Lewisville Independent School District

Camey Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Total Enrollment 5
Daily Attendance 5
Chronic Absenteeism 5
Behavior & School Discipline 5
Racial & Ethnic Distribution 6
Special Program Enrollments 6
Economically Disadvantaged 57% 6
Special Education (SPED) 26% 6
Emergent Bilinguals 22% 6
At-Risk Students 32% 6
Full-Time Staff 6
Average Experience 7
Student-Teacher Ratio 7
Professional Development & Support 7
7
Parent Satisfaction Survey (April 2026) 7
Student Learning 9
10
Key Takeaway 13
Overall, RLA performance remained strong across the campus and improved in several key areas between 2025 and 2026. The most notable trends were: 13
School Processes & Programs 14
Perceptions 15
Student Perceptions (Qualtrics Student Survey) 15
Parent Perceptions (Qualtrics Parent Survey) 15
Community & Visitor Perceptions (Customer Service Survey) 15
15
Deep Parental Trust & Accessibility 15
Culturally Responsive Environment & Well-Being 16
Student Connectedness & Happiness 16
Academic Trust 16
Exceptional Front-Office Hospitality 16
Priority Problem Statements 17
Comprehensive Needs Assessment Data Documentation 18
Goals 20

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future. 20
Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them. 25
Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact. 28
Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce. 31
Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD. 33
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 when you update your priority goals. 34
Title I 40
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 40
1.1: Description of CNA Process 40
1.2: Location for Evidence of Multiple Meetings Held 40
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 40
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 40
2.2: Stakeholders 1114(b)(2) 40
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 40
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) 40
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 41
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 41
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 41
Title I Personnel 42
Policies, Procedures, and Requirements 43

Comprehensive Needs Assessment

Demographics

Demographics Summary

Camey Elementary School
Comprehensive Needs Assessment (CNA) Profile
Overview Student Groups Staff & Classroom Parent Perceptions

Total Enrollment

382

Students enrolled (Early Childhood to 5th Grade).

Daily Attendance

95.4% (increase from 94%)

Average daily attendance rate, managed proactively via systematic monitoring systems.

Chronic Absenteeism

6.5% (decrease from 10%)

Of students are affected by chronic absenteeism. Active interventions are in place.

Behavior & School Discipline

For the 2025-2026 school year, there were a total of 311 disciplinary offenses committed at Camey Elementary. This involved 87 students total with 23 students having more than 3 offenses. 34 of the 87 students had attended Camey for over a year.

Breakdown of the 311 offenses by grade level:

Kindergarten- 116
1st Grade- 21
2nd Grade- 52
3rd Grade- 53
4th Grade- 16
5th Grade- 51

Breakdown of the offenses by demographics:

Economically Disadvantaged: 77%
Male: 85%
Female: 15%
Special Education: 55%
Hispanic: 37.94 %
White: 21.86 %
African. Am.: 21.54 %
Two or More: 17.04 %
Asian: 1.29 %I: 0.32 %
Pacific Isl.: 0.00

The largest percentages of disciplinary offenses included kindergarten, male, and economically disadvantaged students.

Racial & Ethnic Distribution

Hispanic 38.0%
White 28.0%
Black / African American 21.0%
Asian 6.0%
Two or More Races 5.0%
American Indian 1.0%
Pacific Islander 0.4%

Special Program Enrollments

Economically Disadvantaged 57%

Special Education (SPED) 26%

Emergent Bilinguals 22%

At-Risk Students 32%

Note: School Mobility Rate is **19.6%**, meaning nearly 1 in 5 students transition in/out during the school year.

Full-Time Staff

53

Total dedicated school employees serving the campus.

Average Experience

11 yrs

Average years of classroom instruction experience among teachers.

Student-Teacher Ratio

12:1

Provides highly individualized attention, with an average class size of 17 students.

Professional Development & Support

Camey staff dedicated a total of **3,559 hours to professional learning** last year. Administrators supported instruction by conducting **185 classroom teaching observations**. Systems like LISD's First Year Teacher (FYT) mentoring program and weekly collaborative planning help combat general educator recruitment shortages.

Parent Satisfaction Survey (April 2026)

Parents expressed exceptionally strong trust and satisfaction across nearly all metrics, highlighting a welcoming and culturally supportive school environment.

Comfortable speaking with staff 99%
Child happy to attend school 98%
Staff recognizes child's culture & needs 98%
Child generally feels safe at school 96%
School welcomes and respects families 95%
School supports child's well-being 93%
Overall parental satisfaction 89%
Effective school-to-home communication 76%

Demographics Strengths

Demographic Strengths for the campus:

- **Reduction in chronic absenteeism:** The campus reduced the number of students who were chronically absent from 10% to 6.5%
- **Reduction in At-Risk Students:** The campus successfully reduced its overall percentage of students classified as "at-risk" (which currently stands at 32% of the student body).
- **Capable, Experienced Staff for a Diverse Student Body:** Camey benefits from having a highly trained, deeply experienced team of teachers and staff who are exceptionally equipped to serve its highly diverse student population. This is highlighted by the school's 53 full-time staff members possessing an average of 11 years of classroom experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Camey Elementary experienced 311 disciplinary offenses involving 87 students during the 2025-2026 school year, with behavior concerns disproportionately concentrated among kindergarten students and a smaller group of students with recurring offenses.
Root Cause: Students are entering school without sufficient self-regulation skills to function within the school setting. New students are moving into our school without the background knowledge and understanding of Camey expectations and culture.

Student Learning

Student Learning Summary

Third Grade Math STAAR

Measure	2025	2026	Change
Students Tested	51	47	-4
Average Raw Score	18	20	+2
Average Scale Score	1425	1473	+48
Average Percent Score	49.9%	54.6%	+4.7 points
Approaches Grade Level	64.7%	61.7%	-3.0 points
Meets Grade Level	35.3%	44.7%	+9.4 points
Masters Grade Level	7.8%	19.1%	

4th Grade Math STAAR

Measure	2025	2026	Change
Students Tested	68	52	
Raw Score	23	24	+1

Measure	2025	2026	Change
Scale Score	1564	1594	+30
Percent Score	56.5%	60.9%	+4.4
Approaches Grade Level	70.6%	75.0%	+4.4
Meets Grade Level	50.0%	57.7%	+7.7
Masters Grade Level	20.6%	32.7%	+12.1

5th Grade Math STAAR

Measure	2025	2026	Change
Students Tested	50	73	+23
Raw Score	21	22	+1
Scale Score	1568	1608	+40
Percent Score	48.9%	53.3%	+4.4
Approaches Grade Level	64.0%	72.6%	+8.6
Meets Grade Level	30.0%	43.8%	+13.8

Measure	2025	2026	Change
Masters Grade Level	8.0%	9.6%	+1.6

Key Takeaway:

Across Grades 3, 4, and 5, the overall trajectory in mathematics is positive. Each grade level increased average scale scores, average percent scores, and the percentage of students achieving Meets Grade Level. The most consistent pattern is that students are moving toward higher levels of achievement, with particularly strong growth in Grade 4.

3rd Grade Reading STAAR

Measure	2025	2026	Change
Students Tested	51	47	
Raw Score	25	26	+1
Scale Score	1436	1456	+20
Percent Score	47.1%	49.3%	+2.2
Approaches Grade Level	76.5%	76.6%	+0.1
Meets Grade Level	41.2%	40.4%	-0.8
Masters Grade Level	9.8%	19.1%	+9.3

4th Grade Reading STAAR

Measure	2025	2026	Change
Students Tested	68	53	-15
Raw Score	27	26	-1
Scale Score	1540	1543	+3
Percent Score	52.5%	50.4%	-2.1
Approaches Grade Level	82.4%	88.7%	+6.3
Meets Grade Level	52.9%	50.9%	-2.0
Masters Grade Level	16.2%	22.6%	+6.4

5th Grade Reading STAAR

Measure	2025	2026	Change
Students Tested	49	73	+24
Raw Score	30	32	+2
Scale Score	1594	1614	+20
Percent Score	57.7%	60.7%	+3.0

Measure	2025	2026	Change
Approaches Grade Level	75.5%	80.8%	+5.3
Meets Grade Level	59.2%	67.1%	+7.9
Masters Grade Level	22.5%	23.3%	+0.8

Key Takeaway

Reading Language Arts is a campus strength, and the overall trend is positive. Across Grades 3–5, the campus maintained high Approaches rates, increased advanced achievement (Masters), and demonstrated strong literacy growth in Grade 5. The data suggest that students are successfully accessing grade-level texts and that instructional practices are helping more students demonstrate deeper comprehension and analytical thinking.

Student Learning Strengths

Overall, RLA performance remained strong across the campus and improved in several key areas between 2025 and 2026. The most notable trends were:

- Increased Masters performance in Grades 3 and 4.
- Increased Meets performance in Grade 5.
- Strong growth among Special Education students, particularly in Grades 4 and 5.
- Exceptionally high Approaches rates in Grades 4 and 5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance in math continues to fall below performance in reading.
Root Cause: Need for increased teacher clarity in high quality Tier 1 mathematics instruction.

School Processes & Programs

School Processes & Programs Summary

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

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

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

2026 Survey data indicates that 47% of staff members are satisfied with receiving clear communication about the direction the campus is going.

School Processes & Programs Strengths

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

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

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

* Implementation of district curriculum with fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 47% of staff believe there is clear communication about the direction the campus is heading.
Root Cause: Lack of sufficient bi-directional communication between leadership and staff.

Perceptions

Perceptions Summary

Student Perceptions (Qualtrics Student Survey)

The student survey measures connection, safety, and involvement:

- Comfort Talking to Staff: 90.7% of students report that there is at least one adult at school they feel comfortable talking to, with a campus target to increase this to 91.0%.
- Positive Learning Environment: 81.0% of students report feeling glad to come to school most of the time, with a campus target to raise this to 83.0%.
- School Community Connection: 92.5% of students feel involved in their school community, with a campus target to reach 93.0%.

Parent Perceptions (Qualtrics Parent Survey)

The parent survey evaluates communication satisfaction and general student experience:

- Student Experience (Joy of Attendance): 90.0% of parents agree that their child is glad to come to school most of the time, with a target of 92.0%.
- Teacher Communication: 76.0% of parents feel that the amount of communication they receive from their child's teacher is "just right," with a target of 78.0%.
- Campus Communication: Only 62.0% of parents feel the amount of communication they receive from the school campus is "just right," representing a primary area of focus with a target of 67.0%.

Community & Visitor Perceptions (Customer Service Survey)

The school tracks how welcoming and efficient the front office is for external stakeholders:

- Customer Satisfaction: Based on random samples of visitors to the campus (collected via Raptor), Camey holds a 92.9% baseline customer satisfaction rate, with a target to increase this to 95.0%.
- Community Recognition: The school had a baseline of 12 parent and community "Recognize Someone" submissions, with a target to reach 20.

Perceptions Strengths

Deep Parental Trust & Accessibility

Camey families report an exceptionally high level of trust and comfort in their relationships with school staff:

- Unrivaled Relational Comfort: 99% of parents feel comfortable talking to a staff member about any concerns regarding the school or their child.

- Highly Welcoming Culture: 95% of families feel welcome, respected, and actively encouraged to participate when visiting the school campus.
- General Satisfaction: 89% of parents report being satisfied with the school overall.

Culturally Responsive Environment & Well-Being

Parents strongly perceive that the school values individual student backgrounds and cares for their children as complete individuals:

- Cultural Safety: 98% of parents feel that the school staff recognizes and respects their child's individual culture and needs.
- Holistic Support: 93% of families agree that the school actively supports their child's personal well-being.

Student Connectedness & Happiness

Both parent and student metrics show that Camey is viewed as a safe, joyful place to learn:

- Strong Peer & School Belonging: According to the Imagine 2030 Student Survey, 92.5% of students feel genuinely involved and connected to their school community.
- High Student Safety: 96% of parents report that their child generally feels safe at school.
- Joy of Attendance: 98% of parents in the general survey feel their child is happy to come to school most of the time (with 90.0% of parents and 81.0% of students echoing this sentiment in the Imagine 2030 Scorecard survey).
- Relational Safety Net: 90.7% of students report that there is at least one adult on campus they feel comfortable talking to when they need support.

Academic Trust

Families have very high confidence in the instructional efforts of Camey's educators:

- High Educator Standards: 91% of parents agree that their child's teacher goes above and beyond to help them reach high academic standards.

Exceptional Front-Office Hospitality

The perception of external visitors and community partners entering the school is highly positive:

- Stellar Customer Service: Camey maintains a 92.9% customer satisfaction rate based on random samples of campus visitors collected via Raptor.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 62% of parents feel as though the campus communication is "Just Right".
Root Cause: Camey is lacking in providing reliable, informative parent communication including insufficient social media interaction.

Priority Problem Statements

Problem Statement 1: Student performance in math continues to fall below performance in reading.

Root Cause 1: Need for increased teacher clarity in high quality Tier 1 mathematics instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Camey Elementary experienced 311 disciplinary offenses involving 87 students during the 2025-2026 school year, with behavior concerns disproportionately concentrated among kindergarten students and a smaller group of students with recurring offenses.

Root Cause 2: Students are entering school without sufficient self-regulation skills to function within the school setting. New students are moving into our school without the background knowledge and understanding of Camey expectations and culture.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 62% of parents feel as though the campus communication is "Just Right".

Root Cause 3: Camey is lacking in providing reliable, informative parent communication including insufficient social media interaction.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

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

- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-PESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

Goals

Revised/Approved: September 25, 2026

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

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

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Strategy 1 To achieve at least 65% of students meeting typical growth targets on the Math i-Ready diagnostic tool by May 2027, our campus will implement high-yield Tier 1 instruction and systematic small group instruction (WIN time), and dedicate time to i-Ready pathways. Targeted Support: Title 1 aide, ESL aide, and teachers will lead strategic small groups during WIN time, and substitute coverages will allow teachers to participate in professional Learning Labs and PLC Days. Instructional Materials: Teachers will utilize i-Ready resources, Lead4ward strategies and resources, and targeted professional development etc.. Classroom Supplies: Math manipulatives **Strategy's Expected Result/Impact:** 65% of K-5 students will reach target growth goal on iReady Math **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $2,410				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: By May 2027, 100% of grade-level/content PLCs will consistently engage in a structured lesson internalization and rehearsal process to ensure teachers deeply understand the standards, lesson purpose, rigor, anticipated student responses and misconceptions, and key instructional moves prior to lesson delivery. **Strategy's Expected Result/Impact:** Teachers will consistently engage in lesson internalization and rehearsal during PLCs to strengthen their understanding of the standards, instructional materials, lesson purpose, rigor, anticipated student responses and misconceptions, and opportunities for differentiation. Teachers will rehearse critical portions of upcoming lessons, receive feedback from peers and instructional leaders, and make instructional adjustments prior to lesson delivery. As a result, classroom instruction will demonstrate increased alignment to the intended rigor of the standards and adopted instructional materials, stronger questioning and checks for understanding, purposeful responses to student misconceptions, and increased student engagement and academic ownership. Campus leaders will monitor implementation and impact through PLC observations, One Vision Walkthrough data, student work, and formative assessment results. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Instructional Facilitator(s), and PLC/Team Leads **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 **Funding Sources:** Substitute coverage for PLCs and Professional Learning - 211 - Title I, Part A - 211 E 11 6112 00 107 7 24 SUP 840 0000 - $10,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student performance in math continues to fall below performance in reading. **Root Cause**: Need for increased teacher clarity in high quality Tier 1 mathematics instruction.

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Implement differentiated observation and coaching cycles focused on HQIM mathematics implementation and the One Vision Framework. The leadership team will use a campus walkthrough tracker to monitor observation frequency, teacher action-step completion, and implementation of priority instructional look-fors. Monthly walkthrough trend data, i-Ready, district assessments, and PLC evidence will be reviewed to determine the impact on instruction and student learning. **Strategy's Expected Result/Impact:** Implement weekly observation and coaching cycles focused on two campus instructional priorities: Checks for Understanding Mathematical Discourse during HQIM instruction Leadership will use the One Vision Walkthrough Tool to monitor implementation, provide feedback within 48 hours, and review monthly trend data to determine the impact on teacher practice and student achievement. **Staff Responsible for Monitoring:** Administration, Leadership Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Student performance in math continues to fall below performance in reading. **Root Cause**: Need for increased teacher clarity in high quality Tier 1 mathematics instruction.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff will follow campus expectations found in the Camey P.R.I.D.E. matrix, Staff Playbook, and Safe and Civil procedures for each location and duty. Classroom teachers will teach weekly Second Step lessons with fidelity. Counselor, Kindness Ambassadors, and Student Council will welcome new students with a tour and an orientation to the Camey Way. **Strategy's Expected Result/Impact:** Reduction in number of offenses in common areas by 20%. **Staff Responsible for Monitoring:** Administration, Leadership Team, Safe and Civil Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Camey Elementary experienced 311 disciplinary offenses involving 87 students during the 2025-2026 school year, with behavior concerns disproportionately concentrated among kindergarten students and a smaller group of students with recurring offenses. **Root Cause**: Students are entering school without sufficient self-regulation skills to function within the school setting. New students are moving into our school without the background knowledge and understanding of Camey expectations and culture.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

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

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Camey Elementary will leverage purposeful communication with all stakeholders by sending a weekly newsletter to families, posting on social media 2-3 times per week, and hosting at least 2 family engagement events. **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** PARENT ENGAGEMENT SUPPLIES - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 107 7 24 107 842 0000 - $1,252				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 62% of parents feel as though the campus communication is "Just Right". **Root Cause**: Camey is lacking in providing reliable, informative parent communication including insufficient social media interaction.

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 when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. 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. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

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 when you update your priority goals.

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 attendance and instructional support 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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. 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.) 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. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

 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 when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Camey ES conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Camey ES documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Camey ES initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Camey ES involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Camey ES ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Camey ES coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Camey ES addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Camey ES evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Bryant, Kendra	Title 1 Aide	Title 1 Part A	1
Carillo, Jill	Title 1 Elem Instructional Facilitator	Title 1 Part A	.5

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026