Lewisville Independent School District

Lakeland 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

Demographics

Demographics Summary

Lakeland Elementary operates as an open-enrollment campus in Lewisville, currently serving a student population of 687 from Kindergarten through Fifth Grade. The institution is defined by a statistically stable yet complex demographic landscape, characterized by profound linguistic diversity and significant socioeconomic variables. The ethnic composition remains consistent year-over-year, primarily comprising Hispanic (82.53%), Asian (6.11%), African American (4.37%), and White (4.22%) populations. Recent longitudinal growth is largely attributed to district-level integration efforts; specifically, the 2025-2026 academic year saw the absorption of 160 students from Creekside Elementary, followed by an additional influx of 87 students from Mill Street Elementary for the 2026-2027 school year.

The campus profile reveals a high density of students requiring specialized instructional frameworks and robust socioeconomic support. Currently, 85% of the student body is classified as economically disadvantaged, while 84.43% meet the criteria for at-risk designation. Furthermore, 76.27% of students are identified as English Learners, necessitating a comprehensive bilingual or ESL approach to core curriculum. A significant 39% of the population receives Special Education services, which includes targeted support for students with dyslexia.

The surrounding community is characterized by a working-class demographic residing primarily in multi-family households and rental properties. This housing structure contributes to a 10.76% mobility rate, reflecting the transient nature of the local rental market, while approximately 2% of the population experiences homelessness. This environment is culturally and linguistically rich; while Spanish is the predominant language, the community also features a significant presence of various Asian dialects and English. These intersecting factors of high mobility and cultural diversity define the unique social and academic fabric of Lakeland Elementary.

Demographic Comparison	19-20	20-21	21-22	22-23	23-24	24-25	25-26
African American	4%	4%	3%	1%	3%	2.77%	4.37%
Hispanic	74%	75%	78%	84%	78%	87.35%	82.53%
White	5%	5%	5%	4%	5%	3.12%	4.22%

Demographic Comparison	19-20	20-21	21-22	22-23	23-24	24-25	25-26
American Indian	0%	0%	0%	<1%	0%	0.17%	0%
Asian	16%	15%	12%	9%	12%	5.55%	6.11%
Pacific Islander	0.1%	0%	0%	0%	0%	0%	0%
Two or More	2%	1%	1%	1%	1%	1.04%	2.77%

Demographics Strengths

One of our biggest assets is the incredible diversity of our families and staff. To really lean into that strength, we've put a wide range of academic and social-emotional resources in place, ensuring our teachers have everything they need to support students who are struggling.

We've built a strong support network of specialists, including Title 1 coaches, now known as Instructional Facilitators (IFs), language acquisition experts, and facilitators for both Gifted and Talented and district curriculum. In addition, our students benefit from programs like MTSS, i-Ready, and the HMH curriculum, along with extra help from IFs and both bilingual and monolingual aides. We also look at the "whole child" by bringing in counselors, student mentors, and partners like Communities in Schools and local volunteers.

As a Professional Learning Community (PLC), our team is constantly collaborating—meeting regularly to dive into data, try out new ideas, and adjust our strategies based on what's actually working. This year, we've been especially focused on targeted intervention groups for math and reading, using TEKS data to drive our instruction. We're also working on vertical alignment across grade levels to make sure our students have a consistent learning experience as they move up through the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lakeland navigates a complex landscape of socioeconomic, academic, and social-emotional needs, emphasized by a high percentage of newcomers and a notable mobility rate. This dynamic has significant increase byt students from Creekside and Mill Street Elementary schools. One of our priorities has been on integrating these new families and ensuring a sense of belonging.
Root Cause: We serve a high percentage of students who require multifaceted support. To illustrate the depth of these needs, 84.56% of our student body is classified as economically disadvantaged, while 76.27% are English Language Learners. Additionally, 39% of our students receive special education services, and 78% are identified as at-risk.

These factors, combined with a 10.76% mobility rate, highlight the

Student Learning

Student Learning Summary

According to the 2025/2026 TEA School Report, Lakeland received overall scaled scores 75 out of 100 (C), Student Achievement of 57 out of 100 (F), School Progress of 75 out of 100 (C), and closing the Gap at 75 out of 100 (C). Lakelands most recent STAAR scores are in the charts below:

3rd Grade (in %)			
	Approaches	Meets	Masters
Reading English	66	48	26
Reading Spanish	35	9	3
Math English	54	35	16
Math Spanish	32	8	0

4th Grade (in %)			
	Approaches	Meets	Masters
Reading English	66	29	11
Reading Spanish	41	19	8
Math English	54	32	13
Math Spanish	39	1`8	3

5th Grade (in %)			
	Approaches	Meets	Masters
Reading English	80	58	40
Reading Spanish	60	30	5

5th Grade (in %)			
Math English	64	34	11
Math Spanish	40	10	5
Science English			
Science Spanish			

Our data for the 25-26 school year was measured through i-Ready in which we have seen an increase in English reading early on-grade level or above from 15% to 36%, and an increase in math early on-grade level or above from 8% to 38% as a campus. In Kindergarten, English reading increased from 24% to 59% and math increased from 4% to 59%. In first grade, English reading increased from 5% to 27% and math increased from 1% to 22%. In second grade, English reading increased from 6% to 22% and math increased from 0% to 28%. In third grade, English reading increased from 25% to 41% and math increased from 11% to 39%. In fourth grade, English reading increased from 9% to 25% and math increased from 13% to 40%. In fifth grade, English reading increased from 19% to 32% and math increased from 17% to 38%.

We will continue to address our student achievements and shortfalls through campus goals for reader response and IPS (Intentional Problem Solving) Journals for the 2026-2027 school year. Lakeland continues to close the gaps using the MTSS process. Data collection from a multitude of sources continues to drive instruction and interventions. In addition to the MTSS process, we offered intervention support during the school day, in school mentors, counselors, Title I Tutors (Instructional Facilitators-IFs), LAS instructor, MTA/Dyslexia, school psychologists, SAC counselors, In-School Suspension aids, CIS, and classroom teacher interventions based on student needs. Students who require additional supports than the above can be evaluated for Special Education and receive more specific supports.

Data indicates that our current MTSS process is effective, with 0% referrals that did not qualify for Special Education to date. However, there remains a significant need for increased support, consistent follow-through with testing, and accurate implementation of interventions. Overall, a high percentage of special education referrals originating from the MTSS process resulted in students qualifying for special education services. The tools that are currently available for our campus are the following: MTSS, PLC's, Vertical Alignment team for reading and math, CIS, Instructional Facilitators, Interventionists during school, campus mentors (adult volunteers, LHS students), parent meetings or specialized nights.

Student Learning Strengths

One of our biggest strengths has been the progress made in literacy development through Small Group Instruction and Literacy Stations. This has been evidenced through our BOY/MOY/EOY iReady Assessment Data as well as our overall STAAR scores. This is all supported focusing on the Professional Learning Community (PLC) process and our Multi-Tiered Student Support (MTSS) process. For both initiatives we meet every 3-4 weeks. During our PLC time we focus on improving our Tier 1 instruction and allowing data to guide our conversations about high impact teaching strategies and areas of focus. After our PLC cycle the grade levels use classroom work samples and teachers meet with their teams to collaboratively dissect high priority TEKS, using the Learning Target Template, LEAD4ward, and Kagan Strategies. This ensures that the same rigor of instruction is occurring in each grade level classroom. During our MTSS time we discuss each student who is not performing on grade level to discuss interventions and strategies. With these systems in place we expect to see significant growth in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 100% of students made adequate math growth as measured by STAAR, iReady, Universal Screener, Circle, CBAs, and intentional problem solving as a campus goal.
Root Cause: Our mathematical development instructional practices continue to need support in the areas of tier 1 instruction with the implementation of a new math curriculum, Amplify. If students are not making adequate growth, it can be attributed to an equitably, effective "first teach" to all general education students.

Problem Statement 2 (Prioritized): Less than 100% of students made adequate literacy growth as measured by STAAR, iReady, Circle, CBAs, and reader response as a campus goal.
Root Cause: Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

Problem Statement 3 (Prioritized): Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth.
Root Cause: Campuswide systems for language acquisition, differentiated instruction, targeted interventions, and collaborative planning are not yet implemented consistently to fully address students' diverse academic, linguistic, special education, and social-emotional needs.Lakeland campus is 85% economically disadvantaged, 95% English learners, 85% At-risk, 11% mobility rate and 30% special education.

School Processes & Programs

School Processes & Programs Summary

Lakeland develops its programs and processes to support the evolving needs of students and the community. Their goal is to support students' growth academically, behaviorally and socio-emotionally. During this year, staff will be trained on best practices for math and literacy with an emphasis on small group intervention, new Math Curriculum (Amplify), Restorative practices, and the continuation of the House System. As part of our campus instructional processes we will continue 6-8 PLCs, MTSS/RTI meetings, and 2 official Literacy Check-in. Due to having new staff members, Professional Development and collaborative time will be needed and provided to staff to make these processes successful. As part of addressing the whole child and school safety, staff will also be trained on Second Steps, Student Threat Response, and Child Abuse Protocols. This will also be aligned with Safety and Suicide Prevention Training. Finally, our campus follows all Safety Drills with 2 in the Spring and monthly evacuation drills.

Lakeland provides an extensive range of programming designed to support our unique demographic. Currently, we have approximately 76% of students identified as ELL, receiving bilingual support either through our Bilingual Program or our ESL program. 25.95% of our ELL population are newcomers. Our G/T program participation is currently 6.85% but is underrepresented due to identification, primarily in language, poverty, and upper grade levels. Dyslexia is also underrepresented for our population, but it has shown growth in the last 6 years from 2% to 7.43%

Some of the Professional Development done previously is:

1. Small group reading for new teachers (coaches)
2. I-Ready Literacy check-ins
3. Second Steps (counselors and teachers)
4. District support facilitators
5. Using IPS data to create small groups (coaches)
6. New teacher mentor support from district
7. Associate teacher support from district
8. Academic vocabulary support from LAS's
9. PLC solution tree training (select teachers)
10. Campus PLC training (admin and coaches)
11. Campus Vertical Planning (coaches and teachers)
12. Teacher Wellness training (counselors)
13. SPED processes and behavior management(Dent)
14. Reading response journals expectations (coaches)
15. LEAD4WARD Rocking Review - Math, RLA, and Emergent Bilingual

16. Coaches worked with teachers to create small groups using IREADY data
17. IREADY trainer came to train teachers on how to analyze the data
18. LEAD4WARD consultant walked classrooms and gave constructive feedback
19. ONESCREEN tips and tricks (LAS)

School Processes & Programs Strengths

We maximize the impact of our processes and programs through systematic, high-fidelity implementation and tiered support to staff. Our staff is dedicated and committed to making our new students and staff part of our Lakeland Culture. We are proud to state we offer processes such as PLCs and MTSS with a high success rate in our Academic scores shown in STAAR, CBAs, and I-Ready. We are also proud of our Bilingual/ESL program where we have shown growth through our high reclassification numbers in TELPAS. We are excited to continue the school wide program (initiative) which is the House System. Finally, our GT population grew from 2% to 6.85% in the past 4 years and dyslexia identification has shown growth from 2% to 7.43% in the past 6 years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, MTSS, and our newly implemented curriculum, Amplify. This also includes Safe and Civil Schools and Behavior Management. This year we will receive approximately 90 students from Mill Street, with the majority being Emergent Bilinguals.
Root Cause: Lakeland has high number of new staff due to merging two schools. In addition our diverse population requires different processes and programs to meet its needs. We have a population that is 85% economically disadvantaged, 76% English Language Learners, 39% special education (including dyslexia), and 84.43% at risk, along with a current campus mobility rate of 10.76%.

Perceptions

Perceptions Summary

Lakend's overall perception of all our stakeholders is positive and shows levels of commitment and support.

Our current discipline data reveals a significant trend toward behavioral challenges, with a total of **814 recorded offenses**. Analysis shows a high concentration of disciplinary incidents in **Kindergarten (200+) and 3rd Grade (140+)**, suggesting a critical need for enhanced social-emotional support. Furthermore, the data highlights substantial disproportionality among specialized populations: students receiving **Special Education services (67%)**, **English Learners (53%)**, and **Economically Disadvantaged students (85%)** represent the vast majority of incidents. With **Hispanic students (66%)** and **males (89%)** disproportionately affected, our improvement plan must prioritize culturally responsive behavior interventions and specialized support for our SPED and ESL students. They currently have high school and adult mentors, CIS, individual and small group counseling, BASE, House System revamped with tangible rewards/store, Second Steps, Safe and Civil School being implemented through the Behavior Committee, MTSS behavior goals, and Restorative Practices CIS and parent liaison, positive office referrals, STAAR Student for growth and achievement. Kindergarten targeted skills the first 9 weeks.

Comparative data from the 4th and 5th-grade student surveys indicates a **positive trend in school climate** over the 2025–2026 academic year. Most notably, student connectivity with staff saw a significant increase, with the percentage of students identifying a trusted adult on campus rising from **95% in the Fall to 97% by the Spring**. This sense of belonging is mirrored in the students' overall perception of the school environment, which improved from an **87% favorability rating to 91%**. These metrics suggest that our current social-emotional initiatives are effectively fostering a more supportive and inclusive campus culture.

Analysis of the Pulse Check surveys (54 respondents) indicates that Lakeland Elementary maintains a robust professional culture. Staff sentiment is exceptionally high regarding **trust (92%)** and a **sense of belonging (90%)**. Furthermore, administrative efforts toward transparency are reflected in high marks for **recognition (86%)**, **clear communication (80%)**, and **inclusive decision-making (73%)**.

Despite these cultural strengths, the data reveals a critical "pain point": staff report significant stress stemming from behavioral disruptions that interrupt classroom instruction. While **75% of staff feel heard** and believe that survey feedback leads to tangible changes, there is a clear consensus that additional support is needed to address student behavior to protect teacher well-being and maintain academic quality.

Results from the 2025–2026 Parent Survey indicate an overwhelmingly positive perception of the campus environment. Key metrics reveal that **97% of parents** report their children are glad to attend Lakeland, while **97% express overall satisfaction** with the school. Furthermore, **95% of respondents** feel that teacher

communication is effective and that instructional needs are being met. While the survey represents 64 families, this reflects a **substantial increase in participation** compared to previous years, signaling a positive trend in home-school partnerships and community engagement.

Perceptions Strengths

A strength of Lakeland is that students and parents are known as individuals and their needs are met as much as possible. Based on our recent data they feel safe in the school environment, are cared for by teachers, and think that teachers/staff are approachable. Reflected in the data above students and parents feel comfortable and have a positive perception of Lakeland. Our current staff body has 26 new staff members and we believe that this diverse group will also bring positive and new energy to our campus culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The behavior referrals drastically increased to over 800 referrals. There is a disproportionate number of male hispanic students with physical aggression offenses. As well as increased behaviors in our new Behavioral Units and high number of new students.
Root Cause: We see an overall high need to address behaviors in all grade levels due to the lack of strategies and resources for behavior and social emotional needs including deescalating and self regulation skills.

Problem Statement 2 (Prioritized): Lack of parent and community involvement in response to the rise in inappropriate physical aggression and verbal offenses.
Root Cause: Lack of strategies and resources for behavior and social emotional needs throughout school and home life.

Priority Problem Statements

Problem Statement 1: Lakeland navigates a complex landscape of socioeconomic, academic, and social-emotional needs, emphasized by a high percentage of newcomers and a notable mobility rate. This dynamic has significant increase byt students from Creekside and Mill Street Elementary schools. One of our priorities has been on integrating these new families and ensuring a sense of belonging.

Root Cause 1: We serve a high percentage of students who require multifaceted support. To illustrate the depth of these needs, 84.56% of our student body is classified as economically disadvantaged, while 76.27% are English Language Learners. Additionally, 39% of our students receive special education services, and 78% are identified as at-risk. These factors, combined with a 10.76% mobility rate, highlight the

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 100% of students made adequate math growth as measured by STAAR, iReady, Universal Screener, Circle, CBAs, and intentional problem solving as a campus goal.

Root Cause 2: Our mathematical development instructional practices continue to need support in the areas of tier 1 instruction with the implementation of a new math curriculum, Amplify. If students are not making adequate growth, it can be attributed to an equitably, effective "first teach" to all general education students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 100% of students made adequate literacy growth as measured by STAAR, iReady, Circle, CBAs, and reader response as a campus goal.

Root Cause 3: Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth.

Root Cause 4: Campuswide systems for language acquisition, differentiated instruction, targeted interventions, and collaborative planning are not yet implemented consistently to fully address students' diverse academic, linguistic, special education, and social-emotional needs.Lakeland campus is 85% economically disadvantaged, 95% English learners, 85% At-risk, 11% mobility rate and 30% special education.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, MTSS, and our newly implemented curriculum, Amplify. This also includes Safe and Civil Schools and Behavior Management. This year we will receive approximately 90 students from Mill Street, with the majority being Emergent Bilinguals.

Root Cause 5: Lakeland has high number of new staff due to merging two schools. In addition our diverse population requires different processes and programs to meet its needs. We have a population that is 85% economically disadvantaged, 76% English Language Learners, 39% special education (including dyslexia), and 84.43% at risk, along with a current campus mobility rate of 10.76%.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of parent and community involvement in response to the rise in inappropriate physical aggression and verbal offenses.

Root Cause 6: Lack of strategies and resources for behavior and social emotional needs throughout school and home life.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The behavior referrals drastically increased to over 800 referrals. There is a disproportionate number of male hispanic students with physical aggression offenses. As well as increased behaviors in our new Behavioral Units and high number of new students.

Root Cause 7: We see an overall high need to address behaviors in all grade levels due to the lack of strategies and resources for behavior and social emotional needs including deescalating and self regulation skills.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- 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
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Study of best practices and high yield strategies

Goals

Revised/Approved: October 8, 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: LIP STRATEGY- ESF 5.3 -Increase students literacy (reading and writing) development and achievement through Readers Response specifically in our sub groups outlined in Domain 3- White and Hispanics. **Strategy's Expected Result/Impact:** By April 2027, 72% of students will be able to accurately express their thinking in grade level appropriate writing by responding to comprehension and inference questions from read alouds and/or independent reading as measured using LIP Strategy 5.3.(Data Drive Instruction) by our school's rubric, literacy assessments and STAAR (Sub Groups White to Interm Target of 66%, Hispanic to 49%) African American to 45%) . **Staff Responsible for Monitoring:** Admin, Facilitators and teachers. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Readers response Journals, Phonics Reading Materials, Chart Paper, Highlighters, markers, testing headphones and adapters for i-Ready, pencils, paper, STAAR Materials for Reading/Math/ Science. - 211 - Title I, Part A - 211 E 11 6399 00 104 7 24 104 842 0000 - $10,000, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $6,550				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: LIP STRATEGY 5.3 -Increase student's math scores through IPS Journals and the use of new curriculum Amplify specifically in our sub groups outlined in Domain 3- White and Hispanics.. **Strategy's Expected Result/Impact:** By April 2027, 75% of students will be able to accurately represent, solve, and justify the reasonableness of various grade appropriate problem-solving situations as measured by our school's rubric through the implementation of Amplify curriculum with evidence in LIP Strategy 5.3.(Data Drive Instruction) on STAAR for sub groups of White interim target of 67%, African American to 44% and Hispanic 53%. **Staff Responsible for Monitoring:** Admin, Facilitators and teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Resources needed through new Amplify curriculum (additional training and/or specific math materials), IPS Journals, Math Manipulatives, Chart Paper, STAAR MAterials. - 211 - Title I, Part A - 211 E 11 6399 00 104 7 24 104 842 0000 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Increase 3rd grade math achievement for HB3. **Strategy's Expected Result/Impact:** 3rd graders will achieve 69% of math development measured by i-Ready. **Staff Responsible for Monitoring:** Admin, Teachers and Facilitators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Increase 3rd grade reading achievement for HB3. **Strategy's Expected Result/Impact:** 3rd graders will achieve 71% of literacy development measured by i-Ready. **Staff Responsible for Monitoring:** Admin, teachers and Facilitators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Less than 100% of students made adequate math growth as measured by STAAR, iReady, Universal Screener, Circle, CBAs, and intentional problem solving as a campus goal. **Root Cause**: Our mathematical development instructional practices continue to need support in the areas of tier 1 instruction with the implementation of a new math curriculum, Amplify. If students are not making adequate growth, it can be attributed to an equitably, effective "first teach" to all general education students.
Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, iReady, Circle, CBAs, and reader response as a campus goal. **Root Cause**: Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

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: Hire additional instructional staff -Title I tutors to support students needs through targeted interventions in high needs content areas like Reading and Math **Strategy's Expected Result/Impact:** Title I Tutors will work on supporting students in meeting reading and math goals and MTSS academic goals. **Staff Responsible for Monitoring:** Admin and Title I tutors **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Hire 2 Title I Tutors - 211 - Title I, Part A - 211 E 11 6117 00 104 7 24 TMP 842 0000 - $40,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Enhance leadership team and IFs ability to meet and collaborate to enhance student learning and experiences during the summer. **Strategy's Expected Result/Impact:** Student's academic, behavior, social and emotional needs will be enhanced by the leadership's team ability to plan collaboratively our CNA, CIP and campus goals to address instructional approaches, school events, vertical alignments PLCs, Rehearsal Teaching and the new internalization process and more during two leadership meetings during the summer. **Staff Responsible for Monitoring:** Admin and Leadership Team **Title I:** 2.52 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** PCN for Leadership team and IFs during summer in July (2 days). - 211 - Title I, Part A - 211 E 11 6117 00 104 7 24 000 842 0000 - $9,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Enhance leadership team ability to meet and collaborate to enhance student learning and best teaching experiences during meetings throughout the school year. **Strategy's Expected Result/Impact:** Increase student academic and positive behavior, social and emotional needs that will be enhanced by the leadership's team ability to plan collaboratively on our campus goals to address best instructional approaches, PLCs, Rehearsal Teaching, Internalization, vertical alignments and more during monthly meetings after school. **Staff Responsible for Monitoring:** Admin and Leadership team **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** PCN for leadership team and IFs to work afterschool hours to address academic planning, decision-making and school events. - 211 - Title I, Part A - 211 E 13 6117 00 104 7 24 000 842 0000 - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Obtain 6 substitutes to provide teachers for 3 half day planning sessions. **Strategy's Expected Result/Impact:** Increase student achievement and experiences by providing teachers time to target areas of a PLC such as data analysis, rehearsal teaching and collaborative planning. **Staff Responsible for Monitoring:** Admin and teachers **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** 6 substitutes for grade level- 3 times a year. - 211 - Title I, Part A - 211 E 11 6112 00 104 7 24 SUP 842 0000 - $7,000				

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:** Principal, Assistant Principal(s), Instructional Facilitator(s), and PLC/Team Leads **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Lakeland navigates a complex landscape of socioeconomic, academic, and social-emotional needs, emphasized by a high percentage of newcomers and a notable mobility rate. This dynamic has significant increase byt students from Creekside and Mill Street Elementary schools. One of our priorities has been on integrating these new families and ensuring a sense of belonging. **Root Cause**: We serve a high percentage of students who require multifaceted support. To illustrate the depth of these needs, 84.56% of our student body is classified as economically disadvantaged, while 76.27% are English Language Learners. Additionally, 39% of our students receive special education services, and 78% are identified as at-risk. These factors, combined with a 10.76% mobility rate, highlight the

Student Learning

Problem Statement 1: Less than 100% of students made adequate math growth as measured by STAAR, iReady, Universal Screener, Circle, CBAs, and intentional problem solving as a campus goal. **Root Cause**: Our mathematical development instructional practices continue to need support in the areas of tier 1 instruction with the implementation of a new math curriculum, Amplify. If students are not making adequate growth, it can be attributed to an equitably, effective "first teach" to all general education students.

Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, iReady, Circle, CBAs, and reader response as a campus goal. **Root Cause**: Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

School Processes & Programs

Problem Statement 1: All staff members will need continued training and support in our main school wide processes and systems such as vertical alignment, PLCs, MTSS, and our newly implemented curriculum, Amplify. This also includes Safe and Civil Schools and Behavior Management. This year we will receive approximately 90 students from Mill Street, with the majority being Emergent Bilinguals. **Root Cause**: Lakeland has high number of new staff due to merging two schools. In addition our diverse population requires different processes and programs to meet its needs. We have a population that is 85% economically disadvantaged, 76% English Language Learners, 39% special education (including dyslexia), and 84.43% at risk, along with a current campus mobility rate of 10.76%.

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: Strategies to achieve campus behavior goal that support increased academic achievement. **Strategy's Expected Result/Impact:** By May 2027, we will reduce the number of physical aggression offenses by 10% compared to the previous school year (from 164 to 144) by consistently implementing Campus Behavior Management Plan to increase academic gains. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 1, 2 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Increase and sustain student involvement and connectedness through House Leaders, Kindness Ambassadors and afterschool clubs. **Strategy's Expected Result/Impact:** Increase student involvement to 91.5% in the student survey through Scorecard measures. **Staff Responsible for Monitoring:** All staff **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** House System, Leadership and afterschool club materials such as posters, chart papers, positive behavior accolades to support campus behavior connectedness, notebooks, pencils, art supplies. - 211 - Title I, Part A - 211 E 11 6399 00 104 7 24 104 842 0000 - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Strategies to achieve campus academic and behavior goal that support increased academic achievement. **Strategy's Expected Result/Impact:** By May 2027, we will establish, develop and use project management structures and tools to plan, monitor, and ensure timely, high-quality completion of campus initiatives and accountability for progress in academics and behavior. **Staff Responsible for Monitoring:** Admin **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Lakeland navigates a complex landscape of socioeconomic, academic, and social-emotional needs, emphasized by a high percentage of newcomers and a notable mobility rate. This dynamic has significant increase byt students from Creekside and Mill Street Elementary schools. One of our priorities has been on integrating these new families and ensuring a sense of belonging. **Root Cause**: We serve a high percentage of students who require multifaceted support. To illustrate the depth of these needs, 84.56% of our student body is classified as economically disadvantaged, while 76.27% are English Language Learners. Additionally, 39% of our students receive special education services, and 78% are identified as at-risk. These factors, combined with a 10.76% mobility rate, highlight the

Student Learning

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Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, iReady, Circle, CBAs, and reader response as a campus goal. **Root Cause**: Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

Problem Statement 3: Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. **Root Cause**: Campuswide systems for language acquisition, differentiated instruction, targeted interventions, and collaborative planning are not yet implemented consistently to fully address students' diverse academic, linguistic, special education, and social-emotional needs.Lakeland campus is 85% economically disadvantaged, 95% English learners, 85% At-risk, 11% mobility rate and 30% special education.

Perceptions

Problem Statement 1: The behavior referrals drastically increased to over 800 referrals. There is a disproportionate number of male hispanic students with physical aggression offenses. As well as increased behaviors in our new Behavioral Units and high number of new students. **Root Cause**: We see an overall high need to address behaviors in all grade levels due to the lack of strategies and resources for behavior and social emotional needs including deescalating and self regulation skills.

Problem Statement 2: Lack of parent and community involvement in response to the rise in inappropriate physical aggression and verbal offenses. **Root Cause**: Lack of strategies and resources for behavior and social emotional needs throughout school and home life.

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

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

*Strategies included if this is a campus priority.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Increase attendance rate **Strategy's Expected Result/Impact:** Increase attendance rate to 96.2% as measured in the scorecard **Staff Responsible for Monitoring:** All staff **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Reduce chronic absences **Strategy's Expected Result/Impact:** Decrease chronic absences to 4% **Staff Responsible for Monitoring:** All staff **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lakeland navigates a complex landscape of socioeconomic, academic, and social-emotional needs, emphasized by a high percentage of newcomers and a notable mobility rate. This dynamic has significant increase byt students from Creekside and Mill Street Elementary schools. One of our priorities has been on integrating these new families and ensuring a sense of belonging. **Root Cause**: We serve a high percentage of students who require multifaceted support. To illustrate the depth of these needs, 84.56% of our student body is classified as economically disadvantaged, while 76.27% are English Language Learners. Additionally, 39% of our students receive special education services, and 78% are identified as at-risk. These factors, combined with a 10.76% mobility rate, highlight the
Perceptions
Problem Statement 2: Lack of parent and community involvement in response to the rise in inappropriate physical aggression and verbal offenses. **Root Cause**: Lack of strategies and resources for behavior and social emotional needs throughout school and home life.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Reduce staff waivers. **Strategy's Expected Result/Impact:** Reduce ESL, Bilingual and SPED Waivers from 14 to 8. **Staff Responsible for Monitoring:** Admin **Title I:** 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Hired additional Assistant Principal **Strategy's Expected Result/Impact:** Hire a third assistant principal- part time. **Staff Responsible for Monitoring:** HR and Admin **Title I:** 2.52 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - Perceptions 1 **Funding Sources:** Hire a part time AP - 211 - Title I, Part A - 211 E 23 6116 00 104 7 24 STF 842 0000 - $33,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Lakeland navigates a complex landscape of socioeconomic, academic, and social-emotional needs, emphasized by a high percentage of newcomers and a notable mobility rate. This dynamic has significant increase byt students from Creekside and Mill Street Elementary schools. One of our priorities has been on integrating these new families and ensuring a sense of belonging. **Root Cause**: We serve a high percentage of students who require multifaceted support. To illustrate the depth of these needs, 84.56% of our student body is classified as economically disadvantaged, while 76.27% are English Language Learners. Additionally, 39% of our students receive special education services, and 78% are identified as at-risk. These factors, combined with a 10.76% mobility rate, highlight the

Student Learning

Problem Statement 1: Less than 100% of students made adequate math growth as measured by STAAR, iReady, Universal Screener, Circle, CBAs, and intentional problem solving as a campus goal. **Root Cause**: Our mathematical development instructional practices continue to need support in the areas of tier 1 instruction with the implementation of a new math curriculum, Amplify. If students are not making adequate growth, it can be attributed to an equitably, effective "first teach" to all general education students.

Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, iReady, Circle, CBAs, and reader response as a campus goal. **Root Cause**: Our Literacy development instructional practices continue to need support in the areas of Small Group Instruction for reading and Literacy Stations, Assessments and Resources. A factor that continues to be considered as a deficiency is the limited resources available to implement interventions and proper assessments in Spanish for those students who are newcomers and very limited in English.

Perceptions

Problem Statement 1: The behavior referrals drastically increased to over 800 referrals. There is a disproportionate number of male hispanic students with physical aggression offenses. As well as increased behaviors in our new Behavioral Units and high number of new students. **Root Cause**: We see an overall high need to address behaviors in all grade levels due to the lack of strategies and resources for behavior and social emotional needs including deescalating and self regulation skills.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Start/Stop Campus- staff input, decision making at collaborative ownership **Strategy's Expected Result/Impact:** Our scorecard target is 55% **Staff Responsible for Monitoring:** Admin and staff **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

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: Increase Parent -Teacher communication. **Strategy's Expected Result/Impact:** Our scorecard target is 87%. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: District Ambassadors	Formative			Summative
Strategy's Expected Result/Impact: Have an 80% participation as stated on our Scorecard regarding our Ambassadors.	Nov	Feb	May	
Staff Responsible for Monitoring: Staff and Admin **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
Strategy 3: Social Media Amplification	Formative			Summative
Strategy's Expected Result/Impact: Increase social media amplification (presence) to 33%	Nov	Feb	May	
Staff Responsible for Monitoring: Admin **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 4 Details	Reviews			
Strategy 4: Recognized Someone	Formative			Summative
Strategy's Expected Result/Impact: Increase Recognized Someone from parents to 35 as stated on the scorecard	Nov	Feb	May	
Staff Responsible for Monitoring: All staff **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: Increase Customer Service **Strategy's Expected Result/Impact:** Increase Customer Service from 95% to 100% **Staff Responsible for Monitoring:** Admin and staff (-focus office staff) **Title I:** 2.52 **Problem Statements:** Demographics 1 - Student Learning 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 6: Support our community and parents through school wide events. **Strategy's Expected Result/Impact:** Increase parent and community participation through academic nights such as Literacy Night Carnival, Math/Science Night, Parent Technology Sessions and information events like Coffee with the Principal. **Staff Responsible for Monitoring:** Admin and staff **Title I:** 2.52 **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Chart paper, banners, math/science and literacy materials for parents to take home (science kits, leveld books, sight word cards, number sense cards, math manipulatives, color flyers (paper copy)) - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 104 7 24 104 842 0000 - $4,481				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lakeland navigates a complex landscape of socioeconomic, academic, and social-emotional needs, emphasized by a high percentage of newcomers and a notable mobility rate. This dynamic has significant increase byt students from Creekside and Mill Street Elementary schools. One of our priorities has been on integrating these new families and ensuring a sense of belonging. **Root Cause**: We serve a high percentage of students who require multifaceted support. To illustrate the depth of these needs, 84.56% of our student body is classified as economically disadvantaged, while 76.27% are English Language Learners. Additionally, 39% of our students receive special education services, and 78% are identified as at-risk. These factors, combined with a 10.76% mobility rate, highlight the

Student Learning

Problem Statement 3: Our students need a variety of support in different areas, with a higher focus on Language Acquisition, Special Education, Socio-Emotional well-being, and academic vocabulary to enhance their academic growth. **Root Cause**: Campuswide systems for language acquisition, differentiated instruction, targeted interventions, and collaborative planning are not yet implemented consistently to fully address students' diverse academic, linguistic, special education, and social-emotional needs.Lakeland campus is 85% economically disadvantaged, 95% English learners, 85% At-risk, 11% mobility rate and 30% special education.

Perceptions

Problem Statement 2: Lack of parent and community involvement in response to the rise in inappropriate physical aggression and verbal offenses. **Root Cause**: Lack of strategies and resources for behavior and social emotional needs throughout school and home life.

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

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

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

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

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

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

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

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

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

1.1: Description of CNA Process

Lakeland 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

Lakeland 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)

Lakeland 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)

Lakeland 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)

Lakeland 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)

Lakeland 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)

Lakeland 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

Lakeland 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
Allier, Maria	Title 1 Elem Instructional Facilitator	Title 1 Part A	1
Hill, Cynthia	Title 1 Elem Instructional Facilitator	Title 1 Part A	1

Policies, Procedures, and Requirements

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

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