional learning opportunities aligned with professional and student growth LEAD goals	**Formative**		
Strategy's Expected Result/Impact: Staff will be successful in accomplishing goals that positively impact student outcomes measured on the 23-24 campus score card.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators			
Title I: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Include professional learning/teach piece in each staff meeting	**Formative**		
Strategy's Expected Result/Impact: High numbers of staff will accomplish LEAD goals and campus will reach STAAR AND HB3 targets outlined in campus plan.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administrators			
Title I: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2			

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Teachers require additional training and support to fully teach the curriculum and provide differentiated instruction.   **Root Cause**: There is a high percentage of new and alternatively certified teachers at the campus.
Student Achievement
Problem Statement 2: Teachers struggle to meet the needs of diverse learners.   **Root Cause**: Many of our teachers are new to the teaching profession. As teachers work to provide excellent Tier 1 instruction, they need additional training to understand how to use data to meet the needs of all students.

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 1.1 ON SCORECARD.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Send monthly addition of "Rockbrook Review" to parents highlighting campus accomplishments/recognitions , volunteer opportunities, and other campus/feeder pattern traditions.	**Formative**		
Strategy's Expected Result/Impact: Parents will engage more with school staff and activities. Teachers will r **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1 - Parent and Community Engagement 1	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct PTA meetings and Annual Title I meeting and multiple times to increase parental awareness of opportunities to engage and support student success	**Formative**		
Strategy's Expected Result/Impact: * Increase in PTA membership * Increase in the amount of participation in family engagement events **Title I:** 2.4, 2.6, 4.1, 4.2 **Problem Statements:** Parent and Community Engagement 1	**Nov**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Host a series of family engagement nights focused on academic and enrichment opportunities.	**Formative**		
Strategy's Expected Result/Impact: Parents and families understand academic priorities and how to support student learning at home resulting in increases in student achievement.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Family Engagement committee Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1			

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students are perfoming lower than the district on STAAR Assessments.   **Root Cause**: Students at Rockbrook Elementary represent a diverse population. Students receive various levels of support at home to be successful. The high student mobility rate also impacts student performance. In addition, the number of teachers who are newly certified or working toward certification has an impact on student performance as well.

Parent and Community Engagement
Problem Statement 1: An average percentage of parents participate in school events. Parents need multiple opportunities to partner with the school to support their student's academic learning. Parents should receive communication from the school on a regular basis to inform them about their student's goals and how they are progressing toward achieving them.   **Root Cause**: While some parents are engaged in student activities, it is important to engage more parents in their child's education and to work in partnership with all parents. Barriers toward economically disadvantaged households such as high mobility should also be addressed.

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.

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.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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	Formative Reviews		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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.	**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	Formative 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**		
	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. 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. Campus personnel will be trained in violence prevention and intervention.			

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

Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.

Students receive public acknowledgement for non-academic achievement.

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.

A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.

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.

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.

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	Formative Reviews		
Strategy 3: Dating Violence	Formative		
	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

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	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**Nov**	**Feb**	**May**

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.

A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).

Teachers receive training and support to differentiate instruction to meet the needs of all students.

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

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.

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	Formative 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**		
	Nov	**Feb**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			