

**Lewisville Independent School District**  
**Camey Elementary School**  
**2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: September 23, 2024

## Demographics

### Demographics Summary

Camey Elementary serves students from Early Childhood through 5th grade. Our special programs include Early Childhood Special Education, and Two-Way Dual Language in grades 2nd- 5th grade. We also offer Gifted and Talented, ESL, Special Education, and dyslexia intervention.

Since 2021, discipline offenses have steadily decreased. For the 23-24 school year, the number of students who received a disciplinary office referral decreased by 39%. However, we still had 229 referrals. This continues to be a targeted area of improvement.

The average class size is 17 students per teacher. We have an overall student to teacher ratio of 12:1.

As a campus, we have a proactive, systemic approach to reduce chronic absenteeism and tardies. This includes timely communication to families, interventions, and plans for credit recovery. We have an average daily attendance rate of 94.5% and 8.8% of students who are affected by chronic absenteeism.

### Student Ethnic Distribution:

<b>African American</b>	<b>16%</b>
Hispanic	41.9%
White	24.3%
American Indian	1.7%
Asian	10.5%
Pacific Islander	0.7%
Two or More Races	8%

### Student Groups Served:

<b>Economically Disadvantaged</b>	<b>62.6%</b>
Emergent Bilinguals	31%
Homeless	2.6%
At Risk	38.2%

<b>Economically Disadvantaged</b>	<b>62.6%</b>
Special Education	24.3%
Gifted and Talented	5%
Mobility Rate	19.6%

**Staff Information**

We have a 53 full time staff members with an average of 11 years of experience. Our staff spent 2908 hours in professional learning combined last year. Administration completed 166 classroom observations of instruction last school year.

**Demographics Strengths**

The number of students with disciplinary referrals was reduced by 38%.

The percentage of at-risk students has reduced.

We have well trained, experienced teachers and staff to serve a very diverse student group.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Camey had over 200 disciplinary office referrals for the 23-24 school year. **Root Cause:** There is an increased incidence of students with extreme behaviors that result in multiple office referrals.

# Student Learning

## Student Learning Summary

Our 1st-5th grades participate in Istation monthly testing for reading. The data below shows the percent of students reading on grade level or has shown at least six months of growth at the end of the 2023-2024 school year.

1st Grade -94%

2nd Grade -79%

3rd Grade -91%

4th Grade -85%

5th Grade -88%

Our students in 3rd-5th Grade participated in the redesigned STAAR with new question formats and an online only platform. Below is the percentage of students who were approaching grade level or higher:

## Reading

3rd Grade 73%

4th Grade 72%

5th Grade 86%

## Math

3rd Grade 63%

4th Grade 55%

5th Grade 76%

## Science

5th Grade 60%

We track students' College and Career Readiness at the elementary level by tracking student attendance, reading growth and performance. 90% of Camey students are demonstrating ES Literacy Readiness and 88% demonstrate overall readiness.

### **Student Learning Strengths**

Our Istation reading data and overall growth measures are strong.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** STAAR scores are low when compared to similar campuses across the state. **Root Cause:** Tested grades are students who were the most greatly impacted by COVID.

# School Processes & Programs

## School Processes & Programs Summary

Camey teachers and staff participate in a variety of activities designed to promote personal and collective learning which will ultimately enhance student achievement, success, and experience at Camey. The process of recruiting, retaining, and supporting teachers begins with thoughtful and intentional decisions about the needs and strengths of teachers and students at each grade level when making hiring decisions. Teachers and administrators collaborate to identify qualities of potential Camey teammates and then begin the task of finding the "right fit" for each team. Teacher volunteers attend the LISD job fair as a way of recruiting new staff members and participate in grade-level interviews. Once candidates are chosen, First Year Teachers and new-to-Camey teachers and staff members are supported in a variety of ways including LISD First Year Teacher mentors, campus mentors, and their teams. New staff members participate in regular meetings and are encouraged to attend additional staff development so they are better prepared to implement campus initiatives. Despite the extensive efforts to recruit instructional staff, we have experience staffing shortages due to a lack of qualified applicants.

Additionally, grade levels and teams meet at least weekly for collaborative planning as well as to analyze student needs, set SMART goals, and implement and monitor student interventions. Classroom teachers participate in Data Meetings monthly to monitor student progress, attend MTSS meetings as scheduled, and collaborate with support teachers including the campus Title 1 Instructional Facilitator, school counselor, gifted and talented teacher, Language Acquisition Specialist, Library Media Specialist, and LISD Learning Facilitators. TEKS aligned materials are implemented across grade levels and subjects.

Professional development is provided for Camey teachers on a regular basis and the focus has included effective instructional strategies, guided reading, and Restorative Practices. Teachers also participate in bi-weekly Professional Learning Communities to delve into TEKS, curriculum, assessments, and data to continually improve their teaching practices and student academic performance.

## School Processes & Programs Strengths

\*High quality professional development for teachers in very specific areas designed to meet their students' needs.

\*The addition of dual leadership teams to support campus growth in all 4 Cornerstones

\*LISD FYT mentor program is a very supportive method to aiding and assisting First Year Teachers at Camey.

\* Implementation of district curriculum with fidelity.

\*Title 1 Instructional Coach and Language Acquisition Specialist support core instruction through a coaching model to grow each teacher's efficacy.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Recruiting of highly qualified staff is a challenge that has resulted in positions remaining unfilled. **Root Cause:** Lack of qualified applicants seeking educator positions.

# Perceptions

## Perceptions Summary

Camey teachers strive each day to ensure that students are receiving the best possible learning opportunities in the best possible learning environment in order to be successful citizens of their classrooms, their school, and their community. Students participate in Camey Clubs where they have the opportunity to engage in a variety of activities, meeting new friends, connecting with new teachers, and learning new skills. Students in 4th and 5th grade have the opportunity to serve as members of the Camey Student Council and become decision-makers for their classroom and the entire campus.

Additionally, teachers and staff members continually strive to better themselves through collaborative conversations and personal professional learning opportunities in an effort to improve and enhance student achievement and experiences. Teachers recognize each other's strengths as they volunteer to serve in various ways, on instructional committees, vertical teams, teacher leaders, and designing parent involvement experiences.

Over the past several years, the staff at Camey worked very hard to address campus discipline in a more positive manner. The campus behavior plan was rewritten to follow the Positive Behavior and Supports (PBIS) model and integrate Restorative Practices. Part of the plan includes a school pledge that outlines our expectations in all settings. Students are reinforced with a school wide incentive program for making good choices. Students are able to earn various rewards such as bring a stuffed animal to school or lunch with the principal. We are also implementing Second Step curriculum to teach social emotional skills in biweekly lessons. Camey had a decrease in the number of students with disciplinary offenses by 38% for the 23-24 school year. Despite the decrease in disciplinary offenses, we had over 200 offenses for the year.

There are many opportunities for parents to get involved at Camey starting with a Back-to-School Night the week before school starts. It is one the most widely attended events of the year as students and families are eager to meet their new teacher, visit their new classroom, and reunite with friends from the long summer break. Each grade level hosts a parent orientation meeting within the first two weeks of school to provide information to parents about grade level specific details and help answer any questions or address concerns. The meetings are well attended and shared feedback from parents has been positive. Volunteer opportunities are created through an online platform (VOLY). We have logged 6,898 volunteer hours since we began using VOLY. Last year, we logged 1,668 hours which is the most hours since before the pandemic. The Camey staff plans and has facilitated several instructional nights for students and parents. The overall parent turnout has been high and feedback is very positive.

In April 2024, parents were surveyed about Camey. The results of that survey are included below:

Data needs to be updated

Are satisfied overall: 98%



My child is glad to come to school most of the time: 98%

My child's well-being is supported by the school: 97%

Teacher do whatever it takes to help my child meet high academic standards: 93%

Parents/families who visit the school are welcomed, treated with respect, and encouraged to be involved: 95%

My child generally feels safe at this school: 96%

If I had concerns about the school or my child, I would feel comfortable discussing the situation with a staff member: 99%

My child's culture and individual needs are recognized by school personnel: 98%

The school/staff does a good job communicating with parents/families: 91%

### **Perceptions Strengths**

- Positive environment created by PBIS practices
- Implementation of Restorative Practices in every classroom
- Introduction of a co-teach model for Second Step SEL lessons
- Multiple opportunities for parent involvement
- Strong commitment of teachers to providing a safe, nurturing learning environment for all students
- Positive parent responses to survey questions

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Disciplinary offenses continue to interrupt the safety and integrity of the learning environment. **Root Cause:** A portion of our student population are still developing the social-emotional skills to successfully self-regulate their emotions and navigate social situations.

# Priority Problem Statements

**Problem Statement 1:** Camey had over 200 disciplinary office referrals for the 23-24 school year.

**Root Cause 1:** There is an increased incidence of students with extreme behaviors that result in multiple office referrals.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** STAAR scores are low when compared to similar campuses across the state.

**Root Cause 2:** Tested grades are students who were the most greatly impacted by COVID.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Recruiting of highly qualified staff is a challenge that has resulted in positions remaining unfilled.

**Root Cause 3:** Lack of qualified applicants seeking educator positions.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Disciplinary offenses continue to interrupt the safety and integrity of the learning environment.

**Root Cause 4:** A portion of our student population are still developing the social-emotional skills to successfully self-regulate their emotions and navigate social situations.

**Problem Statement 4 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**


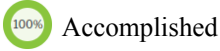
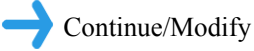

**HB3 Goal**

**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			
<p><b>Strategy 1:</b> Conduct extended and data PLCs monthly to increase teacher efficacy. Extended PLCs will identify and unpack essential learning standards, analyze literacy data, and identify and differentiate effective instructional practices in response to student learning data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy will lead to increased student learning and progress in reading resulting in 88% of students being on grade level or making adequate growth to close gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Title 1 Coach, Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> DRA3 Reading Kits - 211 - Title I, Part A - \$1,077.72, BEC mark decodable books k-1 - 211 - Title I, Part A - \$3,190</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administration will walk at least one class per grade level during Reading Language Arts every week and provide timely feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely feedback on literacy instruction will increase teacher efficacy. Increased teacher efficacy will lead to increased student learning and progress in reading resulting in 88% of students being on grade level or making adequate growth to close gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	May	

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> STAAR scores are low when compared to similar campuses across the state. <b>Root Cause:</b> Tested grades are students who were the most greatly impacted by COVID.</p>

**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct monthly data PLCs to review and analyze literacy growth  <b>Strategy's Expected Result/Impact:</b> Increased number of student reading at grade level or making adequate growth  <b>Staff Responsible for Monitoring:</b> Title 1 Coach, Administration</p> <p><b>Title I:</b> 2.4, 2.6  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate "WIN" (What I Need) time into the daily master schedule to provide targeted intervention to designated students  <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by ISIP, Unit Assessments, CBAs, and STAAR  <b>Staff Responsible for Monitoring:</b> Title 1 Coach, Administration</p> <p><b>Title I:</b> 2.4, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** STAAR scores are low when compared to similar campuses across the state. **Root Cause:** Tested grades are students who were the most greatly impacted by COVID.

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

**Performance Objective 1:** Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See district scorecard  
Feedback from student and staff groups

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

**Performance Objective 2:** Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.



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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

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

**Performance Objective 4:** Monitor safety and security of all LISD facilities.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

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

**Performance Objective 5:** Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Student survey results





Parent survey results

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

**Performance Objective 6:** Campus Behavior Goal: Reduce the number of students with office referrals by 10%.

**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Restorative Practices and Second Step lessons daily in every classroom  <b>Strategy's Expected Result/Impact:</b> The number of students with office referrals will decrease.  <b>Staff Responsible for Monitoring:</b> Discipline Committee, Administration</p> <p><b>Title I:</b> 2.5, 2.6  <b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Team of campus leadership will attend Safe and Civil School Professional Development throughout the school year.  <b>Strategy's Expected Result/Impact:</b> The number of students with office referrals will decrease.  <b>Staff Responsible for Monitoring:</b> Administration, Campus Leadership Tea,</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 6 Problem Statements:**

**Demographics**

**Problem Statement 1:** Camey had over 200 disciplinary office referrals for the 23-24 school year. **Root Cause:** There is an increased incidence of students with extreme behaviors that result in multiple office referrals.

**Perceptions**

**Problem Statement 1:** Disciplinary offenses continue to interrupt the safety and integrity of the learning environment. **Root Cause:** A portion of our student population are still developing the social-emotional skills to successfully self-regulate their emotions and navigate social situations.

**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide multiple opportunities for staff to engage and participate in decisions that affect them.  <b>Strategy's Expected Result/Impact:</b> Increased positive responses on Pulse Check surveys  <b>Staff Responsible for Monitoring:</b> Administration  <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	May	
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Recruiting of highly qualified staff is a challenge that has resulted in positions remaining unfilled. <b>Root Cause:</b> Lack of qualified applicants seeking educator positions.</p>

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

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

**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Staff survey

Customer Service survey


**Goal 6:** Federal and State Mandates


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


**Performance Objective 1:** All students shall attend school regularly.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>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.</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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			
<p><b>Strategy 1:</b> 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.</p> <p>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.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
  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			
<p><b>Strategy 1:</b> District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>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.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>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.</p> <p>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.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dating Violence</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>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 services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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			
<p><b>Strategy 1:</b> 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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</p> <p>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.</p> <p>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.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>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 the 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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			
<p><b>Strategy 1:</b> 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. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 No Progress     
  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 Camey 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

Camey 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kierstyn Warnell	Title I Instructional Coach	Title I, Part A	1

# Camey Elementary BLT 2024-2025

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Member	Refugio Rangel	Community Member
District Representative	Karen Spalding	Executive Director of Elementary Curriculum
Parent	Darlene Alleman	Parent
Parent	Alexis Dwyer	Parent
Parent	Vanessa Sessions	Parent
Parent	Maria Ortuno	Parent
Staff Member	Kayla Bartley	Library Media Specialist
Staff Member	Elisabeth McWilliams	Counselor
Staff Member	Kierstyn Warnell	Title 1 Instructional Coach
Staff Member	Linzy McCawley	Special Education Teacher
Staff Member	Syble Crandell	Music Teacher
Staff Member	Meghan Gerlach	5th Grade Teacher
Staff Member	Whitney Thomas	4th Grade Teacher
Staff Member	Angela Holcomb	3rd Grade Teacher
Staff Member	Stephanie Oganessian	2nd Grade Teacher
Staff Member	Chelsea Frisby	1st Grade Teacher
Staff member	Becky Engle	PreK Teacher
Staff Member	Cortney Evans	Assistant Principal
Staff Member	Angela Cortez	Principal