Lewisville Independent School District

Rockbrook 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

Rockbrook Elementary is a Title I elementary school in Lewisville Independent School District serving a diverse student population with a wide range of academic, social, and instructional needs.

Student Population by Race/Ethnicity

Student Group	Approximate Percentage
African American	**60.0%**
Hispanic	**25.4%**
Two or More Races	**7.4%**
White	**5.6%**
Asian	**1.6%**

African American students represent the largest student group at Rockbrook, comprising approximately 60% of the campus population, followed by Hispanic students at approximately 25%.

Gender

Gender	Approximate Percentage
Male	**50.2%**
Female	**49.8%**

The campus has a nearly equal distribution of male and female students.

Student Programs & Characteristics

Student Population/Program	Approximate Percentage
Economically Disadvantaged / Free & Reduced Lunch	**75%**
Special Education (SPED)	**16%**
Gifted & Talented (GT)	**4.6%**
Students Identified with Dyslexia	**4%**

Student Population/Program	Approximate Percentage
McKinney-Vento / Students Experiencing Homelessness	**2.7%**
Emergent Bilingual	**2%**
Section 504	**2%**

Approximately three-fourths of Rockbrook students receive free or reduced-price lunch, reflecting a significant level of economic need within the school community. Approximately 16% of students receive Special Education services, while additional students receive specialized support through Section 504, dyslexia services, Gifted and Talented programming, and other intervention systems.

Rockbrook also serves students experiencing housing instability, with approximately 2.7% identified under McKinney-Vento.

Student Mobility

One of the most significant demographic characteristics affecting Rockbrook Elementary is its student mobility rate of more than 30%, which is considerably higher than both district and state averages. This means that a substantial portion of the student population enters or leaves the campus during the school year.

High mobility creates unique instructional and organizational challenges, including differences in prior curriculum exposure, interrupted learning, varying levels of academic readiness, and the continuous need to integrate new students into established instructional systems and campus culture. Consequently, Rockbrook must maintain strong systems for diagnostic assessment, intervention, progress monitoring, relationship-building, and differentiated instructional support.

Campus Context

Overall, Rockbrook Elementary serves a highly diverse student population. As a Title I campus, Rockbrook is committed to ensuring that students have equitable access to high-quality Tier I instruction, targeted intervention, enrichment opportunities, academic and behavioral supports, and strong family and community partnerships.The combination of high economic need, significant student mobility, diverse learning needs, and specialized student populations underscores the importance of intentional instructional systems, responsive intervention, consistent progress monitoring, and strategic allocation of campus resources to ensure that every student has the opportunity to achieve at high levels.

Demographics Strengths

Rockbrook Elementary’s diverse student population is a significant campus strength. The school serves students from a wide range of racial, cultural, socioeconomic, and academic backgrounds, providing opportunities to build an inclusive learning environment that values multiple perspectives and experiences. As a Title I campus, Rockbrook is able to leverage supplemental resources to strengthen high-quality instruction, intervention, family engagement, and student support systems. The campus also provides a variety of specialized services, including Gifted and Talented, Special Education, Section 504, dyslexia, emergent bilingual, and McKinney-Vento supports, allowing staff to respond intentionally to individual student needs. Additionally, Rockbrook’s highly mobile population has strengthened the campus’s ability to welcome and integrate new students, quickly assess academic and social-emotional needs, and connect families with appropriate supports. Rockbrook is fortunate to have the communities in school program on campus and a strong partnership with local churches and organizations that provide ongoing support to meet our varied needs as well. These demographic characteristics, combined with a strong commitment to equity and access, and our community partner provide Rockbrook with a foundation for creating responsive systems that support the success of all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant number of Rockbrook Elementary students demonstrate inconsistent levels of academic readiness and prerequisite skill

development, resulting in the need for ongoing reteaching, intervention, and differentiated instructional support across grade levels.
Root Cause: A very high mobility rate (higher than district and state averages).

Problem Statement 2 (Prioritized): Students receiving Special Education services are performing below the overall campus population across content areas and performance levels.
Root Cause: Special Education teachers have not consistently participated in grade-level collaborative planning, lesson rehearsal, and data analysis, resulting in inconsistent alignment between Special Education instruction, grade-level expectations, and campus instructional practices.

Student Learning

Student Learning Summary

2025–2026 STAAR Student Learning Comparison

Rockbrook Elementary demonstrated significant academic growth from 2025 to 2026, with improvement across the majority of STAAR performance indicators. Reading was a particular strength, while mathematics gains did not put the level of student achievement as strong as reading, math showed encouraging gains, especially in third grade. Continued instructional emphasis on Tier I instruction is needed to increase the percentage of students reaching Meets and Masters in mathematics and science and to address identified areas of decline.

Grade / Subject	Performance Level	2025	2026	Change
3rd Reading	Approaches	74%	**77%**	**+3**
	Meets	34%	**46%**	**+12**
	Masters	18%	**22%**	**+4**
4th Reading	Approaches	**79%**	70%	**-9**
	Meets	32%	**38%**	**+6**
	Masters	4%	**13%**	**+9**
5th Reading	Approaches	63%	**79%**	**+16**
	Meets	41%	**48%**	**+7**
	Masters	17%	**21%**	**+4**
3rd Math	Approaches	51%	**63%**	**+12**
	Meets	23%	**42%**	**+19**
	Masters	10%	**13%**	**+3**
4th Math	Approaches	47%	**52%**	**+5**
	Meets	24%	**30%**	**+6**
	Masters	8%	**14%**	**+6**
5th Math	Approaches	47%	**56%**	**+9**
	Meets	21%	21%	**0**
	Masters	**8%**	5%	**-3**
5th Science	Approaches	**47%**	46%	**-1**
	Meets	**21%**	14%	**-7**
	Masters	**8%**	6%	**-2**

Student Learning Strengths

Reading emerged as Rockbrook's strongest academic area. Third-grade Reading increased at all three performance levels, including a 12-point increase at Meets. Fifth-grade Reading demonstrated particularly strong improvement, increasing 16 points at Approaches, 7 points at Meets, and 4 points at Masters. Fourth-grade Reading presents a more nuanced picture: Approaches declined by 9 points, while Meets increased 6 points and Masters increased 9 points, indicating stronger performance among students reaching the higher achievement levels.

Mathematics also demonstrated meaningful year-over-year growth, particularly in Grades 3 and 4. Third-grade Math showed the strongest overall mathematics growth, increasing 12 points at Approaches and 19 points at Meets. Fourth-grade Math improved at every performance level, while fifth-grade Math increased 9 points at Approaches but remained flat at Meets and declined slightly at Masters.

Of the 21 grade/subject/performance-level comparisons, Rockbrook showed improvement in 16. Noteworthy gains included the following:

- 3rd Math Meets: +19 points
- 5th Reading Approaches: +16 points
- 3rd Math Approaches: +12 points
- 3rd Reading Meets: +12 points
- 4th Reading Masters: +9 points
- 5th Math Approaches: +9 points

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic performance remains inconsistent across grade levels and content areas, indicating a continued need to strengthen Tier I instruction and targeted interventions.
Root Cause: Inconsistent implementation of rigorous Tier I instruction, including research-based best practices and explicit instructional strategies, combined with a significant number of students entering each grade level without the foundational skills necessary to successfully access and master grade-level content.

School Processes & Programs

School Processes & Programs Summary

Rockbrook Elementary has established multiple systems and programs designed to strengthen instructional quality, support continuous improvement, and provide additional learning opportunities for students. Teachers participate in summer professional learning focused on campus priorities, curriculum implementation, instructional best practices, and strategies designed to improve student outcomes.

Students are provided with extended learning opportunities beyond the regular school day, including after-school academic support, selected Saturday learning sessions, and summer learning opportunities. These programs are used to provide targeted intervention, reteaching, and additional practice for students based on identified academic needs.

Weekly Professional Learning Communities (PLCs) provide teachers and instructional leaders with dedicated time to collaboratively plan, analyze student work, internalize lessons, identify misconceptions, and align instructional practices to grade-level standards. In addition, Rockbrook maintains a regular cadence of data meetings to review formative, interim, and summative assessment results.

Through these data-analysis processes, staff identify trends in student performance, make timely instructional adjustments, determine appropriate interventions and extensions, monitor student progress, and make recommendations regarding additional programming or support services. These systems are designed to ensure that instructional decisions are data-informed, responsive to student needs, and aligned with the campus commitment to continuous improvement and increased student achievement.

School Processes & Programs Strengths

Rockbrook Elementary has established strong systems for continuous improvement through weekly PLCs, regular data meetings, ongoing professional learning, and extended learning opportunities for students. These processes support timely instructional adjustments, targeted intervention, and programming decisions based on student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although Rockbrook Elementary has established consistent systems for PLCs, data analysis, professional learning, and extended learning opportunities, implementation and follow-through are not yet consistently producing the desired level of student mastery across all grade levels and content areas.
Root Cause: The depth and consistency of instructional follow-through after PLCs and data meetings varies across teams, resulting in uneven implementation of identified instructional adjustments, interventions, and best-practice strategies.

Perceptions

Perceptions Summary

Rockbrook Elementary continues to value perception data as an important measure of campus climate, culture, communication, and stakeholder engagement. Student, parent, and staff perceptions provide valuable insight into how effectively the campus is creating a safe, supportive, and welcoming environment that promotes student learning.

Current survey data indicates that 86% of students report feeling comfortable talking to an adult at school, while 69% believe Rockbrook provides a positive learning environment. Parent perceptions remain generally positive, with 95% reporting that their child has a positive experience at school. However, communication continues to present an opportunity for growth, as 78% of parents report receiving good communication from the school and 78% report receiving good communication from their child's teacher. 100% of visitors reported a positive customer service experience on campus.

Rockbrook will continue to use perception data alongside academic, attendance, and behavioral data to identify areas for improvement. The campus will prioritize strengthening student connectedness, maintaining a positive learning environment, and improving consistent, timely, and meaningful communication with families to support strong partnerships and improved student outcomes.

Perceptions Strengths

Rockbrook Elementary's perception data reflects several important strengths related to student and family experiences. Most notably, 95% of parents report that their child has a positive experience at school, demonstrating a strong level of overall satisfaction with the campus and 100% report a positive customer service experience on campus. Additionally, 86% of students indicate that they feel comfortable talking to an adult at school, suggesting that many students have established positive and supportive relationships with staff members.

These results reflect Rockbrook's continued commitment to building meaningful relationships, creating a welcoming school community, and ensuring students and families feel valued. The campus will continue building upon these strengths by intentionally fostering student-adult connections, increasing opportunities for family engagement, and maintaining a culture in which students feel supported academically, socially, and emotionally.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Recent data indicate a need for greater consistency in creating positive student experiences, strengthening student-to-adult connections, and ensuring families receive timely, clear, and meaningful communication from both the campus and classroom level.
Root Cause: There is variability in relationship-building practices, classroom climate, communication methods, frequency of communication, and opportunities for students and families to provide feedback may contribute to differences in stakeholder perceptions.

Priority Problem Statements

Problem Statement 1: Recent data indicate a need for greater consistency in creating positive student experiences, strengthening student-to-adult connections, and ensuring families receive timely, clear, and meaningful communication from both the campus and classroom level.

Root Cause 1: There is variability in relationship-building practices, classroom climate, communication methods, frequency of communication, and opportunities for students and families to provide feedback may contribute to differences in stakeholder perceptions.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: A significant number of Rockbrook Elementary students demonstrate inconsistent levels of academic readiness and prerequisite skill development, resulting in the need for ongoing reteaching, intervention, and differentiated instructional support across grade levels.

Root Cause 2: A very high mobility rate (higher than district and state averages).

Problem Statement 2 Areas: Demographics

Problem Statement 3: Academic performance remains inconsistent across grade levels and content areas, indicating a continued need to strengthen Tier I instruction and targeted interventions.

Root Cause 3: Inconsistent implementation of rigorous Tier I instruction, including research-based best practices and explicit instructional strategies, combined with a significant number of students entering each grade level without the foundational skills necessary to successfully access and master grade-level content.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Although Rockbrook Elementary has established consistent systems for PLCs, data analysis, professional learning, and extended learning opportunities, implementation and follow-through are not yet consistently producing the desired level of student mastery across all grade levels and content areas.

Root Cause 4: The depth and consistency of instructional follow-through after PLCs and data meetings varies across teams, resulting in uneven implementation of identified instructional adjustments, interventions, and best-practice strategies.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students receiving Special Education services are performing below the overall campus population across content areas and performance levels.

Root Cause 5: Special Education teachers have not consistently participated in grade-level collaborative planning, lesson rehearsal, and data analysis, resulting in inconsistent alignment between Special Education instruction, grade-level expectations, and campus instructional practices.

Problem Statement 5 Areas: Demographics

Goals

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide supplemental, targeted Reading and Math intervention through certified tutors, with services prioritized for students who are below grade level or not demonstrating adequate progress through Tier I instruction. **Strategy's Expected Result/Impact:** By the end of the school year, students participating in tutoring will demonstrate documented academic growth through progress-monitoring measures, i-Ready diagnostics, district assessments, and/or STAAR performance, contributing to increased percentages of students achieving Approaches, Meets, and Masters grade-level standards. **Staff Responsible for Monitoring:** Principal, Administrators **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** CertIfied Title I Tutors - 211 - Title I, Part A - 211 E 11 6117 00 139 7 24 TMP 842 0000 - $30,196, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $7,311				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Implement eight Saturday School sessions throughout the school year to provide targeted Math intervention and acceleration based on student performance on common formative assessments. Instruction will focus on identified TEKS gaps, prerequisite skills, problem-solving, and standards requiring additional support. **Strategy's Expected Result/Impact:** Students participating in Saturday School will demonstrate increased mastery of identified Math TEKS, improved performance on subsequent common formative assessments, and stronger progress toward grade-level proficiency. The program is intended to reduce learning gaps and increase the percentage of students performing at the Approaches, Meets, and Masters levels on district and state assessments. **Staff Responsible for Monitoring:** Principal, Instructional Assistant Principal **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** Teachers (across the district) - 211 - Title I, Part A - 211 E 11 6117 00 139 7 24 000 842 0000 - $12,000, Bus transportation - 211 - Title I, Part A - 211 E 34 6412 00 139 7 24 139 842 0000 - $1,500, Paper - 211 - Title I, Part A - 211 E 11 6399 00 139 7 24 139 842 0000 - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement Masters Monday to provide ongoing, targeted supplemental math and reading support for students in grades 4-5 who have not demonstrated mastery on prior-year STAAR assessments. **Strategy's Expected Result/Impact:** Participating students will demonstrate increased mastery of priority math TEKS, close identified learning gaps, and improve performance on formative, district, and STAAR assessments. **Staff Responsible for Monitoring:** Adminstration **Title I:** 2.51 **Problem Statements:** Student Learning 1 **Funding Sources:** Tutors - - 211 - Title I, Part A - 211 E 11 6117 00 139 7 24 TMP 842 0000 - $3,000, Paper - 211 - Title I, Part A - 211 E 11 6399 00 139 7 24 139 842 0000 - $2,000, Field Guides, Think-Alongs, and Math Masters - 211 - Title I, Part A - 211 E 11 6399 00 139 7 24 139 842 0000 - $1,060, Bus Transportation - 211 - Title I, Part A - 211 E 34 6412 00 139 7 24 139 842 0000 - $2,800				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Purchase and implement i-Ready Toolbox lessons to provide targeted small-group instruction, intervention, and reteaching based on identified student needs. **Strategy's Expected Result/Impact:** Students will receive timely, standards-aligned support that strengthens learning, increases mastery of grade-level skills, and improves performance on campus, district, and state assessments. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.51 **Problem Statements:** Student Learning 1 **Funding Sources:** I-Ready Toolbox - 211 - Title I, Part A - 211 E 11 6399 00 139 7 24 139 842 0000 - $7,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: Provide targeted reading intervention for students in grades 2-5 who have not yet acquired essential foundational reading skills. **Strategy's Expected Result/Impact:** Students will strengthen phonics, decoding, word recognition, fluency, and comprehension skills, resulting in accelerated reading growth and improved performance on all assessments. **Staff Responsible for Monitoring:** Assistant Principal for Instruction **Title I:** 2.51 **Problem Statements:** Demographics 1 **Funding Sources:** Phonics for Reading Books by Curriculum Associates - 211 - Title I, Part A - 211 E 13 6329 00 139 7 24 139 842 0000 - $1,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 6: 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, Learning facilitators, Team Leads/PLC Leaders **Title I:** 2.51, 2.52 **Problem Statements:** School Processes & Programs 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 7: Increase instructional support for students receiving Special Education services by ensuring Special Education teachers consistently participate in grade-level PLCs, lesson internalization and rehearsal, data meetings, and relevant professional learning aligned to grade-level TEKS, HQIM, and appropriate scaffolds. **Strategy's Expected Result/Impact:** Improved collaboration and instructional alignment will strengthen teacher capacity and increase academic performance for students receiving Special Education services. **Staff Responsible for Monitoring:** Campus Administration, Special Education Team leader **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A significant number of Rockbrook Elementary students demonstrate inconsistent levels of academic readiness and prerequisite skill development, resulting in the need for ongoing reteaching, intervention, and differentiated instructional support across grade levels. **Root Cause**: A very high mobility rate (higher than district and state averages).

Demographics

Problem Statement 2: Students receiving Special Education services are performing below the overall campus population across content areas and performance levels. **Root Cause**: Special Education teachers have not consistently participated in grade-level collaborative planning, lesson rehearsal, and data analysis, resulting in inconsistent alignment between Special Education instruction, grade-level expectations, and campus instructional practices.

Student Learning

Problem Statement 1: Academic performance remains inconsistent across grade levels and content areas, indicating a continued need to strengthen Tier I instruction and targeted interventions. **Root Cause**: Inconsistent implementation of rigorous Tier I instruction, including research-based best practices and explicit instructional strategies, combined with a significant number of students entering each grade level without the foundational skills necessary to successfully access and master grade-level content.

School Processes & Programs

Problem Statement 1: Although Rockbrook Elementary has established consistent systems for PLCs, data analysis, professional learning, and extended learning opportunities, implementation and follow-through are not yet consistently producing the desired level of student mastery across all grade levels and content areas. **Root Cause**: The depth and consistency of instructional follow-through after PLCs and data meetings varies across teams, resulting in uneven implementation of identified instructional adjustments, interventions, and best-practice strategies.

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: Purchase supplemental math manipulatives and hands-on instructional resources to support implementation of the new Amplify Math adoption. Materials will be used during Tier I instruction, small-group instruction, intervention, and reteach opportunities to help students develop conceptual understanding and strengthen mastery of grade-level mathematical skills and standards. **Strategy's Expected Result/Impact:** Students will demonstrate increased conceptual understanding, mathematical reasoning, and mastery of priority TEKS through consistent use of concrete and visual models. The intended impact is improved performance on classroom assessments, common formative assessments, district assessments, and state assessments, with increased percentages of students achieving at the Approaches, Meets, and Masters levels. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitators, Grade level team leaders **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Funding Sources:** Math Manipulatives - 211 - Title I, Part A - 211 E 11 6399 00 139 7 24 139 842 0000 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Purchase and implement Magnetic Foundations Texas decodable resources and i-Ready professional learning to strengthen Kindergarten foundational literacy instruction and student mastery of early reading skills. **Strategy's Expected Result/Impact:** * Students in Kindergarten will demonstrate stronger foundational literacy skills, including alphabet knowledge, phonemic awareness, phonics, decoding, word recognition, spelling, and early reading fluency through systematic use of Magnetic Foundations Texas decodable resources. *Teachers will strengthen implementation of evidence-based foundational reading practices through the accompanying professional learning courses and personalized learning supports. *Increased student mastery of early literacy skills, improved performance on DIBELS/I-Ready reading assessments, and a reduction in the number of students requiring intensive reading intervention. **Staff Responsible for Monitoring:** Reading Facilitator, Campus Administration **Title I:** 2.51, 2.52 **Funding Sources:** Magnetic Foundations Texas Classroom Decodable Library Set with digital professional learning. - 211 - Title I, Part A - 211 E 11 6399 00 139 7 24 139 842 0000 - $6,588				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Conduct extended PLCs across all grade levels and content areas to provide dedicated time for in-depth data analysis, lesson internalization, instructional rehearsal, and planning around documented and anticipated student misconceptions and high cognitive task students have to complete **Strategy's Expected Result/Impact:** Teachers will strengthen instructional planning and responsiveness to student needs, resulting in more effective Tier I instruction, timely reteaching, increased student mastery of grade-level standards, and improved performance on unit test and state assessments. **Staff Responsible for Monitoring:** Administrators, Facilitators, Team leads **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Substitute Teachers - 211 - Title I, Part A - 211 E 11 6112 00 139 7 24 SUP 842 0000 - $5,000				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 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 of reducing out of classroom placements by 10% during the 2026-2027 school year. Implementation of Safe and Civil and Restorative Practices -Implement Reset Room **Strategy's Expected Result/Impact:** Reduce classroom disruptions and repeated behavior incidents while increasing student connectedness, self-regulation, and perceptions of a positive learning environment. **Staff Responsible for Monitoring:** Assistant Principals, ISS para and Safe and civil School team **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Implement a campus-wide attendance improvement plan that includes student attendance incentives, regular review by the campus attendance committee, close monitoring of attendance data, and timely family outreach and interventions for students with attendance concerns to achieve an attendance rate of 95% or higher. **Strategy's Expected Result/Impact:** Increased student attendance, reduced chronic absenteeism, and improved consistency in daily student participation, resulting in the campus meeting or exceeding the 95% attendance target. **Staff Responsible for Monitoring:** Assistant principal, Principal, Campus Attendance committee				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Recent data indicate a need for greater consistency in creating positive student experiences, strengthening student-to-adult connections, and ensuring families receive timely, clear, and meaningful communication from both the campus and classroom level. **Root Cause**: There is variability in relationship-building practices, classroom climate, communication methods, frequency of communication, and opportunities for students and families to provide feedback may contribute to differences in stakeholder perceptions.

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: Implement STEM and Literacy Nights to increase meaningful parent engagement and equip families with strategies, resources, and activities to reinforce essential academic content and support student learning at home. **Strategy's Expected Result/Impact:** Increase parent participation and strengthen families' capacity to support learning at home, resulting in improved student understanding, practice, and mastery of essential reading, math, and STEM skills. **Staff Responsible for Monitoring:** Administration, Teachers, team Leads **Title I:** 2.51 **Funding Sources:** Books, STEM supplies - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 139 7 24 139 842 0000 - $3,469				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Reviews			
	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

Rockbrook 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

Rockbrook 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)

Rockbrook 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)

Rockbrook 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)

Rockbrook 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)

Rockbrook 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)

Rockbrook 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

Rockbrook 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
Ross, Jimmy	Title 1 Assistant Principal	Title 1 Part A	1
Upchurch, Jennifer	Title 1 Elem Instructional Facilitator	Title 1 Part A	.5

Policies, Procedures, and Requirements

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

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