Lewisville Independent School District

Degan 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

Priority Problem Statements 4
Goals 6
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. 6
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. 10
Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact. 14
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. 17
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. 19
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. 21
Title I 27
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 27
1.1: Description of CNA Process 27
1.2: Location for Evidence of Multiple Meetings Held 27
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 27
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 27
2.2: Stakeholders 1114(b)(2) 27
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 27
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) 27
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 28
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 28
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 28
Title I Personnel 29
Policies, Procedures, and Requirements 30

Priority Problem Statements

Problem Statement 1: Third-grade literacy performance data across STAAR, i-Ready, and CBAs indicates that over 20% of students require accelerated, targeted instruction to meet grade-level growth benchmarks.

Root Cause 1: Staff require enhanced instructional resources, structured professional learning in language acquisition strategies, and dedicated planning structures to systematically differentiate reading instruction for emergent bilinguals and diverse learners.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Degan Elementary has experienced a major demographic transformation, with economically disadvantaged enrollment rising from 8% in 2008 to 70% in 2025, creating a critical need to adjust instructional, behavioral, and operational systems to serve our current student population effectively.

Root Cause 2: A high-density residential neighborhood with limited new growth, combined with rising local costs of living, has driven increased family mobility and economic strain, outpacing the historical campus support structures previously in place.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Degan Elementary discipline data indicates that male students and students from diverse socioeconomic and cultural backgrounds experience higher rates of out-of-classroom referrals, impacting equal access to continuous core instruction and classroom engagement.

Root Cause 3: Classroom behavior management frameworks require further development in trauma-informed, culturally responsive practices and self-regulation tools, limiting the effectiveness of proactive support systems and home-school partnerships.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Math STAAR results reflect an urgent need to accelerate achievement for African American third-grade students, as 25% currently perform at or above the Meets Grade Level standard.

Root Cause 4: Core Tier 1 math instruction lacks consistent integration of culturally responsive pedagogy, structured mathematical discourse, and conceptual problem-solving frameworks that engage all learners and build deep mathematical reasoning.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: An achievement gap persists between Emergent Bilingual students and their peers in foundational academic areas, emphasizing the need for robust language support across all classroom settings.

Root Cause 5: Rapid demographic growth in our Emergent Bilingual population, combined with an increase in parent-declined bilingual service waivers, has created a need to scale campus-wide capacity for general education teachers to deliver high-yield language acquisition scaffolds.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Active participation in campus academic events and collaborative school initiatives remains inconsistent among families from diverse linguistic and socioeconomic backgrounds, impacting continuous home-school alignment.

Root Cause 6: Traditional school engagement practices have not fully evolved to accommodate the varied work schedules, language preferences, and logistical needs of our shifting

community, limiting reciprocal connection opportunities.

Problem Statement 6 Areas: Family and Community Engagement

Problem Statement 7: Discipline data indicates an elevated rate of behavioral incidents involving inappropriate physical contact among students at Degan, particularly in Kindergarten, resulting in instructional disruptions and safety concerns during foundational routines.

Root Cause 7: Campus behavioral frameworks and MTSS structures require enhanced Tier 1 SEL routines and targeted Tier 2 small-group interventions to proactively teach self-regulation and impulse control skills to early childhood students entering school with varied social-emotional readiness.

Problem Statement 7 Areas: School Culture and Climate

Goals

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: Provide students with meaningful, real-world learning opportunities that connect classroom content to authentic situations, careers, and community experiences. Encourage students to ask questions, explore solutions, collaborate, and apply critical-thinking skills to relevant challenges. **Strategy's Expected Result/Impact:** Through project-based learning, hands-on activities, and purposeful reflection, students will build academic knowledge while developing transferable skills such as communication, problem-solving, collaboration, creativity, and adaptability that prepare them for future success. **Funding Sources:** iReady Teacher Toolkit - 211 - Title I, Part A - 211 E 11 6399 00 106 7 24 106 842 0000 - $5,240, USB-C Headphones for Student Assessments - 211 - Title I, Part A - 211 E 11 6399 00 106 7 24 106 842 0000 - $1,275, Noise-Cancelling Headphones for SE Students - 211 - Title I, Part A - 211 E 11 6399 00 106 7 24 106 842 0000 - $400, T1 Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $908				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Provide students with individualized support, resources, and encouragement that strengthen English language skills and help them confidently access, understand, and participate in academic learning. Provide opportunities for students to practice communication, problem-solving, and critical-thinking skills in a supportive environment. **Strategy's Expected Result/Impact:** All students, including ESL students will demonstrate increased confidence and engagement, improved English language development, and greater success accessing and applying academic content. **Staff Responsible for Monitoring:** All Administration, teachers, specialists. **Problem Statements:** Student Achievement 3 **Funding Sources:** Paper - 211 - Title I, Part A - $10,000, Materials and supplies for student learning from Teacher Created Resources - 211 - Title I, Part A - $6,000, Teacher Planning/PLC - 211 - Title I, Part A - $20,000, Teacher toolkits from School Specialty - 211 - Title I, Part A - $845, Academic Vocabulary Cards - 211 - Title I, Part A - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Embed culturally responsive instructional practices and daily structured mathematical discourse across Tier 1 instruction to deepen conceptual reasoning and increase academic growth for African American students. **Strategy's Expected Result/Impact:** Through a targeted focus on African American student progress, we can begin to close the achievement gap for our African American students. **Staff Responsible for Monitoring:** Administration, Language Acquisition Specialist, Facilitators **Title I:** 2.51 - **ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Achievement 2 **Funding Sources:** Book: What Drives Winning, Targeted Instruction Professional Development, Instructional Materials such as Small Moves, Big Gains, - 211 - Title I, Part A - $9,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Utilize PLC team planning to internalize and rehearse lessons, craft Common Formative Assessments (CFAs) and rubrics that evaluate skill transfer, conceptual understanding, and problem-solving application rather than isolated skill recall. **Strategy's Expected Result/Impact:** Teachers will be more empowered with the tools they need to be successful at delivering high-quality Tier I instruction. **Staff Responsible for Monitoring:** Administration, Teachers, Facilitators, Specialists **Title I:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Third-grade literacy performance data across STAAR, i-Ready, and CBAs indicates that over 20% of students require accelerated, targeted instruction to meet grade-level growth benchmarks. **Root Cause**: Staff require enhanced instructional resources, structured professional learning in language acquisition strategies, and dedicated planning structures to systematically differentiate reading instruction for emergent bilinguals and diverse learners.
Problem Statement 2: Math STAAR results reflect an urgent need to accelerate achievement for African American third-grade students, as 25% currently perform at or above the Meets Grade Level standard. **Root Cause**: Core Tier 1 math instruction lacks consistent integration of culturally responsive pedagogy, structured mathematical discourse, and conceptual problem-solving frameworks that engage all learners and build deep mathematical reasoning.
Problem Statement 3: An achievement gap persists between Emergent Bilingual students and their peers in foundational academic areas, emphasizing the need for robust language support across all classroom settings. **Root Cause**: Rapid demographic growth in our Emergent Bilingual population, combined with an increase in parent-declined bilingual service waivers, has created a need to scale campus-wide capacity for general education teachers to deliver high-yield language acquisition scaffolds.

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

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: We will continue our campus-wide implementation of Safe and Civil Schools processes and Restorative Practices. **Strategy's Expected Result/Impact:** We will see a reduction in incidents in common areas, such as playgrounds, cafeteria, and hallways as a result of our Safe & Civil Schools campus-wide structures. **Staff Responsible for Monitoring:** All Degan Staff, Administrators, Safe & Civil Schools committee **Title I:** 2.51 - **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Posters and Signage for Campus-Wide procedures, Speaker to enhance student experiences, Board games and activities that promote SEL with students - 211 - Title I, Part A - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Provide ongoing staff development in trauma-informed care, non-violent crisis de-escalation, and restorative harm-repair practices to build consistent, proactive campus-wide adult responses. **Staff Responsible for Monitoring:** All Degan				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Integrate daily mini-lessons utilizing evidence-based SEL frameworks (e.g., Second Step, Zones of Regulation) to explicitly teach emotional identification, impulse control, and personal space boundaries. **Strategy's Expected Result/Impact:** Children will become more confident in de-escalation tactics and strategies to reduce the number of incidents of physical aggression. **Staff Responsible for Monitoring:** Counselor, Classroom Teachers, Administration **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Equip all classrooms--with priority in primary grades--with designated, low-stimulation reset corners and sensory/co-regulation tools that students are trained to use proactively before behavioral escalation occurs. **Strategy's Expected Result/Impact:** Students will have a safe space to reset when overstimulated or struggling with behaviors within the classroom which will lead to less instructional time being lost. **Staff Responsible for Monitoring:** Classroom Teachers, Admin Team **Title I:** 2.51 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 **Funding Sources:** Calming tools and activities such as bean bags, weighted blankets and toys, - 211 - Title I, Part A - $12,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Degan Elementary discipline data indicates that male students and students from diverse socioeconomic and cultural backgrounds experience higher rates of out-of-classroom referrals, impacting equal access to continuous core instruction and classroom engagement. **Root Cause**: Classroom behavior management frameworks require further development in trauma-informed, culturally responsive practices and self-regulation tools, limiting the effectiveness of proactive support systems and home-school partnerships.

School Culture and Climate

Problem Statement 1: Discipline data indicates an elevated rate of behavioral incidents involving inappropriate physical contact among students at Degan, particularly in Kindergarten, resulting in instructional disruptions and safety concerns during foundational routines. **Root Cause**: Campus behavioral frameworks and MTSS structures require enhanced Tier 1 SEL routines and targeted Tier 2 small-group interventions to proactively teach self-regulation and impulse control skills to early childhood students entering school with varied social-emotional readiness.

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: Use clear, timely, and purposeful communication to keep students, families, staff, and community partners informed, connected, and actively engaged in supporting campus goals and student success. **Strategy's Expected Result/Impact:** Increased stakeholder engagement, stronger communication and collaboration, and a more connected network of partners actively supporting the campus and its students. **Funding Sources:** Translation devices to support ESL and non-English speaking families - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 106 7 24 106 842 0000 - $4,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Strategically staff and support parent and family engagement events by assigning team members to welcoming, communication, and event-support roles to ensure families feel informed, valued, and connected to the campus. **Strategy's Expected Result/Impact:** Increased family participation and engagement through well-supported events that foster stronger relationships and a shared sense of community. **Funding Sources:** Staffing for PFE Events - 211 - Title I, Part A - $15,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Create opportunities to support and connect with parents to build thier confidence in supporting their children at home. **Strategy's Expected Result/Impact:** Parents will be more confident in the ways in which they can help their children and be empowered to make sustainable changes in the home as needed. **Staff Responsible for Monitoring:** Admin, Counselors **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** Childcare, Snacks, Waters, Instructional materials such as notebooks and pens, Love & Logic Books - 211- Title I, Parent & Family Engagement - $1,635				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Active participation in campus academic events and collaborative school initiatives remains inconsistent among families from diverse linguistic and socioeconomic backgrounds, impacting continuous home-school alignment. **Root Cause**: Traditional school engagement practices have not fully evolved to accommodate the varied work schedules, language preferences, and logistical needs of our shifting community, limiting reciprocal connection opportunities.

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			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
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

Degan 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

Degan 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)

Degan 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)

Degan 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)

Degan 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)

Degan 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)

Degan 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

Degan 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
Carrillo, 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