

Lewisville Independent School District
Lakeland Elementary School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 25, 2024

Demographics

Demographics Summary

Demographic Comparison	2019-2020	2020-2021	2021-2022 Resource:Edugence	22-23	23-24
African American	4%	4%	3%	1%	3%
Hispanic	74%	75%	78%	84%	78%
White	5%	5%	5%	4%	5%
American Indian	0%	0%	0%	<1%	0%
Asian	16%	15%	12%	9%	12%
Pacific Islander	0.1%	0%	0%	0%	0%
Two or More	2%	1%	1%	1%	1%

Our campus is located in Lewisville and serves grades K-5 through open enrollment. We currently serve a population of 677 students. For 2023-2024, our ethnicity demographic breakdown percentages are as follows: Hispanic 78%, Asian 12%, White 5% and African American 3%. Lakeland Elementary is 83% economically disadvantaged, 80% English learners, 91% at-risk, 37.5% mobility rate and 32% special education (including dyslexia). These ethnicity percentages are also quite steady from year to year.

Our community demographics consist of working-class individuals in multi-family households. The majority of the surrounding area is Spanish speaking residents.

Additionally, families in our area also speak various Asian languages and English. This community is very diverse in culture and language. Fluctuation and high mobility rates are also common factors in the community. A great number of our families also rent homes which could account for some fluctuation. Other factors such as homelessness were at 1%.

Demographics Strengths

Strength:

One of the strengths is the diversity within our campus from families and staff. To support this diversity we have a plethora of academic and social emotional resources and support. This helps us to ensure our teachers are equipped to meet the needs of our low performing students.

For example, we have support staff such as Title 1 coaches, language acquisition specialists, a gifted and talented facilitator, and district curriculum facilitators. We also have programs and systems such as: MTSS, iStation, Second Step, Reflex Math and the HMH curriculum resources. Other examples of support include Communities in Schools, student mentors, counselors, and community member volunteers. Learning aides who are bilingual and monolingual also account for tremendous student support. In addition, we are a professional learning community (PLC) that regularly meets to analyze data, implement new ideas, monitor and adjust previous initiatives, while sharing feedback to continuously learn and support each other. This year, all of the grade level teachers participated in targeted flexible intervention groups focusing on student data in the TEKS for reading and math. In addition, grade levels will have vertical alignment in reading and math. After school tutoring is another accommodation that our teachers utilize to target student performance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lakeland has a diverse population of various socio-economic, academic and socio-emotional needs including a high rate of newcomers and a significant mobility rate. **Root Cause:** We have a high percentage of students with multiple needs of support. For example, 83% of our students are considered economically disadvantaged, 80% of our students are English Language Learners, 32% of our students receive special education services, 91% of them are considered at risk, and we have a 37.5% mobility rate.

Student Learning

Student Learning Summary

3rd Grade (in %)			
	Approaches	Meets	Masters
Reading English	57	26	0
Reading Spanish	25	3	3
Math English	41	17	3
Math Spanish	20	3	0

4th Grade (in %)			
	Approaches	Meets	Masters
Reading English	41	16	0
Reading Spanish	39	13	4
Math English	30	14	8
Math Spanish	22	11	0

5th Grade (in %)			
	Approaches	Meets	Masters
Reading English	66	34	0
Reading Spanish	31	0	0
Math English	66	35	3
Math Spanish	29	0	0

5th Grade (in %)			
Science English	33	12	4
Science Spanish	14	0	0

Our literacy data is also measured through Istation in which we have seen an increase of Level 5 students of 1% in English and a decrease of 4% in Spanish in kindergarten. 1st grade increased 9% in English, but there was no change in Spanish to Tier 5. 2nd grade decreased by 1% in English and a 13% increase in Spanish. 3rd grade increased by 8% in English and decreased by 25% in Spanish becoming level 4's. In 4th grade, both languages saw an increase in Tier 5 from 0 to 7% in English and 9% in Spanish. 5th grade decreased Tier 5 by 1% in English and increased by 19% in Spanish. Lakeland continues to close the gaps using the MTSS process. Data collection from a multitude of sources continues to drive instruction and interventions. In addition to the MTSS process we offered before/after school tutoring, in school mentors, counselors, Title I Specialists, LAS instructors, MTA/Dyslexia (pre MTSS), counseling for behavioral/emotional, SAC counselors, CIS, tutoring and classroom teacher interventions, based on student needs. Students that were not successful with the interventions will be referred for testing and input of the Special Education teachers and specialists, input from the MTSS team and retention, as a last resort. Data shows that our current MTSS process is effective with a great need of support and follow through with testing and accurate interventions. 86% of our special education referrals from MTSS resulted in the student qualifying for special education. The tools that are currently available for our campus are the following: MTSS, PLC's, Vertical Alignment team for reading and math, CIS, Interventionists, during school, campus mentors (adult volunteers, LHS students, AVID), parent meetings or specialized nights.

Student Learning Strengths

Strengths:

One of our biggest strengths has been the progress made in literacy development through Small Group Instruction and Literacy Stations. This has been evidenced through our Monthly Istation Data as well as our overall STAAR scores. This is all supported focusing on the Professional Learning Community (PLC) process and our Multi-Tiered Student Support (MTSS) process. For both initiatives we meet every 3-4 weeks. During our PLC time we focus on improving our Tier 1 instruction and allowing data to guide our conversations about high impact teaching strategies and areas of focus. After our PLC cycle the grade levels use classroom work samples and teachers meet with their teams to collaboratively dissect high priority TEKS, using the Solution Tree Learning Target Template. This ensures that the same rigor of instruction is occurring in each grade level classroom. During our MTSS time we discuss each student who is not performing on grade level to discuss interventions and strategies. With these systems in place we expect to see significant growth in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 100% of students made adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs. **Root Cause:** Our mathematical development instructional practices continue to need support in the areas of Small Group Math Instruction, Math Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English. Kindergarten th

Problem Statement 2 (Prioritized): Less than 100% of students made adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations.

Problem Statement 3 (Prioritized): Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. **Root Cause:** Lakeland campus is 88% economically disadvantaged, 79% English learners, 82% At-risk, 37.5% mobility rate and 32% special education.

School Processes & Programs

School Processes & Programs Summary

Lakeland processes and programs are based on our students' and community's needs. Their goal is to support students' growth academically and socio-emotionally. During this year, staff will be trained on best practices for math and literacy. Restorative Practices and continuation of the House System. As part of our campus instructional processes we will continue 6-8 PLCs, MTSS/RTI meetings, 2 official Literacy Check-ins, and math check-ins. Due to having new staff members, Professional Development and collaborative time will be needed and provided to staff to make these processes successful. Per state requirements, our Kinder through 3rd grade teachers, as well as other support staff, will continue to be trained in Reading Academy. Classroom teachers will be trained in the new science TEKS and newly added curriculum resources.

As part of addressing the whole child and school safety, staff will also be trained on Second Steps, Student Threat Response, and Child Abuse Protocols. This will also be aligned with Safety and Suicide Prevention Training. Finally, our campus follows all new Safety Drills with 2 in the Spring and monthly evacuation drills.

Lakeland offers a variety of programs to meet the needs of a diverse population. Currently, we have approximately 79% of students identified as ELL. About 69% receive bilingual support through our Bilingual Program and 10% receive language support through our ESL program. 17% of our ELL population are newcomers and will receive small group intervention with the assigned LAS. Our G/T program participation is currently close to 5%, but is underrepresented due to identification, primarily in language, poverty, and upper grade levels. Dyslexia is also underrepresented for our population, but it has shown growth in the last 4 years from 2% to 6%.

School Processes & Programs Strengths

Strengths:

The strength of our processes and programs is that we implement them systematically and with as much fidelity as possible. Our staff is dedicated and committed to making them part of our Lakeland Culture. We are proud to state we offer processes such as PLCs and MTSS with a high success rate in our Academic scores shown in STAAR, CBAs, and Istation. We are also proud of our Bilingual/ESL program where we have shown growth through our high reclassification numbers in TELPAS. We are excited to continue the school wide program (initiative) which is the House System. Finally, our GT population grew from 2% to 5% in the past 2 years and dyslexia identification has shown growth from 2% to 6% in the past 4 years.

The behavior referrals decreased due to the campus wide behavior improvement plan and training from the behavior committee.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, and MTSS. **Root Cause:** We have over 15 new staff members and we want to solidify our Campus Programs and Processes.

Problem Statement 2 (Prioritized): Our staff will continue to be trained in the school wide House System, Restorative Practices , Second Steps, and safe and civil schools. **Root Cause:** Our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 88% economically disadvantaged, 79% English Language Learners, 32% special education, 82% at risk, and 37.5% mobility rate.

Perceptions

Perceptions Summary

Lakeland's overall perception of all our stakeholders is positive and shows levels of commitment and support.

Our discipline data shows a decrease in offenses to 213 (as of April). 44% (as of May) of the offenses were for students receiving SPED services, and 60% (as of May) were students who are learning English as a second language. It also showed that 84% (as of May) were male students. They currently have high school and adult mentors, CIS, individual and small group counseling, BASE, House System, Second Steps, and Restorative Practices.

Student survey was completed by 224 4th and 5th grade students. 60% of students felt that they belonged in their school and classes. 83% of students feel involved in my school community. In the fall of 2023, 90% of students felt there was at least one adult to talk to them. In the Spring of 2024 it reduced to 71%. In fall of 2023, 45% of students perceived the school as a positive environment. In the Spring of 2024, 24% of students perceived school as a positive environment.

Regarding staff, as measured by the Pulse Checks, Lakeland has an overall strong culture and has improved with 86% of staff feeling trusted at work, 90% feel they belong, and 88% see their accomplishments recognized. 57% of staff in January felt energized at work and that increased at the end of the year to 65%. Staff feels that after these surveys that they are heard and changes are made. This might be attributed to staff being given more opportunities to know each other and continuation of the House System. Trust was built through positive changes after feedback through connection, communication, and development of a positive culture.

Our parents' perception was overall positive and they reported that 97% of them felt positive about their child's school and 97% felt teachers were meeting the needs of their students. 249 parents of 600+ students completed the survey, this was a large growth from last school year.

Perceptions Strengths

Strengths:

A strength of Lakeland is that students and parents are known as individuals and their needs are met as much as possible. Based on our recent data they feel safe in the school environment, are cared for by teachers, and think that teachers/staff are approachable. Through the data above students and parents feel comfortable

and have a positive perception of Lakeland. Our current staff body has 15 new staff members and we believe that this diverse group will also bring positive and new energy to our campus culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Data shows a decrease on student's perception of connecting with and trusting at least one adult. **Root Cause:** Our spring student data survey showed a decrease from 90% in the fall to 76% in the spring in the area of feeling comfortable talking to an adult.

Problem Statement 2 (Prioritized): Responding and addressing frequent and recurrent behaviors from the same students. **Root Cause:** Lack of strategies and resources for behavior and social emotional needs.

Priority Problem Statements

Problem Statement 1: Lakeland has a diverse population of various socio-economic, academic and socio-emotional needs including a high rate of newcomers and a significant mobility rate.

Root Cause 1: We have a high percentage of students with multiple needs of support. For example, 83% of our students are considered economically disadvantaged, 80% of our students are English Language Learners, 32% of our students receive special education services, 91% of them are considered at risk, and we have a 37.5% mobility rate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 100% of students made adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs.

Root Cause 2: Our mathematical development instructional practices continue to need support in the areas of Small Group Math Instruction, Math Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English. Kindergarten th

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs.

Root Cause 3: Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth.

Root Cause 4: Lakeland campus is 88% economically disadvantaged, 79% English learners, 82% At-risk, 37.5% mobility rate and 32% special education.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, and MTSS.

Root Cause 5: We have over 15 new staff members and we want to solidify our Campus Programs and Processes.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our staff will continue to be trained in the school wide House System, Restorative Practices , Second Steps, and safe and civil schools.

Root Cause 6: Our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 88% economically disadvantaged, 79% English Language Learners, 32% special education, 82% at risk, and 37.5% mobility rate.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Data shows a decrease on student's perception of connecting with and trusting at least one adult.

Root Cause 7: Our spring student data survey showed a decrease from 90% in the fall to 76% in the spring in the area of feeling comfortable talking to an adult.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Responding and addressing frequent and recurrent behaviors from the same students.

Root Cause 8: Lack of strategies and resources for behavior and social emotional needs.

Problem Statement 8 Areas: Perceptions

Goals

Revised/Approved: September 25, 2024

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES - Istation reading and math





MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: Through best an effective teaching practices overall reading scores will decrease in level 1 in English I-Station Reading.</p> <p>Strategy's Expected Result/Impact: To decrease Level I Istation Reading in English from 52% to 40% by April 2025.</p> <p>Staff Responsible for Monitoring: Admin, Coaches, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Leveled Reading materials. - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Through best an effective teaching practices overall math scores will decrease in level 1 in English I-Station Math.</p> <p>Strategy's Expected Result/Impact: Decrease level 1 in I-Station Math from 36% to 30% by April 2025.</p> <p>Staff Responsible for Monitoring: Admin, Coaches, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Leveled Reading materials that support Spanish instruction. - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Through best an effective teaching practices overall reading scores will decrease in level 1 in spanish I-Station Reading.</p> <p>Strategy's Expected Result/Impact: Decrease level 1 in Spanish i-Station Reading from 31% to 25% by April 2025.</p> <p>Staff Responsible for Monitoring: Admin, Coaches, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Math resources such as manipulatives and flash cards. - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase in reading on TIER 1 in grade 3 through Istation.</p> <p>Strategy's Expected Result/Impact: Increase reading scores in 3rd grade to a 73% by April 2025.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	May	
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase math in grade 3 (494 target) through Istation.</p> <p>Strategy's Expected Result/Impact: Increase math scores in 3rd grade to a 65% by April 2025.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Less than 100% of students made adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs. Root Cause: Our mathematical development instructional practices continue to need support in the areas of Small Group Math Instruction, Math Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English. Kindergarten th</p>

Student Learning

Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations.





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>Strategy 1: Increase additional instructional staff by hiring three Title I tutors to support students needs through targeted interventions.</p> <p>Strategy's Expected Result/Impact: Students will receive MTSS academic and language support interventions from three Title I tutors.</p> <p>Staff Responsible for Monitoring: Admin, Coaches and Tutors</p> <p>Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p> <p>Funding Sources: Three Title I Tutors. - 211 - Title I, Part A - \$34,000</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance leadership team and Instructional Coaches ability to meet and collaborate to enhance student learning and experiences during the summer.</p> <p>Strategy's Expected Result/Impact: Student's academic, behavior, social and emotional needs will be enhanced by the leadership's team ability to plan collaboratively our CNA, CIP and campus goals to address instructional approaches, school events, vertical alignments PLC and more during two leadership meetings during the summer.</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: PCNs for leadership team and Instructional Coaches during the year and summer meetings - 211 - Title I, Part A - \$8,300</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance leadership team ability to meet and collaborate to enhance student learning and experiences during meetings throughout the school year.</p> <p>Strategy's Expected Result/Impact: Student's academic, behavior, social and emotional needs will be enhanced by the leadership's team ability to plan collaboratively on our campus goals to address instructional approaches, school events, vertical alignments PLC and more during monthly meetings after school.</p> <p>Staff Responsible for Monitoring: Admin and Leadership team.</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: PCN for Leadership team working afterschool hours for additional planning. - 211 - Title I, Part A - \$1,200</p>	Formative			Summative
	Nov	Feb	May	
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional Coaches will focus specific time on unpacking TEKS and data analysis afterschool to support students experiences.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in reading and math as well as support to teachers to achieve this.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: PCNs for afterschool hours for 2 Instructional Coaches. - 211 - Title I, Part A - \$4,200</p>	Formative			Summative
	Nov	Feb	May	
Strategy 5 Details	Reviews			
<p>Strategy 5: Obtain 6 substitutes to provide teachers for 3 half day planning sessions.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and experiences by providing teachers time to target areas of a PLC such as data analysis and collaborative planning.</p> <p>Staff Responsible for Monitoring: Admin, Coaches and Teachers</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: 6 substitutes for grade levels. - 211 - Title I, Part A - \$3,237</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Lakeland has a diverse population of various socio-economic, academic and socio-emotional needs including a high rate of newcomers and a significant mobility rate. **Root Cause:** We have a high percentage of students with multiple needs of support. For example, 83% of our students are considered economically disadvantaged, 80% of our students are English Language Learners, 32% of our students receive special education services, 91% of them are considered at risk, and we have a 37.5% mobility rate.

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Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations.

Problem Statement 3: Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. **Root Cause:** Lakeland campus is 88% economically disadvantaged, 79% English learners, 82% At-risk, 37.5% mobility rate and 32% special education.

School Processes & Programs

Problem Statement 1: All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, and MTSS. **Root Cause:** We have over 15 new staff members and we want to solidify our Campus Programs and Processes.

Problem Statement 2: Our staff will continue to be trained in the school wide House System, Restorative Practices , Second Steps, and safe and civil schools. **Root Cause:** Our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 88% economically disadvantaged, 79% English Language Learners, 32% special education, 82% at risk, and 37.5% mobility rate.

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

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

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase positive student perception of learning environment (Student survey environment-scorecard 2.5) - to 80%</p> <p>Strategy's Expected Result/Impact: Achieve 80% on Student Well-Being (trusting an adult) in Student Survey.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Lakeland has a diverse population of various socio-economic, academic and socio-emotional needs including a high rate of newcomers and a significant mobility rate. Root Cause: We have a high percentage of students with multiple needs of support. For example, 83% of our students are considered economically disadvantaged, 80% of our students are English Language Learners, 32% of our students receive special education services, 91% of them are considered at risk, and we have a 37.5% mobility rate.</p>

Perceptions

Problem Statement 1: Data shows a decrease on student's perception of connecting with and trusting at least one adult. **Root Cause:** Our spring student data survey showed a decrease from 90% in the fall to 76% in the spring in the area of feeling comfortable talking to an adult.

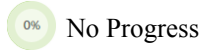
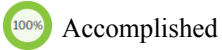
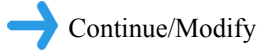

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Decrease chronic absences. Strategy's Expected Result/Impact: Decrease chronic absences to 6.80%. Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 Funding Sources: Positive rewards such as stickers, attendance certificates and classroom celebrations - 211 - Title I, Part A - \$500</p>	Formative			Summative
	Nov	Feb	May	

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Lakeland has a diverse population of various socio-economic, academic and socio-emotional needs including a high rate of newcomers and a significant mobility rate. Root Cause: We have a high percentage of students with multiple needs of support. For example, 83% of our students are considered economically disadvantaged, 80% of our students are English Language Learners, 32% of our students receive special education services, 91% of them are considered at risk, and we have a 37.5% mobility rate.</p>

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Support staff in MTSS, PLCs, Second Steps, Safe and Civil Schools, Restorative Practices and House System to enhance student overall well-being and academic performance.</p> <p>Strategy's Expected Result/Impact: 100% of existing and new staff will need support and training in overall best practice approaches, Districts's and Lakeland Systems.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: MTSS and PLC Resources and trainings such as Solution Tree books and Solution Tree Literacy conferences. Safe and Civil School additional materials to support district initiative. House system items to enhance our program such as positive reward items, pep rally materials, House Breakfast and House Point rewards such as certificates, theme celebrations, butcher and color paper, color chalk., - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	May	

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, and MTSS. Root Cause: We have over 15 new staff members and we want to solidify our Campus Programs and Processes.</p> <p>Problem Statement 2: Our staff will continue to be trained in the school wide House System, Restorative Practices , Second Steps, and safe and civil schools. Root Cause: Our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 88% economically disadvantaged, 79% English Language Learners, 32% special education, 82% at risk, and 37.5% mobility rate.</p>

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





Performance Objective 6: Campus Behavior Goal:

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Reduce the number of office referrals from 213 to 210 by following the campus wide behavior plan. Strategy's Expected Result/Impact: Decrease office referrals (offenses) to 210. Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Lakeland has a diverse population of various socio-economic, academic and socio-emotional needs including a high rate of newcomers and a significant mobility rate. Root Cause: We have a high percentage of students with multiple needs of support. For example, 83% of our students are considered economically disadvantaged, 80% of our students are English Language Learners, 32% of our students receive special education services, 91% of them are considered at risk, and we have a 37.5% mobility rate.</p>

Perceptions

Problem Statement 2: Responding and addressing frequent and recurrent behaviors from the same students. **Root Cause:** Lack of strategies and resources for behavior and social emotional needs.

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>Strategy 1: Increase staff decision-making perception on new staff. Strategy's Expected Result/Impact: Decision-making and staff well being (pulse check) to 75%</p> <p>Title I: 2.5 Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, and MTSS. Root Cause: We have over 15 new staff members and we want to solidify our Campus Programs and Processes.</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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and train new staff members in all Lakeland process, systems so they can be effective teachers. Strategy's Expected Result/Impact: New staff members will receive adequate and effective training as measured in pulse check to 85%. Staff Responsible for Monitoring: Admin, Coaches and District Facilitators/Directors.</p> <p>Title I: 2.4, 2.5 - 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 2: Strategic Staffing, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, and MTSS. Root Cause: We have over 15 new staff members and we want to solidify our Campus Programs and Processes.</p> <p>Problem Statement 2: Our staff will continue to be trained in the school wide House System, Restorative Practices , Second Steps, and safe and civil schools. Root Cause: Our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 88% economically disadvantaged, 79% English Language Learners, 32% special education, 82% at risk, and 37.5% mobility rate.</p>

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

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

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

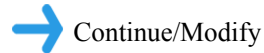
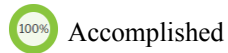
Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote a positive LISD Culture through our Parent, Staff and Student Surveys.</p> <p>Strategy's Expected Result/Impact: Sustain an average of 90% satisfaction on 5.1 measurable outcome on Scorecard items.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.1, 4.2</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Promote LISD and Lakeland positive community involvement with parent events. Strategy's Expected Result/Impact: Lakeland will hold parent meetings as well as Literacy, Math and Science Night to enhance parent and community engagement as well as academic success for our students. Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 Funding Sources: Materials such as chart paper, copy paper, poster paper and ink for flyers and posters , math and literacy home manipulatives and materials to support learning at home - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Support Lakeland's Community and PTA events with a parent liaison. Strategy's Expected Result/Impact: Have a staff member as a parent liaison to participate in community and PTA events. Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2 Problem Statements: Demographics 1 Funding Sources: Parent Liaison - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	May	
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase 8 Dell laptops to actively involve and support parents in completing LISD and Lakeland tasks such as Registration, BTS forms, VOLY and lunch application. Strategy's Expected Result/Impact: Increase parent engagement and reduce lack of LISD forms being completed. Staff Responsible for Monitoring: Admin and IT</p> <p>Title I: 4.1, 4.2 Problem Statements: Demographics 1 Funding Sources: 8 Dell Laptops - 211 - Title I, Part A - \$12,000</p>	Formative			Summative
	Nov	Feb	May	



Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Lakeland has a diverse population of various socio-economic, academic and socio-emotional needs including a high rate of newcomers and a significant mobility rate. **Root Cause:** We have a high percentage of students with multiple needs of support. For example, 83% of our students are considered economically disadvantaged, 80% of our students are English Language Learners, 32% of our students receive special education services, 91% of them are considered at risk, and we have a 37.5% mobility rate.

Student Learning

Problem Statement 1: Less than 100% of students made adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs. **Root Cause:** Our mathematical development instructional practices continue to need support in the areas of Small Group Math Instruction, Math Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English. Kindergarten th

Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations.

Problem Statement 3: Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. **Root Cause:** Lakeland campus is 88% economically disadvantaged, 79% English learners, 82% At-risk, 37.5% mobility rate and 32% special education.

School Processes & Programs

Problem Statement 2: Our staff will continue to be trained in the school wide House System, Restorative Practices , Second Steps, and safe and civil schools. **Root Cause:** Our diverse population and needs require different processes and programs to meet those needs. We have students with 2 predominant languages that are 88% economically disadvantaged, 79% English Language Learners, 32% special education, 82% at risk, and 37.5% mobility rate.

Perceptions

Problem Statement 1: Data shows a decrease on student's perception of connecting with and trusting at least one adult. **Root Cause:** Our spring student data survey showed a decrease from 90% in the fall to 76% in the spring in the area of feeling comfortable talking to an adult.

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>Strategy 1: 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>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

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>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</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>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</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: 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>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.</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>Strategy 2: 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>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</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>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</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>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.</p> <p>Staff Responsible for Monitoring: 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>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. .</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>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Lakeland 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

Lakeland Elementary Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine G. McIntosh	Title I Instructional Coach	Title I, Part A	1
Vanessa Mae Burke	Title I Instructional Coach	Title I, Part A	1