Lewisville Independent School District

Vernell Gregg Early Childhood Center

2026-2027 Campus Improvement Plan

Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 6
- School Processes & Programs 7
- Perceptions 8

Priority Problem Statements 9

Comprehensive Needs Assessment Data Documentation 10

Goals 12
- 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. 12
- 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. 15
- Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact. 18
- 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. 22
- 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. 24
- 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. 26

Policies, Procedures, and Requirements 32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Vernell Gregg Early Childhood Center opened the 2026-2027 school year as a dedicated early-childhood campus. As of September 11, 2026, the campus enrolled 203 students. Enrollment changes throughout the year as students enroll, withdraw, and qualify for additional services.

Gender profile: 47% male and 53% female.

Reported race and ethnicity profile: American Indian, 5%; Asian, 11%; African American, 19%; White, 60%; Hispanic or Latino, 63%; and Pacific Islander, 1%. Race and ethnicity categories may overlap.

Language and service profile as currently reported: Spanish, 42%; ESL or LEP, 28%; and English, 28%.

Programs include ESL, one-way dual language, two-way dual language, and special education. Some students qualify for more than one program.

Thirty-five students, or 17.2% of enrollment, currently receive special education services.

Approximately 63% of students currently qualify as at risk under bilingual, ESL, or other TEA PreK eligibility criteria.

One student is currently identified under McKinney-Vento.

The current student-to-professional-classroom-teacher ratio is approximately 7.25 to 1, based on 203 students and 28 professional classroom teachers.

Current average daily attendance is 93.7%, and the current chronic absenteeism rate is 18.9%.

Gregg is not a Title I campus during 2026-2027. The campus is establishing documentation, family-engagement, intervention, and progress-monitoring practices that support the current population and prepare the campus for future program eligibility.

Demographics Strengths

Gregg serves a culturally, linguistically, and developmentally diverse student population. The campus offers multiple language and special education service models and maintains a low student-to-professional-classroom-teacher ratio. These structures support individualized instruction, inclusive learning, and early identification of student needs.

As a new campus, Gregg is intentionally building a strong Firefly identity and family partnership system. Planned and early-year engagement opportunities include Meet the Teacher, parent orientation, open house, Firefly Family Sessions, Conscious Discipline learning sessions, Fall Fest, Spring Fling, PreK on Stage, the LHS Homecoming Parade, a Sweetheart Dance, and Kindergarten Transition Night. These opportunities allow families to connect with staff, learn strategies they can use at home, and help shape new campus traditions.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Gregg has a high percentage of students who are currently chronically absent.
Root Cause: Some families do not yet understand how consistent attendance supports early academic, language, and social-emotional development. Other families face practical barriers, including limited transportation options and fixed arrival and dismissal windows.

Problem Statement 2: Students require multiple and differentiated language, learning, behavioral, and developmental supports.
Root Cause: Gregg serves students from multiple cultures, language backgrounds, eligibility groups, and developmental profiles. Many students qualify for more than one program

and need coordinated, inclusive support.

Student Learning

Student Learning Summary

Because 2026-2027 is Gregg ECC's first year, there are no prior-year campus achievement results. The campus is establishing beginning-of-year baselines through the LISD PK Student Profile Card, authentic writing samples, classroom common checks, PK On My Way observational evidence, and ongoing teacher observation.

Writing is Gregg's formal student-learning priority. By May 2027, at least 60% of PK4 students included in the campus LEAD cohort will reach Emergent Stage 4 or higher on the LISD writing-development continuum. Teachers will collect authentic writing samples every four to six weeks, review progress during PLCs, and use beginning-, middle-, and end-of-year Student Profile Card measures to adjust instruction and interventions.

Letter recognition and numeral recognition will be monitored as supporting outcomes. The campus will monitor progress toward 90% of students recognizing or naming at least 20 upper- or lowercase letters and 82% recognizing numerals 0 through 10 by the end of the year. These measures inform instruction but are not separate CIP strategies.

Student Learning Strengths

Gregg's master schedule protects daily time for writing, small-group instruction, centers, mathematics, oral language, phonological awareness, phonics, and print concepts. Authentic writing and fine-motor development can therefore be embedded across the day rather than limited to one activity. The campus also has a 20-minute Active Learning block and daily opportunities for students to develop language, movement, collaboration, and independence.

Teachers use PK On My Way, district PreK guidance, CLI data, Conscious Discipline, Second Step, classroom observation, and the LISD PK Student Profile Card to plan developmentally appropriate instruction. Weekly PLC structures and One Vision tools create a consistent process for studying student work, rehearsing instruction, responding to data, and identifying students who need additional support through MTSS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students enter PreK with limited fine-motor strength, pencil control, and experience representing ideas through drawing and writing.
Root Cause: Students arrive with varied developmental readiness and unequal prior access to fine-motor and authentic writing experiences. Gregg must provide frequent, explicit, and engaging opportunities to strengthen hand control, idea development, and early writing behaviors.

School Processes & Programs

School Processes & Programs Summary

Gregg operates 17 classrooms, including two self-contained ECSE classrooms and six ECSE co-teach classrooms. The campus provides ESL, one-way dual language, two-way dual language, and special education services. General education classrooms participate in an A/B/C/D rotation for Music and Movement, physical education, STEAM, and library. Specials are scheduled for 45 minutes and support a protected 45-minute PLC period for teacher teams.

Weekly PLC groups are organized to support productive collaboration across ESL, bilingual, and ECSE settings. Teachers use district curriculum internalization protocols, student-work review, lesson rehearsal, and shared planning to strengthen implementation. The campus One Vision system includes the walkthrough form, coaching and feedback cycle, PLC and internalization protocol, and lesson-rehearsal protocol. LEAD student-growth and professional goals connect teacher learning to student outcomes and selected CIRCLE Pre-K Classroom Environment Checklist practices.

The campus uses Conscious Discipline, Second Step, visual schedules, classroom commitments, Safe Places, transition supports, and explicit teaching of routines to build self-regulation. MTSS and Student Success Team processes are being established to identify academic, behavioral, communication, attendance, and developmental needs early and to coordinate interventions with families and district support staff.

School Processes & Programs Strengths

Gregg was able to design its opening-year systems around the developmental needs of young children. The master schedule protects core instruction, centers, movement, active play, specials, and collaborative planning. Small class groupings, multiple service models, and shared campus routines allow staff to respond to a wide range of learner needs.

The campus has an established framework for adult learning through weekly PLCs, One Vision walks, coaching and feedback, LEAD goal conferences, and targeted professional learning. Gregg can build consistent expectations from the beginning while using staff feedback and student evidence to refine new systems throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A number of students respond to frustration, denied access, or transitions through physical aggression or other unsafe behavior.
Root Cause: Young children are still developing emotional language, impulse control, communication skills, and the ability to use safe regulation strategies. Students need consistent adult co-regulation, explicit teaching, visual supports, and repeated practice across all campus settings.

Problem Statement 2 (Prioritized): As a first-year campus, Gregg does not yet have an established marketing and enrollment system that builds broad community awareness and converts family interest into completed enrollment.
Root Cause: Gregg has limited historical name recognition and no established annual outreach cycle. Prospective families may not yet understand the campus's program options, eligibility pathways, tuition-based opportunities, specialized services, or enrollment steps. The campus needs consistent messaging, coordinated community outreach, and timely follow-up with interested families.

Perceptions

Perceptions Summary

Gregg is building a new campus identity while honoring the community relationships associated with the former Mill Street campus. Families are welcomed through Meet the Teacher, parent orientation, open house, campus events, Firefly Family Sessions, and regular opportunities to learn about classroom routines, student development, and campus procedures. The campus emphasizes a joyful, safe, and inclusive environment in which every child and family belongs.

SeeSaw is the primary classroom communication platform. Teachers use it to share learning experiences, reminders, and individual communication with families. Gregg also publishes a weekly Smore newsletter and uses social media, the campus website, phone calls, and conferences to keep families informed. Important communications are written clearly and are provided or translated in Spanish when needed.

The campus has developed a Building Leadership Team with staff, parent, and community representation. Because Gregg is a first-year, single-grade campus, it does not have a formal PTA and is not receiving Title I funds in 2026-2027. Family participation, community partnerships, and approved fundraising therefore play an important role in supporting additional student experiences.

Perceptions Strengths

Gregg began the year with frequent family communication, visible campus branding, and multiple ways for families to connect with staff. Weekly campus communication, SeeSaw classroom updates, social media posts, and family events help families understand what students are learning and how campus procedures support safety.

The Firefly identity and the campus commitment to welcoming families provide a strong foundation for belonging. Existing Mill Street community relationships and new partnerships give Gregg an opportunity to build a broad network of parents, volunteers, businesses, and community members around its early-childhood mission.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Gregg must establish dependable two-way family communication and broad participation during its first year.
Root Cause: Families have varied home languages, work schedules, transportation options, technology access, and familiarity with campus systems. As a new school, Gregg must intentionally provide repeated, accessible, and welcoming opportunities for families to receive information, ask questions, learn strategies, and contribute feedback.

Priority Problem Statements

Problem Statement 1: Many students enter PreK with limited fine-motor strength, pencil control, and experience representing ideas through drawing and writing.

Root Cause 1: Students arrive with varied developmental readiness and unequal prior access to fine-motor and authentic writing experiences. Gregg must provide frequent, explicit, and engaging opportunities to strengthen hand control, idea development, and early writing behaviors.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A number of students respond to frustration, denied access, or transitions through physical aggression or other unsafe behavior.

Root Cause 2: Young children are still developing emotional language, impulse control, communication skills, and the ability to use safe regulation strategies. Students need consistent adult co-regulation, explicit teaching, visual supports, and repeated practice across all campus settings.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Gregg has a high percentage of students who are currently chronically absent.

Root Cause 3: Some families do not yet understand how consistent attendance supports early academic, language, and social-emotional development. Other families face practical barriers, including limited transportation options and fixed arrival and dismissal windows.

Problem Statement 3 Areas: Demographics

Problem Statement 4: As a first-year campus, Gregg does not yet have an established marketing and enrollment system that builds broad community awareness and converts family interest into completed enrollment.

Root Cause 4: Gregg has limited historical name recognition and no established annual outreach cycle. Prospective families may not yet understand the campus's program options, eligibility pathways, tuition-based opportunities, specialized services, or enrollment steps. The campus needs consistent messaging, coordinated community outreach, and timely follow-up with interested families.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Gregg must establish dependable two-way family communication and broad participation during its first year.

Root Cause 5: Families have varied home languages, work schedules, transportation options, technology access, and familiarity with campus systems. As a new school, Gregg must intentionally provide repeated, accessible, and welcoming opportunities for families to receive information, ask questions, learn strategies, and contribute feedback.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other
    - LISD PK Profile Card, CLI Engage
    - Authentic Writing Samples and Writing Stage Developmental Rubric,

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 22, 2026

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Integrated Emergent Writing and Fine-Motor Development: Teachers will integrate authentic writing and fine-motor development across the daily schedule. Classrooms will implement the protected writing block; provide writing tools and purposeful writing opportunities throughout centers; model drawing, dictation, and emergent writing; and use language supports and adaptations appropriate to each learner. Teachers will collect authentic writing samples every four to six weeks, score them with the LISD writing-development continuum, and analyze progress during PLCs. Teams will use the data to plan small-group instruction, interventions, center materials, and family learning opportunities. Lesson rehearsal, walkthrough feedback, and student-work review will support consistent implementation. Resources include chart paper; drawing and writing paper; individual journals; crayons, markers, and paint; dry-erase materials; adaptive writing tools; fine-motor manipulatives; play dough; moldable sand; scissors; glue; tape; craft materials; laminating supplies; and professional-learning resources. **Strategy's Expected Result/Impact:** By May 2027, at least 60% of PK4 students included in the campus LEAD cohort will reach Emergent Stage 4 or higher on the LISD writing-development continuum. Middle-of-year progress will reflect closure of approximately half of the gap between the beginning-of-year baseline and the end-of-year target. Letter-recognition and numeral-recognition data will be reviewed as supporting measures. Student writing samples, classroom evidence, and the LISD PK Student Profile Card will document progress. **Staff Responsible for Monitoring:** Classroom teachers, campus administrators, special education and language-support staff, and district early-childhood or instructional support staff. **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Many students enter PreK with limited fine-motor strength, pencil control, and experience representing ideas through drawing and writing. **Root Cause**: Students arrive with varied developmental readiness and unequal prior access to fine-motor and authentic writing experiences. Gregg must provide frequent, explicit, and engaging opportunities to strengthen hand control, idea development, and early writing behaviors.

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: Campuswide Self-Regulation and Positive Behavior Supports: Gregg will implement a shared, developmentally appropriate behavior framework through Conscious Discipline, Second Step, the Texas Prekindergarten Guidelines, and campus routines. All classrooms will use child-accessible visual schedules; three to five positively stated commitments; explicit transition instruction; emotion language; co-regulation strategies; and a functional Safe Place. Staff will teach, model, practice, and reinforce safe replacement behaviors across classrooms, specials, common areas, arrival, and dismissal. The Student Success Team will review behavior patterns at least quarterly and recommend classroom support, staff learning, and individualized intervention. A positive-recognition process will ensure every student is recognized during the year. Resources include Conscious Discipline and Second Step materials, visual schedules, picture supports, Safe Place materials, regulation tools, social stories, positive-recognition materials, and staff-learning time. **Strategy's Expected Result/Impact:** All classrooms will demonstrate implementation of the shared schedule, rules, transition, and regulation expectations through walkthroughs and selected CIRCLE Pre-K Classroom Environment Checklist items. Behavior data will show a decrease in physical aggression and unsafe transition behavior from the first-nine-weeks baseline to the end of the year. Staff feedback will show increased confidence in prevention, co-regulation, de-escalation, and consistent response. **Staff Responsible for Monitoring:** Campus administrators, counselor, teachers, paraprofessionals, specials staff, related-service staff, and Student Success Team members. **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: A number of students respond to frustration, denied access, or transitions through physical aggression or other unsafe behavior. **Root Cause**: Young children are still developing emotional language, impulse control, communication skills, and the ability to use safe regulation strategies. Students need consistent adult co-regulation, explicit teaching, visual supports, and repeated practice across all campus settings.

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

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

*Strategies included if this is a campus priority.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Early Attendance Intervention and Family Partnership: Gregg will communicate attendance expectations and the developmental importance of daily attendance throughout the year through orientation, weekly newsletters, SeeSaw, teacher contacts, conferences, and targeted family meetings. The campus attendance team will review attendance and chronic-absence data regularly, identify students needing early support, and document timely contact and intervention. Staff will work with families to identify transportation, health, schedule, communication, or other barriers; connect families with available district and community supports; and recognize improved attendance when appropriate. Student residency and enrollment information will be verified in accordance with district procedures. Resources include attendance reports, family communication templates, translated materials, recognition resources, and access to district and community support information. **Strategy's Expected Result/Impact:** By May 2027, Gregg will achieve an average daily attendance rate of at least 94.5% and reduce chronic absenteeism from the current 18.9% baseline to 15% or less. Evidence will include Skyward and RaaWee reports, attendance-team records, family-contact logs, intervention documentation, and campus scorecard data. **Staff Responsible for Monitoring:** Campus administrators, registrar or attendance clerk, counselor, nurse, classroom teachers, and attendance-team members. **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Gregg has a high percentage of students who are currently chronically absent. **Root Cause**: Some families do not yet understand how consistent attendance supports early academic, language, and social-emotional development. Other families face practical barriers, including limited transportation options and fixed arrival and dismissal windows.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Marketing and Enrollment Drive: Gregg will implement a coordinated, campuswide marketing and enrollment plan to increase awareness of its early-childhood programs and convert family interest into completed enrollment. Outreach will clearly connect the Vernell Gregg ECC identity to the familiar former Mill Street Elementary location and its longstanding community relationships. Priority audiences will include families of eligible three- and four-year-old children, families seeking ESL, dual-language, or special education services, and families interested in tuition-based PreK when space is available. The campus will use district and campus websites, social media, multilingual enrollment materials, community events, campus tours, current-family referrals, and partnerships with neighborhood organizations and early-childhood providers. Staff will use consistent program information and clear enrollment steps when responding to prospective families. Campus leaders will review inquiries, applications, completed registrations, event participation, and outreach results to adjust the plan during the year. Resources include enrollment and campus-capacity reports, multilingual print and digital materials, program and eligibility information, website and social media access, tour materials, event signage and QR codes, partner contacts, and staff time for outreach and follow-up. **Strategy's Expected Result/Impact:** Using the 203 students enrolled as of September 11, 2026, as the baseline, Gregg will increase enrollment by at least 20% to a minimum of 244 students by May 2027. Evidence will include official enrollment reports, prospective-family inquiries, applications, completed registrations, campus-tour and enrollment-event participation, digital communication reach, and referrals from families and community partners. The February and late-April reviews will identify effective outreach methods, enrollment barriers, and any adjustments needed to reach the May target. **Staff Responsible for Monitoring:** Principal, assistant principals, registrar or attendance clerk, office staff, counselor, teachers, Building Leadership Team members, district communications and enrollment staff, district early-childhood staff, and designated community partners. **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: As a first-year campus, Gregg does not yet have an established marketing and enrollment system that builds broad community awareness and converts family interest into completed enrollment. **Root Cause**: Gregg has limited historical name recognition and no established annual outreach cycle. Prospective families may not yet understand the campus's program options, eligibility pathways, tuition-based opportunities, specialized services, or enrollment steps. The campus needs consistent messaging, coordinated community outreach, and timely follow-up with interested families.

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: Firefly Family Communication Learning and Partnership: Gregg will maintain consistent, accessible, and welcoming communication through a weekly Smore newsletter, Nightly Glows, classroom SeeSaw communication, the campus website, social media, phone calls, conferences, and translated materials when needed. The campus will offer at least 10 family learning or engagement opportunities during the year, including events and sessions connected to writing and fine-motor development, Conscious Discipline, technology, classroom learning, student wellness, and Kindergarten transition. Gregg will engage parent and community representatives through the Building Leadership Team, volunteer opportunities, and local partnerships. Event participation, family questions, and survey feedback will be reviewed to improve timing, topics, language access, and outreach. Resources include communication and translation tools, family-learning materials, event supplies, volunteer and partnership support, Conscious Discipline and fine-motor resources, and technology support. **Strategy's Expected Result/Impact:** Gregg will publish a campus newsletter during each instructional week, maintain active SeeSaw communication in 100% of classrooms, and offer at least 10 family learning or engagement opportunities during 2026-2027. Event-participation and parent-survey data will establish the first-year baseline and show increased engagement from fall to spring. Evidence will include communication logs, event participation, volunteer and partnership records, Building Leadership Team documentation, and family feedback. **Staff Responsible for Monitoring:** Campus administrators, counselor, teachers, office staff, Building Leadership Team members, and designated family-engagement or community partners. **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Gregg must establish dependable two-way family communication and broad participation during its first year. **Root Cause**: Families have varied home languages, work schedules, transportation options, technology access, and familiarity with campus systems. As a new school, Gregg must intentionally provide repeated, accessible, and welcoming opportunities for families to receive information, ask questions, learn strategies, and contribute feedback.

Goal 6: Federal and State Mandates

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

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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