Lewisville Independent School District

Central 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

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Comprehensive Needs Assessment

Revised/Approved: September 3, 2026

Demographics

Demographics Summary

Central Elementary School is a PK–5 public elementary campus located in Lewisville, Texas, serving a diverse and highly economically disadvantaged student population within the Lewisville Independent School District. The student body consists of approximately 450 enrolled students across Pre-K through 5th grade.

- The campus student population is predominantly Hispanic, comprising **87.4%** of total enrollment. Other student groups include White (**7.3%**), Black/African American (**2.8%**), Asian (**1.9%**), Two or More Races (**0.7%**), and American Indian/Pacific Islander (**0.2%**).
- A significant majority of students qualify for English Language Learner (ELL / Emergent Bilingual) services. Additionally, Special Education services support a vital subset of the student population, with recent academic growth metrics ranking in the 64th percentile statewide for SPED student progress.

Demographics Strengths

Central Elementary maintains a strong commitment to staff development, climate, and community partnership.

- **Teacher & Staff Alignment:** On campus pulse surveys, **85.5% – 87.5%** of staff report positive wellbeing. Staff survey results indicate **89.0% – 91.0%** feel training is effective for job performance, and **76.7% – 88.1%** rate campus communication positively.
- **Bilingual / ESL Staffing:** The campus actively manages strategic systems to recruit and retain certified staff, maintaining a low number of required Bilingual/ESL waivers (baseline of 5 waivers, with a target of 3 or fewer).
- **Community Connection:** Parent-campus communication measures consistently high, with **100%** customer satisfaction ratings recorded on parent feedback metrics. Campus social media amplification and community recognition initiatives ("Recognize Someone") demonstrate strong, growing community engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant academic gap persists across all grade levels for Emergent Bilingual (EB) students and Special Education (SpEd) students, who represent the majority of the campus population but consistently perform below district averages on standardized measures.
Root Cause: Core Tier 1 instructional strategies and language-acquisition models have not been consistently scaffolded across grade levels to address the dual needs of high-density English language learners receiving dual-language/bilingual services alongside high Special Education intervention rates.

Student Learning

Student Learning Summary

Central Elementary School serves a student population with diverse academic and linguistic needs, including a high percentage of Emergent Bilinguals (74%), At-Risk students (79%), and Special Education students (24%). Campus scorecard metrics and local assessment data demonstrate ongoing targeted efforts to improve academic growth and proficiency across core content areas.

- **Overall Campus Accountability:** Central Elementary holds a state accountability rating reflecting performance challenges (Baseline: D; Target: C).
- **Literacy & Benchmark Assessments:** Internal indicators show that fewer than 70% of students meet adequate literacy growth targets across primary state/local measures (STAAR, Istation, TX-KEA, and CBAs).

Performance Objective 1.1
Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

Measurable Outcomes	Target	Baseline	Fall	MOY	EOY	Fall Signal	Spring Signal
Increase in reading on TIER 1 in grade 3	65%	75.30%	37.80%	49.30%	80.80%	Stay the Course	Stay the Course
Increase in math in grade 3 (494 target)	65%	75.90%	1.40%	14.30%	61.60%	Minor Change	Stay the Course

Performance Objective 1.2
Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

Measurable Outcomes	Target	Baseline	Fall	MOY	EOY	Fall Signal	Spring Signal
Increase in ES Readiness- LISD Dashboard	84%	83.30%	NA	75.00%	69.40%	Stay the Course	

Performance Objective 1.1
Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

Measurable Outcomes	Target	Baseline	BOY	MOY	EOY	Fall Signal	Spring Signal
3rd Grade Reading	80.9%	80.8%					
3rd Grade Math	65.2%	61.6%					

Performance Objective 1.1 Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.							
K-2, 4-5 Reading	62.0%	59.2%					
K-2, 4-5 Math	60.0%	41.0%					
State Acct Rating	C	D					

Student Learning Strengths

Instructional Strategy Alignment: Active campus execution of LISD's "ONE Vision" framework and high-yield instructional walkthroughs provide structured support and early intervention systems to maximize student learning gains.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fewer than 35% of 3rd-5th grade students reach the "Meets Grade Level" threshold on STAAR Reading and Math assessments, leading to low Domain 1 (Student Achievement) performance.
Root Cause: Standard Tier 1 core instruction is not sufficiently differentiated or aligned to the rigor of STAAR 2.0 item types (constructed responses, technology-enhanced items), and Tier 2/3 interventions lack data-driven targeted tracking to remediate foundational skill gaps in real time.

School Processes & Programs

School Processes & Programs Summary

PLCs meet regularly, but focus predominantly on broad unit planning rather than granular student work analysis or targeted data-driven re-teaching.

Response to Intervention systems are implemented, but scheduling conflicts occasionally limit dedicated Tier 2 intervention time without interrupting core Tier 1 instruction.

The campus benefits from experienced teachers and manageable class sizes, but staff indicate a need for more targeted professional development around bilingual/ESL shelter strategies and use of math manipulatives/ resources for small group intervention.

School Processes & Programs Strengths

The campus maintains dedicated professional structures, including regular PLCs and an active MTSS/RTI framework, supported by an experienced teaching staff and a low student-to-teacher ratio.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC (Professional Learning Community) data protocols are inconsistently utilized across grade-level teams, leading to fragmented implementation of Tier 1 best practices and delayed RTI/MTSS intervention cycles.
Root Cause: Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Perceptions

Perceptions Summary

Parent and staff perceptions consistently highlight a strong sense of community, highly dedicated teachers, and a safe, nurturing campus atmosphere.

Operational practices align with the campus mission and LISD's belief that safe, supportive environments fuel well-being.

The campus utilizes **Safe and Civil Schools** frameworks and **Restorative Practices** to maintain a positive climate and reduce classroom disruptions.

Automated digital platforms and printed materials are provided in both English and Spanish.

Campus advisory committees (Building Leadership Team/BLT) include direct parent representation to co-design campus priorities.

Non-English-speaking households and parents of academically at-risk students demonstrate lower participation in formal academic decision-making events.

Digital-heavy communication platforms present language barriers, driving the CIP strategy to expand face-to-face, translated "Academic Parent Nights".

Central actively coordinates with district-partnered agencies including **Communities In Schools (CIS)**, Christian Community Action (CCA), and United Way to provide food, emergency assistance, and mental health resources to its 96**% Economically Disadvantaged** student body.

Volunteer recruitment is managed through LISD's VOLY background system, while on-campus CIS staff members manage daily wraparound supports for vulnerable student sub-populations.

Central maintains an impressive **95.92% regular attendance rate**.

Attendance clerk teams and counselors track attendance using RaaWee software and MTSS frameworks to address chronic absenteeism through early proactive interventions rather than punitive measures alone.

Perceptions Strengths

Parent and staff surveys reflect strong community support, high praise for teacher dedication, and a welcoming school environment.

Student attendance generally tracks with district averages, though chronic absenteeism presents challenges within specific vulnerable student sub-groups.

Staff request more structured, restorative behavior support systems to manage classroom disruptions and consistent bilingual outreach to non-English speaking families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement in academic literacy/math extension programs at home is low, and staff climate surveys indicate high burnout related to multi-tiered intervention demands.
Root Cause: Family engagement opportunities have focused primarily on social/community events rather than bilingual academic workshops that equip parents with tools to support learning at home; additionally, system-wide social-emotional supports for staff working in high-poverty settings need enhancement.

Priority Problem Statements

Problem Statement 1: Fewer than 35% of 3rd-5th grade students reach the "Meets Grade Level" threshold on STAAR Reading and Math assessments, leading to low Domain 1 (Student Achievement) performance.

Root Cause 1: Standard Tier 1 core instruction is not sufficiently differentiated or aligned to the rigor of STAAR 2.0 item types (constructed responses, technology-enhanced items), and Tier 2/3 interventions lack data-driven targeted tracking to remediate foundational skill gaps in real time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A significant academic gap persists across all grade levels for Emergent Bilingual (EB) students and Special Education (SpEd) students, who represent the majority of the campus population but consistently perform below district averages on standardized measures.

Root Cause 2: Core Tier 1 instructional strategies and language-acquisition models have not been consistently scaffolded across grade levels to address the dual needs of high-density English language learners receiving dual-language/bilingual services alongside high Special Education intervention rates.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Parental involvement in academic literacy/math extension programs at home is low, and staff climate surveys indicate high burnout related to multi-tiered intervention demands.

Root Cause 3: Family engagement opportunities have focused primarily on social/community events rather than bilingual academic workshops that equip parents with tools to support learning at home; additionally, system-wide social-emotional supports for staff working in high-poverty settings need enhancement.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: PLC (Professional Learning Community) data protocols are inconsistently utilized across grade-level teams, leading to fragmented implementation of Tier 1 best practices and delayed RTI/MTSS intervention cycles.

Root Cause 4: Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 4 Areas: School Processes & Programs

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Other
    - I-Ready 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent activity evaluations and feedback data

Goals

Revised/Approved: September 3, 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: To achieve a median progress of 90% toward annual typical growth on the Reading i-Ready diagnostic tool by May 2027, our campus will implement high-yield Tier 1 instruction and systematic small group instruction, dedicate time to i-Ready pathways, and integrate writing across the curriculum.

Targeted Support: Title 1 tutors will lead strategic small groups, 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 trainings, Hand2Mind Reading Kits, etc..

Classroom Supplies: Reading journals, reading folders, paper, anchor chart paper, markers, highlighters, glue sticks, pencil sharpeners, etc. will directly support student work.

LIP STRATEGY: Aligned ESF Indicators:
4.1- Daily use of high-quality instructional materials
5.3- Data-driven instruction

Strategy's Expected Result/Impact: 90% toward annual typical growth on the Reading i-Ready diagnostic tool by May 2027

Staff Responsible for Monitoring: Teachers, Instructional support, instructional facilitators, Admin

Title I:
2.51, 2.52
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Funding Sources: PLC Sub Days - 211 - Title I, Part A - 211 E 11 6112 00 101 7 24 SUP 842 0000 - $7,565, I-Ready Toolbox - 211 - Title I, Part A - 211 E 11 6399 00 101 7 24 101 842 0000 - $6,500, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $9,615, Tutor - Debbie Psencik - 211 - Title I, Part A - 211 E 11 6117 00 101 7 24 TMP 842 0000 - $15,120, Lead4ward Elementary Field Guides Campus Bundle - 211 - Title I, Part A - 211 E 11 6399 00 101 7 24 101 842 0000 - $450, Lead4ward Rockin Review in Feb - 211 - Title I, Part A - 211 E 13 6299 00 101 7 24 101 842 0000 - $1,590, Paper - 211 - Title I, Part A - 211 E 11 6399 00 101 7 24 101 842 0000 - $1,700

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: To achieve a median progress of 120% toward annual typical growth on the Reading i-Ready diagnostic tool by May 2027, our campus will increase math proficiency and performance through the implementation of HQIM and dedicated time to I-Ready Personalized Pathways. LIP STRATEGY: Aligned ESF Indicator: 4.1- Daily use of high-quality instructional materials System Focus: High-quality instructional materials (HQIM) are a non-negotiable. Instruction is aligned to standards, curriculum, and assessment. Fidelity of curriculum implementation is consistently monitored. Consistency Looks Like: All classrooms using the adopted HQIM as designed. Leaders regularly review implementation data and take action when misalignment appears. **Strategy's Expected Result/Impact:** 120% toward annual typical growth on the Reading i-Ready diagnostic tool by May 2027 **Staff Responsible for Monitoring:** Teachers, Instructional support, instructional facilitators, Admin **Title I:** 2.51, 2.52 **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Saturday School - Teachers - 211 - Title I, Part A - 211 E 11 6117 00 101 7 24 000 842 0000 - $6,184, Lead4ward Thinkalongs - 211 - Title I, Part A - 211 E 11 6399 00 101 7 24 101 842 0000 - $875, Classroom supplies and materials for instruction - 211 - Title I, Part A - 211 E 11 6399 00 101 7 24 101 842 0000 - $4,798, Saturday School - Buses - 211 - Title I, Part A - 211 E 34 6412 00 101 7 24 101 842 0000 - $6,184				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Lesson internalization and rehearsal shift lesson planning from a passive reading of curriculum materials to an active practice of delivery. This process ensures teachers master content knowledge, anticipate student misconceptions, and crisp up their instructional moves before standing in front of students. Work with E3 Alliance and LIFT grant to complete walks on RLA classrooms using RBIS framework for observation and feedback. Aligned ESF Indicators: 5.2- Build teacher capacity through observation and feedback cycles Aligned ESF Indicators: 4.1- Daily use of high-quality instructional materials 5.3- Data-driven instruction **Strategy's Expected Result/Impact:** Elimination of dead time and over explanations, keeping lessons tightly aligned to time allocations. Sharper, concise teacher talk that reduces cognitive load on students during key concepts. Anticipation of errors before they occur, allowing teachers to address misunderstandings seamlessly during live instruction. Consistent maintenance of high cognitive demand without accidentally over-scaffolding when students struggle. **Staff Responsible for Monitoring:** admin, coaches, all teachers, elementary chief, L & T **Title I:** 2.51, 2.52 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** FLIPS coaching for Buck - 211 - Title I, Part A - 211 E 11 6299 00 101 7 24 101 842 0000 - $6,500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Fewer than 35% of 3rd-5th grade students reach the "Meets Grade Level" threshold on STAAR Reading and Math assessments, leading to low Domain 1 (Student Achievement) performance. **Root Cause**: Standard Tier 1 core instruction is not sufficiently differentiated or aligned to the rigor of STAAR 2.0 item types (constructed responses, technology-enhanced items), and Tier 2/3 interventions lack data-driven targeted tracking to remediate foundational skill gaps in real time.
School Processes & Programs
Problem Statement 1: PLC (Professional Learning Community) data protocols are inconsistently utilized across grade-level teams, leading to fragmented implementation of Tier 1 best practices and delayed RTI/MTSS intervention cycles. **Root Cause**: Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group 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: Conduct frequent, brief administrator and leadership walkthroughs using a standardized, non-punitive rubric focused solely on the implementation of target instructional strategies. Aggregate walkthrough data at the building level to drive immediate adjustments in professional development (PD) topics during PLC time. Aligned ESF Indicators: 5.2- Build teacher capacity through observation and feedback cycles (LIP STRATEGY). **Strategy's Expected Result/Impact:** Real-time diagnostic data on instructional trends across campuses; targeted professional learning built on actual teacher needs rather than assumptions; increased administrative visibility in classrooms Demonstrable growth in framework implementation scores (measured monthly via walkthrough data); high correlation between strategy implementation rates and grade-level student growth metrics. LIP STRATEGY: Instructional observation is frequent, focused, and feedback-driven to ensure daily fidelity of implementation, improved teacher practice and increased student outcomes. The right leaders are identified and deployed to provide high-quality feedback. Consistency Looks Like: Teachers receive actionable observation feedback at least weekly. Observation and feedback cycles are calibrated to high-quality instructional material delivery, instructional planning expectations, and student work evidence. **Staff Responsible for Monitoring:** admin team, ILT, school chief, reading and math coaches, L & T department **Title I:** 2.51, 2.52 **- 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: Fewer than 35% of 3rd-5th grade students reach the "Meets Grade Level" threshold on STAAR Reading and Math assessments, leading to low Domain 1 (Student Achievement) performance. **Root Cause**: Standard Tier 1 core instruction is not sufficiently differentiated or aligned to the rigor of STAAR 2.0 item types (constructed responses, technology-enhanced items), and Tier 2/3 interventions lack data-driven targeted tracking to remediate foundational skill gaps in real time.

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: Central staff will continue the use of the campus-wide PBIS/Safe & Civil processes for common areas and playground and will make adjustments as needed based on regular data reviews. Treatment agreements will be posted in every classroom and in common areas. Staff will continue to be trained in Safe & Civil and restorative practices. **Strategy's Expected Result/Impact:** Decreased physical aggression by 20% as recorded in Skyward. Sustained student regular attendance rates exceeding the campus baseline target of 96.0%. **Staff Responsible for Monitoring:** Dean of Students, admin, coaches, attendance clerk, counselor **Title I:** 2.53 **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: PLC (Professional Learning Community) data protocols are inconsistently utilized across grade-level teams, leading to fragmented implementation of Tier 1 best practices and delayed RTI/MTSS intervention cycles. **Root Cause**: Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group 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 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Students will have the opportunity to participate in various leadership opportunities, including but not limited to: Kindness Ambassadors, Dance Club, Choir, Robotics Club, Chess Club, Rubix Cube Club, Lego Lunch, Fun Fridays, Running Club, and Cowboy Greeters. We will provide creative higher-level learning opportunities with Camp Invention, Robots, Stem Kits, and Legos. Communities in Schools will provide social services to up to 100 students, including academic support and supportive guidance. **Strategy's Expected Result/Impact:** All students will feel a sense of belonging at Central. Students will have a positive response when asked the Pulse survey questions: Do you have at least one teacher at your school that you trust to talk to if you are upset? How positive or negative is the energy of this class? When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer? **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.52 **Problem Statements:** Demographics 1 **Funding Sources:** Supplies for art and music - 211 - Title I, Part A - 211 E 11 6399 00 101 7 24 101 842 0000 - $0				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: A significant academic gap persists across all grade levels for Emergent Bilingual (EB) students and Special Education (SpEd) students, who represent the majority of the campus population but consistently perform below district averages on standardized measures. **Root Cause**: Core Tier 1 instructional strategies and language-acquisition models have not been consistently scaffolded across grade levels to address the dual needs of high-density English language learners receiving dual-language/bilingual services alongside high Special Education intervention rates.

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: Central will communicate with parents in a monthly newsletter, social media (Facebook), Class Dojo (campus and classroom level), and ParentLink messages. All students will take home a weekly folder with relevant information and weekly grades/progress reports. Annual Title One meeting will be held and the PFE policy as well as Home/School compact will be share via email and on our website. Monthly parent newsletter will encourage parents to complete the Recognize SomeOne nomination form as well as take parent surveys with from the district and school based surveys. Parents will be provided opportunities to learn how to support learning initiatives at home, including reading supplies (summer reading backpacks, finger flashlights, pointer fingers, highlighter bookmarks, math games, etc.). Host quarterly, interactive family learning events with live translation, child care, and actionable strategies and resources for supporting learning at home (Saturday Family Academy) **Strategy's Expected Result/Impact:** Parent engagement will increase for our family events, class events, PTA membership. Parents will feel welcomed at Central and know that their children are safe and cared for when they come to school. **Staff Responsible for Monitoring:** Admin, office staff, teachers, PTA **Problem Statements:** Perceptions 1 **Funding Sources:** Saturday Family Academy- teachers - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 101 7 24 000 842 0000 - $1,808, Saturday Family Academy - paras - 211- Title I, Parent & Family Engagement - 211 E 61 6121 00 101 7 24 000 842 0000 - $864, Saturday Family Academy - Supplies - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 101 7 24 101 842 0000 - $897				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Translate all essential academic communications, surveys, and digital resources into Spanish. Host quarterly, interactive family learning events with live translation, child care, and actionable strategies and resources for supporting learning at home (Saturday Family Academy) Leverage CIS Communities In Schools staff, counselors, and attendance clerks to conduct direct outreach to families of chronically absent or academically at-risk students. **Strategy's Expected Result/Impact:** 25% increase in non-English-speaking family participation at academic workshops and campus feedback surveys. Reduction in chronic absenteeism among vulnerable student subpopulations. 100% compliance with Title I, Part A parent involvement guidelines and state mandated programs. **Staff Responsible for Monitoring:** admin, attendance clerk, LAS **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parental involvement in academic literacy/math extension programs at home is low, and staff climate surveys indicate high burnout related to multi-tiered intervention demands. **Root Cause**: Family engagement opportunities have focused primarily on social/community events rather than bilingual academic workshops that equip parents with tools to support learning at home; additionally, system-wide social-emotional supports for staff working in high-poverty settings need enhancement.

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

Central 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

Central 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)

Central 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)

Central 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)

Central 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)

Central 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)

Central 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

Central 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
Wood, Jeana	Title 1 Elem Instructional Facilitator	Title 1 Part A	1
Woods, Kerry	Title 1 Elem Instructional Facilitator	Title 1 Part A	1

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