Lewisville Independent School District

Lewisville 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

- Preliminary STAAR data shows **75%** of 3rd–5th grade students reached *Approached or higher* in Reading, while Math lags behind at **52%**. Special populations require targeted small-group intervention and language acquisition supports to ensure all passengers reach destination targets.
- **Attendance & Mobility:** Excessive absences are actively tracked through RaaWee, with monthly counselor check-ins and parental outreach to address chronic truancy.
    - Inconsistent integration of specialized language acquisition supports during Tier 1 instruction, combined with systemic family barriers (transportation, economic stress) and a lack of proactive parental outreach before absences become severe. 475 students Lewisville Elementary School (LISD) serves a diverse student population, with high percentages of Hispanic students, English Language Learne
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Demographics Breakdown (2025–2026)

- **Hispanic / Latino:** ~70.5%
- **African American:** ~19.4%
- **White:** ~4.5%
- **Other / Multi-racial:** ~5.6%
- **Economically Disadvantaged:** >80%
- **English Language Learners (ELL):** Significant subpopulation (~50%+ of student body) supported by the campus dual-language/bilingual programs.
- Academic Performance Summary by Ethnicity & Group

The overall campus standard proficiency lands at 34% meeting grade-level standards (compared to the LISD average of 58% and Texas average of 50%):

- **African American Students:** Performance showed significant momentum, moving into the top 30th percentile statewide among African American student groups (up from the bottom 10th percentile in prior years).

- **Hispanic Students:** Scored in the 24th percentile statewide for Hispanic student populations. STAAR proficiency trends trace closely with overall campus averages due to representation size.
- **English Language Learners (ELL):** The standout demographic subgroup. Performance jumped into the **50th–51st percentile statewide**, outperforming expectations for language-emergent populations.
- **Economically Disadvantaged:** Placed in the **26th percentile statewide** among similar low-SES demographics.

Demographics Strengths

Key Demographic Strengths

1. **Bilingual & Language Growth (ELL):** The biggest demographic strength is the school's **Dual-Language / Bilingual Program**. Emergent Bilinguals moved from the 10th percentile statewide up to the **50th+ percentile**, demonstrating that language acquisition and literacy interventions are yielding high growth.
2. **Growth Trajectory in Closing Gaps:** African American and Economically Disadvantaged student groups showed substantial year-over-year gains in state growth metrics compared to prior years, reflecting strong campus-level equity initiatives.
3. **High Cultural Diversity:** The high concentration of bilingual learners offers a rich environment for dual-language instruction, a key focus area in LISD's local profile metrics.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Preliminary STAAR data shows a performance gap between subjects--75% of 3rd-5th grade students reached Approached or higher in Reading, while Math lags at 52%--while special populations face barriers due to unaddressed language acquisition needs, and excessive absences lead to chronic truancy.
Root Cause: Inconsistent integration of specialized language acquisition supports during Tier 1 instruction, combined with systemic family barriers (transportation, economic stress) and a lack of proactive parental outreach before absences become severe.

Student Learning

Student Learning Summary

- Teachers/staff new to campus, grade level, or teaching (need for mentors and time management support).
- Inappropriate alignment of grade-appropriate manipulatives.
- Lack of academic vocabulary and conversations across grade levels (vertical alignment).
- Lack of opportunities for "positive/productive struggles" and real-world connections beyond school.

The primary domain heavily impacting your **"C" State Accountability Rating** is **Domain 1: Student Achievement** (and by extension **Domain 2: School Progress**), driven directly by the deficit metrics under **Goal 1: Student Learning** on your scorecard.

Critical Scorecard Data Dragging Down the Rating

K–2, 4–5 Math Proficiency (Primary Drag):
Baseline: 51.7% vs. **Target: 67.5%**

Impact: Missed the target by **15.8 percentage points**. In the Texas accountability system, low math performance directly suppresses both Domain 1 (overall proficiency) and Domain 2 (academic growth year-over-year).

3rd Grade Math Proficiency:
Baseline: 59.0% vs. **Target: 65.5%**

Impact: Missed the target by **6.5 percentage points**. Math performance across all grade spans remains the single largest operational barrier to elevating the campus out of the "C" rating tier.

K–2, 4–5 Reading Proficiency:
Baseline: 57.0% vs. **Target: 70.0%**

Impact: Missed the target by **13 percentage points**. While 3rd Grade Reading met its objective (77.8% vs 70.0%), the remaining grade levels lag behind, pulling down overall domain scores.

Secondary Metric Indirectly Affecting Domain Performance

Discipline Out of Placement Count (Goal 2: Student Experience):
Baseline: 154 incidents vs. **Target Limit: 140**

Impact: High out-of-placement discipline directly reduces instructional time for struggling student populations, which directly exacerbates the learning gaps seen in the math and reading domains.

Summary of State Accountability Domain Alignment

State Accountability Domain	Directly Impacted By Scorecard Metric	Campus Performance vs Target
Domain 1: Student Achievement	K–2, 4–5 Math & Reading Mastery	Math: **51.7%** (Target: 67.5%) Reading: **57.0%** (Target: 70.0%)
Domain 2: School Progress	3rd Grade Math Operations & Academic Growth	3rd Math: **59.0%** (Target: 65.5%)

State Accountability Domain	Directly Impacted By Scorecard Metric	Campus Performance vs Target
Domain 3: Closing the Gaps	Discipline Out-of-Placement & Attendance	Out-of-Placement: **154** (Target: <140) Chronic Absence: **7.21%** (Target: 6.50%)

Student Learning Strengths

Based on the campus scorecard, learning journals, and state performance data for Lewisville Elementary School, key **Student Learning Strengths** include:

Grade 3 Reading Growth: Grade 3 reading demonstrated strong academic trajectory, growing from a 40.80% baseline to **77.80% proficiency**, comfortably surpassing the campus target of 68.0%.

Emergent Bilingual (ELL) Academic Trajectory: English Language Learners stand out as one of the highest-performing demographic subgroups on campus, ranking in the **50th–51st percentile statewide** for academic progress in dual-language environments.

African American Student Academic Growth: Performance metrics for African American students showed strong year-over-year momentum, placing the group in the **top 30th percentile statewide** for academic growth (moving up from the bottom 10th percentile in prior years).

Data-Driven Small Group Literacy: Consistent implementation of targeted small-group literacy interventions (including IDEL/DIBELS and decodables) yielded measurable reading gains across grades 1 through 4.

3rd Grade Math Foundation Growth: Although 3rd-grade math finished below the 65.5% target at **59.0% proficiency**, it demonstrated significant structural growth from a critical **7.90% baseline** at the beginning of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math performance across grades 1-5 is below 70% in problem-solving focusing on numbers and operations, with i-Ready grade-level benchmarks dropping as low as 52% in 1st grade and 53% in 3rd and 5th grades.

Root Cause: High rates of staff new to campus or grade levels, inappropriate alignment of hands-on manipulatives, insufficient academic vocabulary across grade levels, and a lack of opportunities for productive struggle and real-world math applications.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction The campus utilizes the ONE Vision Framework to drive clarity around learning targets, success criteria, and Texas Essential Knowledge and Skills (TEKS) deconstruction. Instruction focuses on core literacy routines (IDEL/DIBELS, decodables) and structured math problem-solving routines (aggressive monitoring, lesson internalization, and math discourse).

Professional Development & Coaching Staff growth is centered on the *Get Better Faster* action-step coaching model, supported by Title I-funded instructional coaches who conduct walkthroughs and provide targeted feedback. Specialized summer and ongoing training sessions focus on High-Quality Instructional Materials (HQIM), Extended Constructed Response (ECR) evaluation, and behavior management strategies.

Leadership & Decision-Making Processes Campus decision-making relies on the Building Leadership Committee to analyze scorecard metrics, review multiple measures data, and set annual priorities. Leadership fosters collaborative ownership through bi-weekly goal tracking, staff feedback loops, and distributed leadership structures.

Communication & Community Engagement Internal communication is managed via weekly newsletters and staff updates. Parent engagement relies on district communication channels and community recognition systems like "Recognize Someone," with campus initiatives aimed at bridging gaps with overwhelmed working families.

Organization, Scheduling & Time Constraints
Grade-level teams participate in structured Professional Learning Communities (PLCs) six times per year using half-day Title I substitute coverage. Specialized groups (AVLS, Communications, Paraprofessionals) engage in dedicated after-school PLCs. However, tight schedules leave limited planning time between meetings for teachers to process data and implement strategies, while after-school commitments and fidelity requirements place additional demands on staff.

School Processes & Programs Strengths

- **Active and Structured PLC Systems:** Established grade-level PLCs (notably G1–G4) provide dedicated collaborative time to review student work and align instructional practices.
- **Targeted Instructional Coaching:** The integration of Title I-funded instructional coaches and *Get Better Faster* coaching protocols ensures actionable feedback and structured support for teacher development.
- **Emergent Bilingual & Specialized Programs:** Strong dual-language and specialized learning structures drive high academic progress, particularly for English Language Learners.
- **Proactive Behavioral Strategies:** Growing campus-wide use of de-escalation tools, calm corners, scripted responses, and CHAMPS structures helps reduce crisis referrals and maintain orderly learning environments.
- **Data-Driven Literacy Interventions:** Systematic use of targeted trackers and diagnostic assessments (i-Ready, DIBELS/IDEL) enables early identification and focused small-group instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus operations face disruptions due to a lack of allotted time between PLC meetings to gather data, limited general planning time, and an increase in inappropriate physical contact incidents from 95 to 120.
Root Cause: Inconsistent implementation of Tier 1 behavioral expectations (CHAMPS/Safe & Civil) campus-wide, paired with heavy after-school obligations and district compliance demands that restrict dedicated planning periods.

Perceptions

Perceptions Summary

Campus Culture, Safety, & Belonging

- **Student Safety & Connection:** Students overwhelmingly report high feelings of safety (**80%–93%** across various campus metrics) and feel comfortable talking to staff (**91.1%**). Overall student satisfaction with the positive learning environment sits at **68.0%–82.6%**.
- **Parent Perceptions:** Parents express exceptionally strong satisfaction with the campus environment, with **97.8%** agreeing that their child is glad to come to Lewisville Elementary. Overall parent customer satisfaction reached **92.9%** (rebounding from an 80% mid-year drop).
- **Staff Morale & Wellbeing:** General staff wellbeing reached **82.0%** by EOY. However, workload pressures remain a challenge, with only **57.1%** satisfied with "limited paperwork" (rebounding from a mid-year low of 51.5%).

Voice, Communication, & Shared Decision-Making

- **Staff Empowerment & Shared Ownership:** Staff perception regarding being involved in decision-making surged from a low baseline of **46.3%** up to **72.0%** by EOY, exceeding district targets. Additionally, **72.0%** of staff believe leadership uses feedback to drive positive campus change.
- **Communication Cadence:** Parent communication rates are high, with **82.2%–86.7%** satisfied with direct teacher/campus communication and overall parent communication satisfaction at **95.5%**. However, internal staff perception of communication dropped sharply in the spring to **69.1%** (missing the 75% target), indicating a breakdown during end-of-year routines.
- **Staff Recognition:** Peer and community appreciation initiatives surged, closing the year with **94 total "Recognize Someone" submissions** (exceeding the target of 80).

Community Challenges & Misconceptions

- **Addressing Parent Overwhelm:** Daily family stressors (e.g., single-parent households, multiple jobs) lead many parents to depend heavily on the school for educational oversight, resulting in inconsistent parent involvement.
- **Challenging Title I Stereotypes:** The campus actively counters the misconception that "all Title I schools have identical needs" by leveraging unique strengths—such as highly successful dual-language programs and targeted student growth—to tailor support specifically to its demographic.

Perceptions Strengths

- **High Parental Trust & Satisfaction: 97.8%** of parents report their child is glad to attend Lewisville Elementary, and overall customer satisfaction closed at **92.9%**.
- **Strong Culture of Staff Voice & Feedback: 72.0%** of staff feel included in decisions that affect them (up from 46.3%), and **72.0%** believe campus leadership acts meaningfully on staff feedback.
- **High Student Safety Metrics: 91.1%** of students report feeling comfortable approaching campus staff, with student safety perception holding between **80%**

and 93%.

- **Active Morale-Building Systems:** High participation in community recognition platforms (**94 "Recognize Someone" entries**) and positive staff response to distributed leadership models.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized):
Misconceptions persist that all Title I schools share identical needs, while many parents feel overwhelmed by daily responsibilities (e.g., single-parent homes, working multiple jobs) and depend heavily on the school for overall educational oversight.
Root Cause: A historical lack of consistent, proactive communication loops explaining campus and parent needs to the broader community, leaving families overwhelmed and disconnected from campus support systems.

Priority Problem Statements

Problem Statement 1: Misconceptions persist that all Title I schools share identical needs, while many parents feel overwhelmed by daily responsibilities (e.g., single-parent homes, working multiple jobs) and depend heavily on the school for overall educational oversight.

Root Cause 1: A historical lack of consistent, proactive communication loops explaining campus and parent needs to the broader community, leaving families overwhelmed and disconnected from campus support systems.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Campus operations face disruptions due to a lack of allotted time between PLC meetings to gather data, limited general planning time, and an increase in inappropriate physical contact incidents from 95 to 120.

Root Cause 2: Inconsistent implementation of Tier 1 behavioral expectations (CHAMPS/Safe & Civil) campus-wide, paired with heavy after-school obligations and district compliance demands that restrict dedicated planning periods.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Math performance across grades 1-5 is below 70% in problem-solving focusing on numbers and operations, with i-Ready grade-level benchmarks dropping as low as 52% in 1st grade and 53% in 3rd and 5th grades.

Root Cause 3: High rates of staff new to campus or grade levels, inappropriate alignment of hands-on manipulatives, insufficient academic vocabulary across grade levels, and a lack of opportunities for productive struggle and real-world math applications.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Preliminary STAAR data shows a performance gap between subjects--75% of 3rd-5th grade students reached Approached or higher in Reading, while Math lags at 52%--while special populations face barriers due to unaddressed language acquisition needs, and excessive absences lead to chronic truancy.

Root Cause 4: Inconsistent integration of specialized language acquisition supports during Tier 1 instruction, combined with systemic family barriers (transportation, economic stress) and a lack of proactive parental outreach before absences become severe.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: LIP Goal: Goal: By May 2027, 70% of Emergent Bilingual and African American students in Grades K-2 will demonstrate proficiency in foundational phonics skills, and 60% of Emergent Bilingual and African American students in Grades 3-5 will demonstrate proficiency in reading comprehension as measured by i-Ready diagnostics, district assessments, and common formative assessments. **Strategy's Expected Result/Impact:** (LIP STRATEGY) Teachers will consistently implement evidence-based literacy instruction with fidelity, utilizing differentiated small-group instruction, content and language objectives, and data-driven instructional planning. As instructional practices become more consistent across classrooms, Emergent Bilingual and African American students will demonstrate accelerated literacy growth, increased proficiency in foundational reading skills and comprehension, and a narrowing of achievement gaps as measured by i-Ready, district assessments, and STAAR. **Staff Responsible for Monitoring:** LVES staff **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:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** AVLS and Communications staff will meet to PLC AVLS and Communications staff will meet to PLC after school hours 4 times in the Fall and 2 in the spring. we have 6 teachers. 3 teachers X 28 X 2 hours X 6 days= $ 2016 - 211 - Title I, Part A - 211 E 13 6117 00 143 7 24 000 842 0000 - $2,016, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $136, AVLS and Communications staff will meet to PLC AVLS and Communications staff will meet to PLC after school hours 4 times in the Fall and 2 in the spring. we have 18 paraprofessionals. 18 paras X 18 the hour x 2 hours x 6 days. = 3,888. - 211 - Title I, Part A - 211 E 11 6121 00 143 7 24 000 842 0000 - $4,688, teachers K to 5th will receive a half a day sub to PLC for Math and Reading a total of 6 times. - 211 - Title I, Part A - 211 E 11 6112 00 143 7 24 SUP 842 0000 - $14,400, 4th and 5th grade teams will receive extra duty to PLC outside contract hours - 211 - Title I, Part A - 211 E 13 6299 00 143 7 24 143 842 0000 - $4,480, Paper will be purchased to support teachers with the implementation of the Amplyfy curriculum - 211 - Title I, Part A - 211 E 11 6399 00 143 7 24 143 842 0000 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: LIP Goal: By May 2027, 70% of Emergent Bilingual and African American students in Grades K-5 will demonstrate proficiency in problem-solving standards related to numbers and operations as measured by Amplify assessments, i-Ready diagnostics, district assessments, and common formative assessments. **Strategy's Expected Result/Impact:** (LIP STRATEGY) Teachers will consistently implement evidence-based mathematics instruction with fidelity through differentiated Tier 1 instruction, lesson internalization, data-driven PLCs, and high-quality instructional materials. As a result, Emergent Bilingual and African American students will demonstrate increased proficiency in problem-solving and mathematical reasoning, accelerated growth in numbers and operations, and a narrowing of achievement gaps as measured by Amplify assessments, i-Ready diagnostics, district assessments, and common formative assessments. **Staff Responsible for Monitoring:** All Staff **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:** Demographics 1 - Student Learning 1 **Funding Sources:** LVES 26-27 Conference Form rocking review - 211 - Title I, Part A - 211 E 13 6299 00 143 7 24 143 842 0000 - $3,000, Support plan for teachers at risk. Get them a sub to work with title I coaches. - 211 - Title I, Part A - 211 E 11 6112 00 143 7 24 SUP 842 0000 - $3,200, Subs for LVES 25-26 Conference Form rocking review - 211 - Title I, Part A - 211 E 11 6112 00 143 7 24 SUP 842 0000 - $1,440				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Goal: 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, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Preliminary STAAR data shows a performance gap between subjects--75% of 3rd-5th grade students reached Approached or higher in Reading, while Math lags at 52%--while special populations face barriers due to unaddressed language acquisition needs, and excessive absences lead to chronic truancy. **Root Cause**: Inconsistent integration of specialized language acquisition supports during Tier 1 instruction, combined with systemic family barriers (transportation, economic stress) and a lack of proactive parental outreach before absences become severe.

Student Learning
Problem Statement 1: Math performance across grades 1-5 is below 70% in problem-solving focusing on numbers and operations, with i-Ready grade-level benchmarks dropping as low as 52% in 1st grade and 53% in 3rd and 5th grades. **Root Cause**: High rates of staff new to campus or grade levels, inappropriate alignment of hands-on manipulatives, insufficient academic vocabulary across grade levels, and a lack of opportunities for productive struggle and real-world math applications.

School Processes & Programs

Problem Statement 1: Campus operations face disruptions due to a lack of allotted time between PLC meetings to gather data, limited general planning time, and an increase in inappropriate physical contact incidents from 95 to 120. **Root Cause**: Inconsistent implementation of Tier 1 behavioral expectations (CHAMPS/Safe & Civil) campus-wide, paired with heavy after-school obligations and district compliance demands that restrict dedicated planning periods.

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

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

*Strategies included if this is a campus priority.

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

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

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

*Includes campus behavior goal strategies

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By May 2027: Reduce ISS, OSS, and DAEP placements by 10% through proactive Tier I supports and restorative practices. **Strategy's Expected Result/Impact:** Goal Positive Student Behavior: By May 2027, reduce ISS, OSS, and DAEP placements by 10% through proactive Tier 1 supports and restorative practices. Strategies Collaborate with the Special Education Director, Mrs. De La Rosa(PLE Specialist), to support strategies below: CHAMPS Consistency: Achieve 100% consistent implementation of CHAMPS across all campus environments. Explicit Behavioral Instruction: Explicitly teach, model, and reinforce behavior expectations using Safe & Civil frameworks. Restorative Practices: Conduct regular restorative circles and restorative conversations to build community and resolve conflicts. Matrix & Referral Fidelity: Follow the campus behavior matrix and referral procedures with complete fidelity. Behavior PLCs Assessments & Progress Monitoring Walkthrough Data: Safe & Civil walkthrough data CHAMPS implementation walkthroughs Restorative Practices implementation walkthroughs Surveys & Evaluation Tools: Student climate surveys **Staff Responsible for Monitoring:** All Staff **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Misconceptions persist that all Title I schools share identical needs, while many parents feel overwhelmed by daily responsibilities (e.g., single-parent homes, working multiple jobs) and depend heavily on the school for overall educational oversight. **Root Cause**: A historical lack of consistent, proactive communication loops explaining campus and parent needs to the broader community, leaving families overwhelmed and disconnected from campus support systems.

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: Family Communication: By May 2027, increase positive parent perception of school communication by 30% while expanding meaningful two-way communication between the school and families. **Strategy's Expected Result/Impact:** Strategies Ensure 100% of teachers maintain active communication through ClassDojo. Achieve 100% teacher completion rates for both Fall and Spring parent conferences. Implement campus strategies to increase family attendance and participation at campus events compared to the previous year. Increase documented positive family contacts and distribute consistent classroom updates and newsletters. Use our social media to share positive stories with our families Assessments & Indicators of Success Tracked attendance rates at school events showing year-over-year growth Documentation logs of positive teacher-to-parent contacts Quarterly parent survey results tracking perception improvements **Title I:** 2.52 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Teachers will be paid extra duty pay to prepare and present information during the upcoming Title I parent meetings. Specifically, presenters will receive **2 hours** for each training session lead plus **1 hour** of designated prep time, compensated at a rate of **$25 per hour**. - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 143 7 24 000 842 0000 - $1,298, instructional resources will be purchased and provided directly to parents to support learning at home. - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 143 7 24 143 842 0000 - $1,800				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus operations face disruptions due to a lack of allotted time between PLC meetings to gather data, limited general planning time, and an increase in inappropriate physical contact incidents from 95 to 120. **Root Cause**: Inconsistent implementation of Tier 1 behavioral expectations (CHAMPS/Safe & Civil) campus-wide, paired with heavy after-school obligations and district compliance demands that restrict dedicated planning periods.

Perceptions

Problem Statement 1: Misconceptions persist that all Title I schools share identical needs, while many parents feel overwhelmed by daily responsibilities (e.g., single-parent homes, working multiple jobs) and depend heavily on the school for overall educational oversight. **Root Cause**: A historical lack of consistent, proactive communication loops explaining campus and parent needs to the broader community, leaving families overwhelmed and disconnected from campus support systems.

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

Lewisville 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

Lewisville 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)

Lewisville 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)

Lewisville 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)

Lewisville 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)

Lewisville 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)

Lewisville 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

Lewisville 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
Head, Deshana	Title 1 Dean of Students	Title 1 Part A	1
Pedersen, Chelsey	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