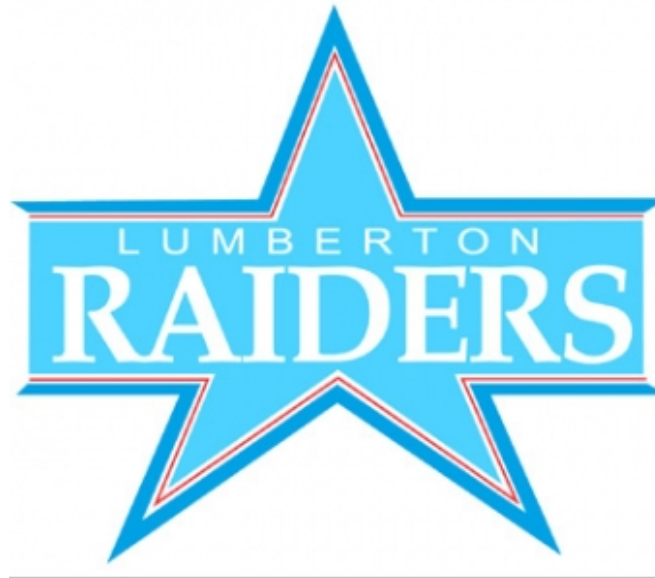


Lumberton Independent School District
Lumberton Intermediate School
2024-2025 Campus Improvement Plan



Mission Statement

"Challenge & inspire all students to develop their talents, becoming the best version of themselves"

Vision

"To be a premier school district with an inclusive culture for excellence in learning & leading"

Core Beliefs

Core Values

Activate each individual's full potential by:

Promoting innovation

Encouraging lifelong learning

Creating opportunities

Having high expectations for all

Exemplify character traits based on:

Honesty & integrity

Inclusiveness

Compassion

Work ethic

Perseverance

Confidence

Continue a tradition of excellence through:

Demonstrating Raider Pride
Exemplifying energetic leadership
Exuding positivity
Promoting a family atmosphere

Provide a positive environment with:

Opportunities to grow
Safe & nurturing conditions
Individuals who are team players
Strong relationships
High levels of community support
Transparent & timely communication
Family-oriented values

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Attendance from 8/4/23-5/31/24 3rd grade: 94.8 4th grade:95.15 5th grade: 94.6 Average: 94.88

As of 9/6/24 Economically Disadvantaged total for the campus was 444

Ethnicity Counts: Asian 91%, African American.71%, Hispanic/Latino 11.57%, White 83.55%

As of 9/6/24, the Special Education count by grade level: 3rd: 72, 4th: 85, 5th: 59

9/6/24

Foster Care: 2 students, Military Connected Count: 18 students, Campus Immigrant Count: 5, Homeless Campus Count: 6

LEP Students By Grade: 3rd: 11, 4th: 8, 5th: 10

504 Count BY Grade: 3rd: 26, 4th: 45, 5th: 48

Dyslexia Count By Grade: 3rd: 35, 4th: 44, 5th: 37

Demographics Strengths

We have a large student body with adequate attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students identified with learning disabilities is growing every year. **Root Cause:** The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Student Achievement

Student Achievement Summary

3rd grade Math

Performance Level	District 2023	District 2024	Region	State	Our Goal	STAAR Raw Score %
APPROACHES	73%	66%	62%	69%	90%	41% (15)
MEETS	47%	40%	33%	41%	60%	59% (22)
MASTERS	19%	14%	10%	15%	30%	78% (29)

4th grade Math

Performance Level	District 2023	District 2024	Region	State	Our Goal	STAAR Raw Score %
APPROACHES	69%	76%	61%	68%	90%	40% (16)
MEETS	42%	50%	36%	45%	60%	58% (23)
MASTERS	16%	20%	13%	21%	30%	78% (31)

5th grade Math

Performance Level	District 2023	District 2024	Region	State	Our Goal	STAAR Raw Score %
APPROACHES	83%	76%	69%	76%	90%	38% (16)
MEETS	52%	42%	39%	49%	60%	57% (24)
MASTERS	19%	14%	11%	19%	30%	79% (33)

3rd grade Reading

	May 2024 STAAR Reading Language Arts, Grade 3				
	Total Students	Approaches	Meets	Masters	Date Taken
Intermediate School	348	70%	40%	12%	05/01/24

4th grade Reading

	May 2024 STAAR Reading Language Arts, Grade 4				
	Total Students	Approaches	Meets	Masters	Date Taken
Intermediate School	310	89%	47%	17%	05/01/24

5th grade Reading

	May 2024 STAAR Reading Language Arts, Grade 5				
	Total Students	Approaches	Meets	Masters	Date Taken
Intermediate School	307	80%	52%	21%	05/01/24

Student Achievement Strengths

2024 STAAR Math scores for LIS were above the Region 5 scores. 4th and 5th grade RLA scores were at or above the 80%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): LIS STAAR scores fluctuate from year to year. **Root Cause:** Limited small group instruction and lack of progress monitoring consistently throughout the year.

School Culture and Climate

School Culture and Climate Summary

Results from the staff survey conducted in the Spring of 2024

Our school has a positive work environment. 75% Agree

I feel accepted and respected by my colleagues. 85% Agree

Administration is supportive and encouraging. 63% Agree

Administration welcomes new ideas. 69% Agree

Administration completes projects and follows through on initiatives. 58% Agree

Administration understands issues faced by teachers. 46% Agree

Administration visits my classroom often. 29% Agree

Administration has my back during difficult conversations with
parents/guardians. 54% Agree

Disciplinary issues are handled fairly and student discipline is consistent. 21% Agree

Teachers are involved in making decisions that affect them. 35% Agree

Texas Lesson Studies was beneficial for building campus-wide
understanding of the PLC process. 33% Agree

School Culture and Climate Strengths

The majority of the staff feel supported and respected.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): 29% of the staff feel that campus administration visit their classes often. **Root Cause:** Campus administration is not completing required classroom walk-throughs on a consistent basis.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

2024-2025 Staff

5 general education openings were filled with certified teachers

5 special education openings were filled with 5 uncertified special education teachers because there were no special ed. certified applicants after 2 1/2- 3 months of the jobs being posted.

Staff Quality, Recruitment, and Retention Strengths

General education openings are easy to fill.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Special Education Teaching positions are difficult to fill. **Root Cause:** Shortage of certified special education applicants applying for jobs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Currently, our dyslexia team services 123 students, with projections indicating an increase to 132 students for the upcoming 2024-2025 school year. These students benefit from the state-mandated intervention program, receiving 45 minutes of support, four times a week, in small groups of no more than six students. Next year we are projected to service around 14% of our total student population through dyslexia intervention. Currently 75% of all students tested for dyslexia are qualifying for interventions.

However, our resources are stretched thin. With only two full-time dyslexia teachers responsible for testing and servicing students, we rely on the support of approximately 12 additional teachers, including general education teachers, Title teachers, and special education teachers. This highlights the urgent need for additional resources and support to effectively meet the needs of our dyslexic students while maintaining high-quality instruction for all students at Lumberton Intermediate School.

Curriculum, Instruction, and Assessment Strengths

We are identifying more students with dyslexia and with proper intervention, we are meeting their needs. As more teachers have become trained in Reading by Design, they are able to use aspects of the program to help all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Servicing the growing number of identified dyslexia students requiring specific small group instruction for 180 minutes a week is difficult with a limited number of trained staff members. Also, pulling homeroom teachers to teach dyslexia small groups creates a lack of intervention for the students of those homeroom teachers.

Root Cause: Changes to DSY LAW and the handbook, 504 to SPED

Parent and Community Engagement

Parent and Community Engagement Summary

Lumberton Intermediate School faces the challenge of striking a delicate balance between maintaining a safe and secure campus environment while fostering an atmosphere that is welcoming and inclusive for families and the community. As the school prioritizes the safety and well-being of its students and staff, it simultaneously seeks to enhance family and community involvement and engagement. However, the need for stringent security measures may inadvertently create barriers to involvement, hindering efforts to create a warm and inviting atmosphere. Consequently, there is a pressing need to develop strategies that effectively reconcile the imperative of safety with the desire for an open and welcoming school environment conducive to family and community engagement.

Parent and Community Engagement Strengths

Parents visit campus every Thursday by alpha to eat lunch with their students, Title Nights (Literacy Under the Lights and Math Night), Party Days, Music Programs

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent and community involvement at LIS have suffered due to the restraints of new safety measures. **Root Cause:** Covid 19 changed the culture, school shooting, TEA safety and security

School Context and Organization

School Context and Organization Summary

Special Education department and general education department are working as 2 separate entities. Instead of working as one group to do what is best for all students. This includes academics and behaviors. There are 17 special education paraprofessionals, but they are not properly trained. Four of the 7 special education teachers are not special ed. certified. (We still have one special ed. opening to fill.) The Redirection program staff along with the entire school staff need training on the purpose of the Redirection program.

School Context and Organization Strengths

We have a willing staff that want to do what is best for students

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Students are not being properly served for academic and behavioral needs. **Root Cause:** Lack of proper training in special education and behavioral techniques.

Problem Statement 2 (Prioritized): Campus safety guidelines are not being followed 100% of the time. **Root Cause:** Inconsistent administrative follow-through on consistently implementing locked doors and offering frequent safety training.

Priority Problem Statements

Problem Statement 1: Students identified with learning disabilities is growing every year.

Root Cause 1: The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: LIS STAAR scores fluctuate from year to year.

Root Cause 2: Limited small group instruction and lack of progress monitoring consistently throughout the year.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 29% of the staff feel that campus administration visit their classes often.

Root Cause 3: Campus administration is not completing required classroom walk-throughs on a consistent basis.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Special Education Teaching positions are difficult to fill.

Root Cause 4: Shortage of certified special education applicants applying for jobs.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Servicing the growing number of identified dyslexia students requiring specific small group instruction for 180 minutes a week is difficult with a limited number of trained staff members. Also, pulling homeroom teachers to teach dyslexia small groups creates a lack of intervention for the students of those homeroom teachers.

Root Cause 5: Changes to DSY LAW and the handbook, 504 to SPED

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Parent and community involvement at LIS have suffered due to the restraints of new safety measures.

Root Cause 6: Covid 19 changed the culture, school shooting, TEA safety and security

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Students are not being properly served for academic and behavioral needs.

Root Cause 7: Lack of proper training in special education and behavioral techniques.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Campus safety guidelines are not being followed 100% of the time.

Root Cause 8: Inconsistent administrative follow-through on consistently implementing locked doors and offering frequent safety training.

Problem Statement 8 Areas: School Context and Organization

Goals





Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 1: The Campus Leadership Team will meet regularly to collaboratively assess, plan, and make decisions for the campus systems, schedules, and daily affairs as well as communicate those decisions efficiently and effectively with all stakeholders.

HB3 Goal

Evaluation Data Sources: Meeting Agendas and Sign-In Sheets

Strategy 1 Details	Reviews		
Strategy 1: Conduct ongoing evaluation of all available programs, services, and software. Strategy's Expected Result/Impact: Improve quality of programs and services; Evaluate the need of technology applications and software; Increase budgetary efficiency. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Utilize and contribute to the district-wide event calendar to plan events that impact multiple campuses and/or departments. Strategy's Expected Result/Impact: Parents are available to attend or join in informational meetings offered at a variety of times that do not conflict with other scheduled events in the district. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Development and distribution of Campus Parent and Family Engagement Policy and School Parent Compact. Strategy's Expected Result/Impact: Needs of At-Risk students addressed, increased parent involvement Staff Responsible for Monitoring: Campus Administrators Title I: 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Context and Organization 1	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: LIS STAAR scores fluctuate from year to year. Root Cause: Limited small group instruction and lack of progress monitoring consistently throughout the year.

Parent and Community Engagement

Problem Statement 1: Parent and community involvement at LIS have suffered due to the restraints of new safety measures. **Root Cause:** Covid 19 changed the culture, school shooting, TEA safety and security

School Context and Organization

Problem Statement 1: Students are not being properly served for academic and behavioral needs. **Root Cause:** Lack of proper training in special education and behavioral techniques.

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).





Performance Objective 2: Build leadership and improve capacity throughout the campus by providing training opportunities and resources to teachers, administrators, and other staff.

HB3 Goal

Evaluation Data Sources: Certificates of completion, Sign-in sheets, and walk-throughs

Strategy 1 Details		Reviews		
Strategy 1: Provide clear communication about upcoming events, campus requirements, and current events on campus and district through weekly campus newsletter. Strategy's Expected Result/Impact: Positive campus morale, grow communication and cohesiveness on campus Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Conduct regular Special Education Department meetings. Strategy's Expected Result/Impact: Grow communication and cohesiveness in the Special Education Department. Staff Responsible for Monitoring: Campus administration and Lead Special Education teacher Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative		Summative
		Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Provide opportunities for staff to utilize district Technology Specialists, and Curriculum Coordinators, and Texas Learning Study Coaches. Strategy's Expected Result/Impact: Increased scores and positive morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Context and Organization 1		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students identified with learning disabilities is growing every year. Root Cause: The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.
School Culture and Climate
Problem Statement 1: 29% of the staff feel that campus administration visit their classes often. Root Cause: Campus administration is not completing required classroom walk-throughs on a consistent basis.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Special Education Teaching positions are difficult to fill. Root Cause: Shortage of certified special education applicants applying for jobs.
School Context and Organization
Problem Statement 1: Students are not being properly served for academic and behavioral needs. Root Cause: Lack of proper training in special education and behavioral techniques.

Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).





Performance Objective 1: Provide job-specific training and professional learning to all staff members tailored to their individual professional needs.

HB3 Goal

Evaluation Data Sources: Training Agendas and Sign-In Sheets

Strategy 1 Details	Reviews		
Strategy 1: Provide individualized teacher support from Texas Learning Study instructional coaches Strategy's Expected Result/Impact: Increased scores and positive campus morale Staff Responsible for Monitoring: Campus Administration Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Culture and Climate 1 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Increased employee capacity and collective teacher efficacy through observation and feedback cycles. Strategy's Expected Result/Impact: Increased scores, positive campus morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Culture and Climate 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Encourage and support instructional staff in seeking content-specific professional development opportunities, including optional professional learning opportunities on the district inservice days Strategy's Expected Result/Impact: Increased scores, positive campus morale Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students identified with learning disabilities is growing every year. Root Cause: The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.
Student Achievement
Problem Statement 1: LIS STAAR scores fluctuate from year to year. Root Cause: Limited small group instruction and lack of progress monitoring consistently throughout the year.
School Culture and Climate
Problem Statement 1: 29% of the staff feel that campus administration visit their classes often. Root Cause: Campus administration is not completing required classroom walk-throughs on a consistent basis.
Curriculum, Instruction, and Assessment
Problem Statement 1: Servicing the growing number of identified dyslexia students requiring specific small group instruction for 180 minutes a week is difficult with a limited number of trained staff members. Also, pulling homeroom teachers to teach dyslexia small groups creates a lack of intervention for the students of those homeroom teachers. Root Cause: Changes to DSY LAW and the handbook, 504 to SPED
School Context and Organization
Problem Statement 1: Students are not being properly served for academic and behavioral needs. Root Cause: Lack of proper training in special education and behavioral techniques.

Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).

Performance Objective 2: Aim to ensure that 100% of the teachers are certified and effective.

HB3 Goal
Evaluation Data Sources: Teacher and Paraprofessional Certification

Strategy 1 Details	Reviews		
Strategy 1: Ensure that every 1st year teacher has a district mentor. Strategy's Expected Result/Impact: Increased teacher efficiency Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Ensure that every teacher receives a minimum of 2 instructional walk-throughs a year. One walk-through per semester at minimum. Strategy's Expected Result/Impact: Improve instructional strategies. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative		Summative
	Nov	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: 29% of the staff feel that campus administration visit their classes often. Root Cause: Campus administration is not completing required classroom walk-throughs on a consistent basis.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Special Education Teaching positions are difficult to fill. Root Cause: Shortage of certified special education applicants applying for jobs.
School Context and Organization
Problem Statement 1: Students are not being properly served for academic and behavioral needs. Root Cause: Lack of proper training in special education and behavioral techniques.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 1: Provide explicit behavioral expectations and management systems for students and staff.

Evaluation Data Sources: Discipline Referral Reports

Strategy 1 Details	Reviews		
Strategy 1: Implement a behavior management system with common language and school expectations. Strategy's Expected Result/Impact: Decrease in office referrals Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Context and Organization 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Present updated campus-wide behavior management system to staff and students. Strategy's Expected Result/Impact: Understanding of the plan and correct implimentation Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Context and Organization 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Provide parents with information on campus-wide behavioral system. Strategy's Expected Result/Impact: Decrease in office disciplinary referrals Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent and community involvement at LIS have suffered due to the restraints of new safety measures. Root Cause: Covid 19 changed the culture, school shooting, TEA safety and security
School Context and Organization
Problem Statement 1: Students are not being properly served for academic and behavioral needs. Root Cause: Lack of proper training in special education and behavioral techniques.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 2: Engage families and the community on a regular basis and ensure consistent, transparent, and timely communication with all stakeholders

Evaluation Data Sources: Parents will be provided with program information and strategies to help their children be successful in school.

Strategy 1 Details	Reviews		
Strategy 1: Inform parents and encourage participation in the following: family literacy night, math night, schoolwide title meetings, parent and family engagement development and distribution, campus accountability meetings, book fair family night, music programs, class holiday parties, field day, 3rd grade pumpkin contest, 3rd grade Kickball Tournament, and awards day. Strategy's Expected Result/Impact: Parents will be provided with program information and strategies to help their children be successful in school. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Communicate campus events to parents and the community through the newsletters, Peach Jar, Social Media, and REMIND. Strategy's Expected Result/Impact: Increased participation and school involvement Staff Responsible for Monitoring: Campus Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Performance Objective 2 Problem Statements:





Parent and Community Engagement

Problem Statement 1: Parent and community involvement at LIS have suffered due to the restraints of new safety measures. **Root Cause:** Covid 19 changed the culture, school shooting, TEA safety and security

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 3: Ensure the physical safety and security of all staff, students, and campus visitors.

Evaluation Data Sources: Weekly safety documentation

Strategy 1 Details	Reviews		
Strategy 1: Provide monthly safety reminders and trainings, including but not limited to required drills. Strategy's Expected Result/Impact: Increased awareness of safety measures Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture Problem Statements: School Context and Organization 2	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct weekly door sweeps for outside doors Strategy's Expected Result/Impact: Exterior doors will be properly functioning and faulty doors will be corrected with a sense of urgency Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: School Context and Organization 2	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Ensure classroom doors are locked at all times during the instructional day Strategy's Expected Result/Impact: Staff and students to feel safe and prepared in the event of an emergency Staff Responsible for Monitoring: Campus Leadership Team ESF Levers: Lever 3: Positive School Culture Problem Statements: School Context and Organization 2	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

School Context and Organization
Problem Statement 2: Campus safety guidelines are not being followed 100% of the time. Root Cause: Inconsistent administrative follow-through on consistently implementing locked doors and offering frequent safety training.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 4: Provide Title 1 information and services to campus parents

HB3 Goal
Evaluation Data Sources: Parent sign-in sheets and agendas

Strategy 1 Details	Reviews		
Strategy 1: Develop, distribute, and implement 2024-2025 school-parent compact. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Campus Leadership Team Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Develop and distribute a campus Title 1 School parent and Family Engagement Campus Policy PFE 2024-2025 Strategy's Expected Result/Impact: Increase transparency and school involvement Staff Responsible for Monitoring: Campus Leadership Team Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Provide Title 1 Parent Informational Meetings each semester Strategy's Expected Result/Impact: Parents will be provided with program information and strategies to help their children be successful in school Staff Responsible for Monitoring: Campus Leadership team Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Offer Title 3 parents the opportunity for a small group setting prior to all title events Strategy's Expected Result/Impact: Increased involvement and quality participation in the designated event Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent and community involvement at LIS have suffered due to the restraints of new safety measures. Root Cause: Covid 19 changed the culture, school shooting, TEA safety and security

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).





Performance Objective 1: Ensure alignment of the written, taught, and tested curriculum in content, context, and cognition.

HB3 Goal

Evaluation Data Sources: Increase student scores

Strategy 1 Details		Reviews		
Strategy 1: Utilize Professional Learning communities, Backwards Design, unpacking the TEKS, and Rigor/Relevance/Learner Engagement rubrics to plan instructional activities and interventions tailored to individual student needs. Strategy's Expected Result/Impact: Provide high quality instruction, ensure student growth in Reading and Math by at least 2% as evidenced by Renaissance EOY scores Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Identify and utilize priority standards at each grade level in RLA, Math, Social Studies, and Science to focus instructional practices on most impactful standards. Strategy's Expected Result/Impact: Evaluate student performance and areas of academic deficiency that may have long term effect on student success; provide focused interventions, and ensure student growth in all core subjects and grade levels. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative		Summative
		Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Ensure unit-based teacher developed common formative assessments are administered consistently in RLA, Math, SS, and Science. Strategy's Expected Result/Impact: Data analysis of the common assessments will inform teachers' decisions on how to best adjust instruction to meet the needs of all students. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students identified with learning disabilities is growing every year. Root Cause: The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.
Student Achievement
Problem Statement 1: LIS STAAR scores fluctuate from year to year. Root Cause: Limited small group instruction and lack of progress monitoring consistently throughout the year.
Curriculum, Instruction, and Assessment
Problem Statement 1: Servicing the growing number of identified dyslexia students requiring specific small group instruction for 180 minutes a week is difficult with a limited number of trained staff members. Also, pulling homeroom teachers to teach dyslexia small groups creates a lack of intervention for the students of those homeroom teachers. Root Cause: Changes to DSY LAW and the handbook, 504 to SPED
School Context and Organization
Problem Statement 1: Students are not being properly served for academic and behavioral needs. Root Cause: Lack of proper training in special education and behavioral techniques.

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 2: Provide high quality instructional materials, resources, and professional development opportunities to all instructional staff.

HB3 Goal

Evaluation Data Sources: Student growth in all core subjects and grade levels.

Strategy 1 Details	Reviews		
Strategy 1: Utilize TEKS Resource system to facilitate instructional planning Strategy's Expected Result/Impact: Depth of student learning increased Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Provide professional learning opportunities for staff based on the latest research-based strategies and practices Strategy's Expected Result/Impact: Increased student scores Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative		Summative
	Nov	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students identified with learning disabilities is growing every year. Root Cause: The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.
Student Achievement
Problem Statement 1: LIS STAAR scores fluctuate from year to year. Root Cause: Limited small group instruction and lack of progress monitoring consistently throughout the year.





Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 3: Ensure all students have access to high quality instruction, materials, and services.

HB3 Goal
Evaluation Data Sources: Campus Administration

Strategy 1 Details	Reviews		
Strategy 1: Provide Reading By Design Training for additional staff Strategy's Expected Result/Impact: Continued small group instruction for Dyslexia identified students Staff Responsible for Monitoring: Campus Leadership Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Provide ESL teachers with the training and materials necessary to ensure student success Strategy's Expected Result/Impact: ESL students will show growth Staff Responsible for Monitoring: Campus Administration Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Provide targeted instruction to students with identified needs Strategy's Expected Result/Impact: MTSS, Dyslexia, Special education, ESL, and all students will show academic growth Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Teachers and students will have the necessary technological tools to access current curriculum and academic tools Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Students will write across disciplines Strategy's Expected Result/Impact: Students will understand how the disciplines overlap Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: 4th and 5th grade teachers will desegregate data and provide necessary instruction to close the achievement gap on the 2025 STAAR results in RLA and Math. Strategy's Expected Result/Impact: Students will score at least one level higher than their previous year on the STAAR test. Staff Responsible for Monitoring: Campus Staff and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
Strategy 7: Targeted small group instruction on low scoring TEKS will be provided to all students. Strategy's Expected Result/Impact: Improved 2025 STAAR results Staff Responsible for Monitoring: Campus Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students identified with learning disabilities is growing every year. Root Cause: The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.
Student Achievement
Problem Statement 1: LIS STAAR scores fluctuate from year to year. Root Cause: Limited small group instruction and lack of progress monitoring consistently throughout the year.

Curriculum, Instruction, and Assessment
Problem Statement 1: Servicing the growing number of identified dyslexia students requiring specific small group instruction for 180 minutes a week is difficult with a limited number of trained staff members. Also, pulling homeroom teachers to teach dyslexia small groups creates a lack of intervention for the students of those homeroom teachers. Root Cause: Changes to DSY LAW and the handbook, 504 to SPED
School Context and Organization
Problem Statement 1: Students are not being properly served for academic and behavioral needs. Root Cause: Lack of proper training in special education and behavioral techniques.