Lewisville Independent School District

Indian Creek 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: August 25, 2026

Demographics

Demographics Summary

At Indian Creek Elementary, we are a dedicated community of learners that takes pride in building relationships with students, families and community to support all learners academically and emotionally. Staff members are committed to reaching and growing ALL students, not just the ones that enter their classrooms. We have a diverse group of students and staff and currently serve close to 600 students PK - 5th grade, with a demographic breakdown as follows:

STUDENT GROUP	PERCENTAGE
Asian	26.82%
White	24.77%
African American	21.6%
Hispanic	20.48%
Two or More Races	5.59%
American Indian	.37%
Pacific Islander	.37%
At Risk	31.98%
Special Education	23.50%
EB/LEP	22.43%
Gifted & Talented	7.8%
Educationally Disadvantaged	41.34%

Our overall attendance rate is 95.6% with approximately 60 students, or 12%, chronically absent.

Indian Creek Elementary's staff is comprised of 47 Teachers, 16 Instructional Paraprofessionals, 4 Office Staff, 1 Diagnostician, 1 Speech & Language Pathologist, 2 Part Time Speech & Language Pathologists, 1 Occupational Therapist, 2 Full Time Administrators, 1 Part Time Administrator, 1 Counselor and 1 Nurse for a total of 74 full time staff members and 3 part time staff members.

Each morning we welcome and greet our students and have morning meetings to reconnect each day and to nurture relationships. We believe capturing the hearts of our students is crucial to learning and building genuine relationships is our first and foremost priority in education. We take pride in creating safe learning

environments that provide the foundation for students to feel safe taking risks and collaborating with others. While engaged in all content areas throughout the day, students strive to SOAR. SOAR represents our campus-wide expectations to strive for excellence; Show self control and be safe, Own my actions and offer support to others, Always do my best, and Respect everyone. Students get to explore their strengths and passions not only in academic areas, but also in the arts. Our PTA is active and supports our students and staff needs, as well as, community needs.

Our school is located at 2050 Arbor Creek, Carrollton, TX close to the intersection of Josey and Arbor Creek. Our school was the first elementary in our Hebron HS feeder pattern and is diverse both culturally and socioeconomically We currently have 74 staff members which include 44 classroom teachers, PK-5th grade, 5 enrichment teachers (PE, STEM, Art, Music, and Library), 3 Early Childhood Special Education (ECSE) teachers that co-teach with three (3) general education Pre-K teachers, 3 self-contained special education teachers (3 Behavior Intervention), 4 SDI (specially designed instruction - special education) teachers. Indian Creek also is supported by a Gifted and Talented facilitator, Dyslexia/Language Specialist, and Language Acquisition Specialist. Indian Creek is served by one full time speech path and two part time speech paths, a diagnostician, and an occupational therapist. We have 16 instructional paraprofessionals that work with teachers and students in the classrooms, 4 office paraprofessionals, a registered nurse, a counselor, a full time assistant principal, a half time assistant principal (split with another campus), and principal.

Demographics Strengths

Indian Creek Elementary has many strengths some of which are:

- A highly-engaged and collaborative community of learners.
- An active PTA that includes a large number of committed parents.
- A diverse population that brings awareness and sensitivity to diversity.
- Various clubs and organizations to enrich students' learning experiences such as: Student Council, NEHS, and The Early Bird Show.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Asian and Hispanic students increased from prior years with many students in these student populations needing language supports in addition to typical classroom instruction.
Root Cause: Campus demographics are changing with more Asian and Hispanic students enrolling at Indian Creek Elementary.

Student Learning

Student Learning Summary

After reviewing data from STAAR scores, iReady reports and district CBAs, growth was made in many areas on the most current STAAR results. This growth is due to our teacher's collaboration through PLCs, planning and ongoing data collections to determine best practices to not only reach struggling learners but to also challenge students who read above grade level.

Masters scores increased in 3rd, 4th, & 5th grade in Reading Language Arts.

4th Grade Math scores increased in all three performance levels.

5th Grade Science scores improved 4 percentage points in the approaches category, 11 percentage points in meets, and 8 percentage points in masters. We believe this is a result of more hands-on learning and activities and explicit instruction using academic vocabulary.

Our 3rd-5th grade scores are comparable to the region and state scores for math and reading, however, are lower than the district averages.

MATH STAAR SCORES 2026									
	3RD GRADE			4TH GRADE			5TH GRADE		
	# of students	percentage	+ / -	# of students	percentage	+ / -	# of students	percentage	+ / -
APPROACHES	52/73	71%	-5	49/80	62%	+13	60/77	77%	+7
MEETS	32/73	44%	-10	36/80	45%	+20	36/77	47%	+4
MASTERS	16/73	22%	=	13/80	17%	+9	14/77	18%	-2
DID NOT MEET	21/73	29%	+5	28/80	38%	-13	17/77	23%	-9

READING LANGUAGE ARTS STAAR SCORES 2026								
	3RD GRADE		4TH GRADE			5TH GRADE		
	percentage	+ / -	# of students	percentage	+ / -	# of students	percentage	+ / -
APPROACHES	82%	+1	60/77	78%	+5	63/78	81%	=
MEETS	56%	+3	40/77	52%	+3	37/78	47%	-6
MASTERS	26%	+7	18/77	23%	+10	21/78	27%	+3
DID NOT MEET	18%	-1	17/77	22%	+5	15/78	19%	=

SCIENCE STAAR SCORES 2026			
	5TH GRADE		
	# of students	percentage	+ / -
APPROACHES	49/73	68%	
MEETS	25/73	35%	
MASTERS	12/73	15%	
DID NOT MEET	24/73	32%	

iReady scores indicate 61% of students in grades K-5 are scoring as reading 'on grade level' according to IStations performance levels.

We acknowledge that our students are more than a test score and strive for academic excellence through hands-on learning, small group instruction, and educating the whole child by supporting academic, social, emotional, behavioral, and mental awareness. Our teachers develop quality lessons following LISD's rigorous curriculum, assessments, and scope and sequence.

Multi-Tiered Systems of Support (MTSS) processes are used to target specific skills for those students who are struggling.

Student Learning Strengths

- Third and fourth grade performed well on Reading and increased scores in all three performance levels (Approaches, Meets, Masters).
- Fifth grade Reading increased the percentage at the Masters level by 3 points.
- Fourth grade Math made gains in all three performance levels and fifth grade Math increased at the Approaches and Meets levels.
- 5th grade Science STAAR scores are the highest they have been since 2022 and increased in all performance levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): IReady diagnostic scores indicate only 57% of students are on grade level in Reading and 59% are on grade level in Math.
Root Cause: iReady was new to students and staff in 25-26 and teachers were learning how to implement and administer the assessments in the most effective and successful manner.

Problem Statement 2 (Prioritized): African American and Hispanic student groups are performing at a lower level than other student groups.
Root Cause: Many Hispanic students are also EB learners and parents have denied bilingual services.

Problem Statement 3: Student use of technology is passive and used more as a consumer vs. a producer with design and creation of products and projects.
Root Cause: Some teachers are not comfortable implementing different tools and resources, especially with younger students, as it involves teaching both the technology tool and the content.

School Processes & Programs

School Processes & Programs Summary

Indian Creek Elementary is a Professional Learning Community dedicated to serving all of our students. Staff members are committed to implementing best practices such as the Academic Vocabulary Program, Writing Process, IPS for math,and Guided Reading/small group instruction to best serve our students. Providing on-going learning and collaborative planning time ensures focus on instruction and student needs. Classroom teachers collaborate to monitor current student data to guide next practices/interventions for student success. With a diverse community, students are not only provided academic excellence but also learn about the many cultures that make up our Indian Creek population.

Indian Creek Elementary School continues to be a learning organization that is focused on student growth and achievement in all content areas. There are systems in place to continue to monitor student growth and ensure that the proper interventions are implemented. Administration will increase walk-throughs to monitor the alignment of the district curriculum to assure best instructional practices are being implemented while providing formal and informal feedback to teachers. District Instructional Facilitators meet monthly with grade level teachers to support teacher's understanding of standards, develop lessons, and model lessons to help the overall growth of teachers. Collaborative planning and Data meetings are held through Professional Learning Community (PLC) by each grade level to analyze data and design learning for students based on their needs. Continued Professional Learning opportunities are provided for staff to meet our campus needs. Indian Creek takes pride in building relationships with all stakeholders. Our school is a Restorative Practice community that works on building relationships with all of our students through Morning Meetings and truly getting to know our students. We focus on creating and maintaining a positive school environment where feedback is welcomed to help improve our school.

Team Leads meet monthly with campus administration to address campus needs and provide input for solutions. We have a PBIS Committee, with representatives from each grade level, that focuses on discipline and positive reinforcement strategies. We have implemented Class Dojo school wide and use this tool for positive reinforcement of campus and classroom expectations. Our BLT committee, comprised of teachers, administrators, parents, and community members reviews the campus improvement plan and survey data and aids in planning for school programs and areas of need.

We implemented a House System during the 2025-2026 school year to help develop a sense of belonging amongst students. The House System has eight houses that students and staff are divided into. Houses meet twice per month and participate in activities that strengthen communication, problem solving skills, and develop relationships between students and students and staff.

Survey data indicates that 97% of staff feel they have trusting relationships at work, 92% feel they belong at the campus and/or district, and 89% have the training to do their job effectively.

Parent survey information indicates that 90% of parents feel their child is glad to come to school, 97% of parents feel their child is safe at school, and 91% feel the school does a good job communicating with parents/families.

Student survey information shows that 89% of students have at least one adult at school they feel comfortable talking to.

School Processes & Programs Strengths

- Upper grade levels consistently analyze data from CBAs, benchmarks, and other assessments through weekly PLC meetings.
- Total number of office referrals decreased from the 24-25 school year to the 25-26 school year.
- SOAR Expectations are campus-wide behavioral expectations for all grade levels.
- Students are recognized in award assemblies at the end of each grading period.
- All students in grades 1-5 belong to a House. Kindergarten students are placed in houses during the Spring semester.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Common areas (cafeteria, hallway, playground) are where the majority of problem behaviors occur and office referrals are written.
Root Cause: Campus expectations have not been consistently implemented.

Problem Statement 2: Major behavior incidents typically stem from inappropriate physical behaviors and inappropriate verbal comments.
Root Cause: Students lack the appropriate conflict resolution and de-escalation strategies to self-regulate behaviors.

Perceptions

Perceptions Summary

At Indian Creek Elementary School we share the common values and beliefs about educating students. Students, staff, and parents partner together to help students find success. Our parents are very supportive of our school and want to help create a family like atmosphere for all students. Students engage in morning meetings daily to build community and ownership of student learning. Treatment Agreements are built with student's voice to set expectations of behavior in their classrooms. Student safety and development continues to be our priority when campus decisions are made. Each grade level holds a Parent Orientation at the beginning of the year and ongoing communication is provided in the weekly Falcon Forecast parent newsletter.

We have a very involved and supportive PTA that provides opportunities to be involved with our campus throughout the school year such as the Back to School Bash, Fall Festival, Spirit Nights, and Student Membership parties, We also have a Falcon Fathers group for male family members to provide an opportunity for our dads and other male family members to build relationships and support the campus.

In Spring 2026, 91 parents responded to the District Parent Survey. Overall, 98% of parents are satisfied with the education their child is receiving at Indian Creek. 99% of parents who completed the survey reported they feel Indian Creek is safe. 92% of parents feel staff are encouraging at Indian Creek, and 99% of parents feel Indian Creek supports their child's well-being.

In a Spring 2026 student survey administered to 199 students in grades 4-5, 95% of students responded that they feel safe at school.

Perceptions Strengths

According to survey data:

- Parents feel that their children are safe at Indian Creek.
- Parents are satisfied with the education their children are receiving at Indian Creek and believe that the staff cares about their child.
- Parents believe that the staff at Indian Creek is encouraging of their child's success.
- Students feel safe at school and feel they can talk to a teacher or another adult if they have a problem.
- Students feel their teachers treat them with kindness and respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents need more awareness of campus goals and priorities for improvement in order to help their children at home.
Root Cause: This information has not been consistently communicated to parents and families.

Priority Problem Statements

Problem Statement 1: IReady diagnostic scores indicate only 57% of students are on grade level in Reading and 59% are on grade level in Math.

Root Cause 1: iReady was new to students and staff in 25-26 and teachers were learning how to implement and administer the assessments in the most effective and successful manner.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: African American and Hispanic student groups are performing at a lower level than other student groups.

Root Cause 2: Many Hispanic students are also EB learners and parents have denied bilingual services.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Common areas (cafeteria, hallway, playground) are where the majority of problem behaviors occur and office referrals are written.

Root Cause 3: Campus expectations have not been consistently implemented.

Problem Statement 3 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: August 25, 2026

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff will closely monitor and disaggregate assessment data by student group, with a focus on African American and Hispanic students during PLCs to identify students within each group who are below grade-level expectations and establish individual progress-monitoring plans in order to provide intervention services (LIP STRATEGY). **Strategy's Expected Result/Impact:** Close achievement gaps between African American and Hispanic students through intentional monitoring of both student groups as an additional data point at PLCs, data meetings, and using the analysis of student data to plan targeted intervention in small groups. **Staff Responsible for Monitoring:** Campus administration, Classroom teachers **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Lead4Ward Rockin Review Conference (8 attendees) - 211 - Title I, Part A - 211 E 13 6299 00 113 7 24 113 842 0000 - $2,120, Lead4Ward Field Guide Bundle - 211 - Title I, Part A - 211 E 11 6399 00 113 7 24 113 842 0000 - $450, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $60, iReady Teacher Toolkit - 211 - Title I, Part A - 211 E 11 6399 00 113 7 24 113 842 0000 - $6,120, Lead4Ward Think Along Toolkit - 211 - Title I, Part A - 211 E 11 6399 00 113 7 24 113 842 0000 - $650				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Purposeful scheduling will ensure students receive a minimum of 30 minutes per week of i-Ready Learning Path instruction in both Reading and Math, with at least 80% of classes consistently meeting this expectation, as measured through i-Ready usage data. **Strategy's Expected Result/Impact:** Students will meet required minimum pathway minutes weekly, resulting in an increase in student achievement. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Administration **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: 100% of students in grades K-5 will set individual i-Ready growth goals and regularly track and reflect on their progress using i-Ready data. **Strategy's Expected Result/Impact:** Students will develop ownership of their assessment results and understand how to set goals and monitor progress. Increased use of iReady will result in increased instructional minutes and improved academic achievement. Students will use goal trackers to manage and review weekly use of iReady and goals for diagnostic assessments. **Staff Responsible for Monitoring:** Classroom teachers **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: 100% of teachers in grades K-5 will implement incentives and/or rewards that recognize and motivate students for meeting individual i-Ready goals. **Strategy's Expected Result/Impact:** Incentives and rewards will help motivate students to work toward their goals and improve performance in iReady. **Staff Responsible for Monitoring:** Classroom teachers, Campus administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: By May 2027, 100% of grade-level/content PLCs will consistently engage in a structured lesson internalization and rehearsal process to ensure teachers deeply understand the standards, lesson purpose, rigor, anticipated student responses and misconceptions, and key instructional moves prior to lesson delivery. **Strategy's Expected Result/Impact:** Teachers will consistently engage in lesson internalization and rehearsal during PLCs to strengthen their understanding of the standards, instructional materials, lesson purpose, rigor, anticipated student responses and misconceptions, and opportunities for differentiation. Teachers will rehearse critical portions of upcoming lessons, receive feedback from peers and instructional leaders, and make instructional adjustments prior to lesson delivery. As a result, classroom instruction will demonstrate increased alignment to the intended rigor of the standards and adopted instructional materials, stronger questioning and checks for understanding, purposeful responses to student misconceptions, and increased student engagement and academic ownership. Campus leaders will monitor implementation and impact through PLC observations, One Vision Walkthrough data, student work, and formative assessment results. **Staff Responsible for Monitoring:** Campus administrators, Classroom teachers **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: IReady diagnostic scores indicate only 57% of students are on grade level in Reading and 59% are on grade level in Math. **Root Cause**: iReady was new to students and staff in 25-26 and teachers were learning how to implement and administer the assessments in the most effective and successful manner.
Problem Statement 2: African American and Hispanic student groups are performing at a lower level than other student groups. **Root Cause**: Many Hispanic students are also EB learners and parents have denied bilingual services.

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: Use beginning of year diagnostic data to identify prerequisite skill gaps and provide targeted small-group instruction and intervention based on individual student needs. **Strategy's Expected Result/Impact:** Targeting specific skills during small group instruction and intervention will help in the elimination of learning gaps. **Staff Responsible for Monitoring:** Classroom teachers, Campus administration **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Teachers in Kindergarten through 2nd Grade will implement decodable readers and the LLI intervention tools into small group instruction to develop and strengthen foundational literacy skills. **Strategy's Expected Result/Impact:** Foundational literacy skills will improve and the percentage of students on grade level in the area of Reading will increase. **Staff Responsible for Monitoring:** Classroom teachers, Campus Administration **Problem Statements:** Student Learning 1 **Funding Sources:** Decodable Readers - 211 - Title I, Part A - 211 E 11 6399 00 113 7 24 113 842 0000 - $19,358				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Establish grade-level expectations for student creation and production using technology and integrate tools such as Breakouts, ChatterPix, Draw & Tell, PicCollage, Keynote, Google Slides, and Seesaw into core content instruction. **Strategy's Expected Result/Impact:** Student use of technology as a producer, creating and designing products, will increase as evidenced by walkthrough data. **Staff Responsible for Monitoring:** Campus administration, Classroom teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Incorporate at least one technology-based creation opportunity into instruction each nine weeks. **Strategy's Expected Result/Impact:** The percentage of student use of technology as a producer rather than consumer will increase.				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: IReady diagnostic scores indicate only 57% of students are on grade level in Reading and 59% are on grade level in Math. **Root Cause**: iReady was new to students and staff in 25-26 and teachers were learning how to implement and administer the assessments in the most effective and successful manner.

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			
Strategy 1: Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: By the end of the 2026-2027 school year, staff will consistently teach, model, and reinforce SOAR expectations using visuals, chants, role-play, communication skills, and calming strategies to decrease physical aggression referrals by 10% overall and improve student behavior in school common areas, as measured by behavior and discipline data.	Formative			Summative
	Nov	Feb	May	
Strategy's Expected Result/Impact: Students will consistently demonstrate SOAR expectations across classrooms and common areas, resulting in a reduction in physical aggression as measured through monthly discipline data. **Staff Responsible for Monitoring:** Classroom teachers, Campus administration				

Strategy 3 Details	Reviews			
Strategy 3: Teach and practice calm-down and self-regulation strategies across all grade levels, incorporating the Zones of Regulation mood meter chart.	Formative			Summative
	Nov	Feb	May	
Strategy's Expected Result/Impact: Students will develop a deeper awareness of self-regulation by independently utilizing self-regulation strategies before behaviors escalate, resulting in a decrease in overall discipline referrals. **Staff Responsible for Monitoring:** Classroom teachers, Campus administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Analyze discipline data monthly to identify trends by location, time of day, grade level, and student group for opportunities to adjust supervision plans, reteach behavior expectations, and implement targeted interventions based on individual needs. **Strategy's Expected Result/Impact:** Staff will be better informed of discipline trends and areas needing improvement with the ability to provide timely interventions to campus behavior supports and supervision plans, leading to a measurable reduction in overall discipline referrals. **Staff Responsible for Monitoring:** Campus administration, PBIS/Safe & Civil Schools committee				

No Progress Accomplished Continue/Modify Discontinue

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: Include information on campus goals and goal progress quarterly in parent newsletters. **Strategy's Expected Result/Impact:** Parents and community will be better informed of campus goals and priorities, allowing a more developed partnership between home and school. **Staff Responsible for Monitoring:** Campus administration **Funding Sources:** Take Home Literacy Resources for Parents - 211 - Title I, Part A - 211 E 61 6399 00 113 7 24 113 842 0000 - $4,463, Instructional Resources for Parents - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 113 7 24 113 842 0000 - $920				

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 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

Indian Creek 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

Indian Creek 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)

Indian Creek 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)

Indian Creek 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)

Indian Creek 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)

Indian Creek 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)

Indian Creek 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

Indian Creek 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
Oden, Lori	Title 1 Elem Instructional Facilitator	Title 1 Part A	.33

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