Fort Bend Independent School District

Lexington Creek Elementary

2024-2025 Campus Improvement Plan

Mission Statement

District Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

LCE Campus Mission LCE Mission Statement: LCE is committed to developing life-long learners who demonstrate Perseverance, Respect, Integrity, Dependability, and Excellence (PRIDE) in their everyday lives.

Vision

District Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Campus Vision: Lexington Creek Elementary prepares and empowers teachers through ongoing professional development while providing access to innovative resources to create a safe, caring and challenging learning environment for all students.

Value Statement

We believe student success is best achieved…

A. …through effective teachers that inspire learning.

B. …in a caring and safe learning environment

C. …by setting high expectations for student achievement

D. …when we empower students to be effective leaders in the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

Lexington Creek Elementary has a diverse student population and a variety of learners. The diversity allows students to learn and interact with students from different cultures and backgrounds. We have students who speak 27 different languages. As a result, we have a large EB population on our campus.
PBIS systems are in place for the classrooms, hallways, and cafeteria. The systems help us maintain and support high expectations for behavior, which is evident in our low discipline referrals.

As of May 2024, Lexington Creek's overall attendance rate was 95.6%. Our attendance rate was affected by our students who participate in ABA therapy and are absent multiple times per week. Our McKinney Vento and homeless populations also struggle with attendance. Our counselor and social worker help support their needs.

Last year, we added two more self-contained classes to our campus. We opened an Early Childhood Special Education Class (ECSE) and an Academics, Communication, and Behavior Class (ABC). Our campus worked hard to make sure we included our special education students in as many activities as possible in the regular classroom. This is a subpopulation that continues to grow on our campus. We currently service 83 students with special needs.

The student population is diverse, and data trends are reflected below:

	2020	2021	2022	2023
At Risk	204/37.64%	254/ 51.73%	245 / 47.76%	221 /42.42%
Section 504	36/6.64%	21/4.28%	13 / 2.53%	13 /2.50%
Female	257/47.42%	219/44.60%	231 / 44.59%	234/ 44.91%
Male	285/52.58%	272/ 55.40%	287/ 55.41%	287/ 55.09%
Hispanic	63/11.62%	71/ 14.46%	72/ 13.90%	74/ 14.20%
American Indian-Alaskan Native	3 / 0.55%	1/ 0.20%	2 / 0.39%	2/0.38%
Asian	182/ 33.58%	146/ 29.74%	163 / 31.47%	163/31.29%
Black - African American	158 / 29.15%	144 / 29.33%	142 / 27.41%	141/ 27.06%
Native Hawaiian - Pacific Islander	1/0.18%	0/0.00%	1/0.19%	1/ 0.19%
White	116/ 21.40%	100 / 20.37%	106 / 20.46%	108/ 20. 73%

	2020	2021	2022	2023
Two or More	19 3.51%	29/ 5.91%	32 / 6.18%	23/ 6.14%
GT	38/ 7.01%	30 / 6.11%	31 / 5.98%	31/5.59%
SPED	56/ 10.33%	58/ 11.81%	73 / 14.09%	75/ 14.40%
Dyslexia	29/ 5.35%	29/ 5.91%	25 / 4.83%	29/ 5.57%
Econ Dis	179/ 33.03%	194 / 39.51%	124 / 25.87%	221/ 42.42%
Homeless	17/3.14%	9/1.83%	15 /2.90%	16/ 3.07%
Emergent Biliterates	117/21.59%	106/21.59%	134 /25.87%	140/ 26.87%
Enrollment	513	491	518	521

Attendance

7.7% of our students had 18 absences or more,

	5th	4th	3rd	2nd	1st	Kinder	Pre-K
# of students	5	3	4	4	8	11	9

- 5 students had ABA therapy and were marked absent on a regular basis. 12.5%
- 4 had known medical issues and were either hospitalized or had frequent doctor's appointments 10%
- 2 are MV and had transportation issues, while 3 more also had transportation issues. (1 is now taking the bus.) 12.5%
- 9 students are in the Pre-K program
- 28 students are in grades Pre-K through first. 70%

Demographics Strengths

- Lexington Creek Elementary has a diverse student population and is comprised of a variety of learners. This diversity allows students to learn and interact with students from other cultures and backgrounds.
- We have a family atmosphere where students embrace each other regardless of ethnicity or socioeconomic background.
- We continue to welcome and support our homeless students.
- The campus works closely with the social worker, counselor, ADA, and administrators to make sure our homeless population is receiving support that addresses their basic needs and emotional needs.
- We identify and provide support for our students who are identified as Special Education students. (The referral process is in place and allows us to continue to monitor our students.)
- PBIS systems support high behavior expectations, which is evident in our low discipline referrals

Noticings

- Our economically disadvantaged population has increased from 42.42% to 43.38 % This percentage continues to increase every year.
- Lexington Creek Elementary's attendance rate increased from 94.9% to 95.6%

- Two of our subpopulations of our students impact our attendance percentage. One is the students who attend ABA therapy or who have other medical needs. The other subpopulation is our McKinney Vento students.
- The special education population has increased on our campus since we added two self-contained classes this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LCE special education numbers increased during the school which caused a change in correct staffing and made it challenging to provide student educational services. **Root Cause:** Throughout the school year, students continue to qualify for special education services, which leads to the constant changing of the special education schedule to support the increasing number of students.

Problem Statement 2 (Prioritized): Lexington Creek Elementary's attendance rate increased from 94.9% to 95.5%. Attendance in our primary grades is high compared to the rest of the campus. We need to continue to stress the importance of daily student attendance. **Root Cause:** We have a large population of students who have families in other countries, and they travel to visit family during the school year. They extend vacations to travel to see their family. Students may miss multiple days, weeks, and sometimes even months during the school year. The importance of Pre-K attendance was not clearly communicated to parents, and the attendance committee did not send out

Student Learning

Student Learning Summary

Ren Math Data

First Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	6 (8%)	9 (11%)	8 (10%)	57 (71%)	80
MOY	3 (5%)	5 (7%)	4 (5%)	64 (84%)	76
EOY	5 (6%)	5 (6%)	6 (8%)	61 (79%)	77
Second Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	3 (4%)	10 (13%)	12 (16%)	51 (67%)	76
MOY	4 (5%)	3 (4%)	3 (4%)	66 (87%)	76
EOY	6 (8%)	5 (7%)	4 (5%)	61 (80%)	76
Third Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	9 (13%)	2 (3%)	6 (9%)	53 (76%)	70
MOY	4 (6%)	6 (8%)	7 (10%)	54 (76%)	71
EOY	1 (1%)	6 (8%)	3 (4%)	61 (86%)	71
Fourth Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	9 (11%)	5 (6%)	7 (8%)	63 (75%)	84
MOY	4 (5%)	7 (8%)	6 (7%)	71 (81%)	88
EOY	4 (4%)	10 (11%)	8 (9%)	67 (75%)	89
Fifth Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	7 (10%)	4 (5%)	9 (12%)	53 (73%)	73
MOY	5 (7%)	5 (7%)	8 (11%)	56 (76%)	74
EOY	6 (8%)	5 (7%)	2 (3%)	62 (83%)	75

ELAR REN Data

	Red	Yellow	Blue	Green	Total Students
Kinder Early Lit	Red	Yellow	Blue	Green	Total Students
BOY	8 (11%)	9 (12%)	9 (12%)	50 (66%)	76
MOY	4 (5%)	2 (3%)	8 (11%)	60 (81%)	74
EOY	6 (8%)	5 (7%)	4 (5%)	59 (80%)	74

First Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	15 (20%)	3 (4%)	10 (13%)	48 (63%)	76
MOY	4 (5%)	10 (14%)	6 (9%)	54 (73%)	74
EOY	9 (12%)	7 (9%)	3 (4%)	57 (75%)	76
Second Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	11 (14%)	11 (14%)	7 (9%)	47 (62%)	76
MOY	9 (12%)	10 (13%)	5 (7%)	52 (68%)	76
EOY	9 (12%)	7 (9%)	8 (11%)	52 (68%)	76
Third Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	8 (12%)	8 (12%)	7 (10%)	46 (67%)	69
MOY	6 (9%)	3 (4%)	7 (10%)	53 (77%)	69
EOY	6 (8%)	2 (3%)	8 (11%)	55 (77%)	71
Fourth Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	9 (11%)	9 (11%)	7 (8%)	59 (70%)	84
MOY	8 (9%)	8 (9%)	4 (5%)	66 (77%)	86
EOY	8 (9%)	9 (10%)	7 (8%)	65 (73%)	89
Fifth Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	10 (14%)	6 (8%)	10 (20%)	41 (58%)	71
MOY	9 (12%)	7 (10%)	6 (8%)	51 (70 %)	73
EOY	12 (16%)	4 (5%)	7 (9%)	51 (69%)	74

BAS Data

Grade	Timeframe	Below GL	At GL	Above GL
Kinder	BOY	N/A	N/A	N/A
	MOY	37.17	14.1	48.72
	EOY	42.85	11.69	45.45
First	BOY	37.98	6.33	55.69
	MOY	39.74	6.4	53.84
	EOY	38.97	23.38	37.65

Grade	Timeframe	Below GL	At GL	Above GL
Second	BOY	36.85	7.89	55.27
	MOY	25.32	14.67	60.01
	EOY	36	9.33	54.66

TEPLAS Data

	Beginning		Intermediate		Advanced		Advanced High	
	2023	2024	2023	2024	2023	2024	2023	2024
Kinder	5%	0%	23%	13.33%	36%	26.67%	36%	60%
First	0%	16%	10%	16%	24%	32%	67%	36%
Second	0%	12.50%	20%	37.50%	67%	43.75%	7%	6.25%
Third	0%	0%	28%	21.43%	61%	35.71%	11%	42.86%
Fourth	0%	10%	17%	15%	33%	30%	50%	45%
Fifth	5%	0%	24%	19.05%	38%	28.57%	33%	52.38%

In the purple sections, LCE had a higher percentage than the district.
Students reclassifying:
First = 4 out of 25
Second = 1 out of 16
Third = 6 out of 14
Fourth = 9 out of 20
Fifth = 10 out of 21
125 Emergent Biliterates
Approximately 24% should reclassify.

Student Learning Strengths

Student Learning Strengths

- Our overall reading scores in third grade increased from 69% to 87.33% (Approaches, Meets and Masters).
- Our overall reading scores in fifth grade increased from 64% to 86.84% (Approaches, Meets and Masters).
- 5th grade reading scores for mastery performance level increased from 16% to 50%.
- 5th grade overall science scores improved from 56% to 77.63%.
- Our overall science master's performance level percentage increased from 15% to 28.95%.
- The three-way split in both third and fifth grade allowed teachers to focus on their specific content area and grow students.

- On REN and BAS, students show growth in math and reading from the BOY to the MOY at all grade levels.
- On REN and BAS, students either remain in the same proficiency level or decline slightly from MOY to EOY.

Noticings:

- Our overall STAAR Math passing percentages in all grade levels stayed consistent.
- We noticed our Special Education students struggled to pass the STAAR tests in all subject areas.
- The 4th-grade STAAR Math scores continue to decrease. This year, the scores decreased from 69% to 68.89%.

- Our economically disadvantaged students performed lower than their peers.
- When looking at our subpopulations, we noticed that the two subpopulations with the highest number of students who did not meet the standard were special education and economically disadvantaged students, except 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education resource students in third grade did not pass the Math and Reading STAAR Tests.   **Root Cause:** Due to the scheduling of resource students, the teachers are working with multiple grade levels at one time. They are not able to focus on one grade level at a time.

Problem Statement 2 (Prioritized): There continues to be a decrease in 4th-grade STAAR Math scores. The scores decreased from 69% to 68.89% this year.   **Root Cause:** Fourth grade has a hard time filling the gaps in learning with our struggling students.

Problem Statement 3 (Prioritized): Our economically disadvantaged students performed lower than their peers.   **Root Cause:** Small-group instruction needs to continue to be strengthened and focus on specific deficits for low-performing students.

School Processes & Programs

School Processes & Programs Summary

Personnel:

We support PLCs that maintain a focus on student learning and provide time for teachers to continue professional growth and collaboration on student data and learning. Specialists (LIT and Math) collaborate during PLCs, where teachers learn, plan, and collaborate with each other to support our student's learning. Teachers also regularly/weekly collaborate with their grade level content teams and discuss best practices strategies to ensure curriculum pacing, scope, and sequence are all aligned. Lexington Creek Elementary provides all instructional programs required by the district. The campus implements the district's curriculum in Schoology. Grade-level teams meet regularly to discuss and plan instructional activities and determine the formative and summative assessments used to gauge student understanding and growth.

Lexington Creek Elementary works diligently to recruit, support, and retain highly qualified staff. We recruit staff through the FBISD Job Fair, Taleo, and professional recommendations. Teachers Advancing Professional Practice (TAPP) mentor is assigned to all teachers with zero years of teaching experience to help ensure they have a structured support system. A monthly campus induction program supports teachers new to the school. Our campus has six district-required faculty committees and five campus-based faculty committees, all led by staff members and/or administrators. Our campus has one team leader per grade level (PreK/K-5, SPED, and LAMP teams). One principal, an assistant principal, a Campus Compliance Coordinator, and one Counselor. Staff new to the campus participate in the New Lion's Club. Meetings are held once per month. The agendas contain topics that support and assist staff for the upcoming month.

Teachers by Years of Experience				
	Count/Average	Percent	District	State
Beginning Teachers	.5%	1.5%	6.5%	9.7%
1-5 Years Experience	6.8%	18.9%	26.5%	26.3%
6-10 Years Experience	11.6%	32.0%	22.2%	20.5%
11-20 Years Experience	10.2%	28.2%	29.5%	27.2%
21-30 Years Experience	6.0%	16.6%	12.9%	13.3%
Over 30 Years Experience	1.0%	2.8%	2.4%	2.9%

Professional Practices:

Grade-level PLC meetings are held on a regular rotation schedule to ensure the district's curriculum is implemented with fidelity and to analyze data to determine the next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. During PLC meetings, teachers, specialists, and administrators collaborate to identify needed improvement areas and celebrate strengths and accomplishments. Walk-throughs are done regularly, and data is analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via walk-throughs, conferences, T-TESS, and PLC meetings to identify strengths and areas of improvement.

Administrative / Organizational:

The instructional leadership team includes the principal, assistant principal, literacy interventionist, and math specialist (.5 for the 2024-25 year), the campus compliance coordinator, counselor, and the ESL teacher (.5 for the 2024-25 year). The student support team includes all instructional leadership and homeroom teachers.

Student Programs and Afterschool Clubs:

Lexington Creek has a Student Council, Spelling Bee, National Elementary Honor Society, LCE Choir, Book Club, Gentlemen of LCE, Mindfulness Mondays (before school), and SCI—NOW Club. These clubs provide students with opportunities to engage in servant leadership.

School Processes & Programs Strengths

Lexington Creek Elementary has set a standard for teaching and learning:

- PLCs and SSTs were consistently implemented on campus this year.
- Enrichment/Intervention: Pride Time (45-minute block) for assessing and addressing student needs by teachers and specialists
- Supporting the whole child by emphasizing the value of demonstrating the Profile of a Graduate's attributes
- After-school clubs for students to participate in throughout the school year.
- The Instructional Leadership Team supports both students and teachers.
- Consistent communication with staff and parents through newsletters.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We consistently have grade level PLC meetings. This year we included Special Education and Outclass PLC's. Some of our teachers are not reflective when it comes to their instructional practices and the use of student data.   **Root Cause:** Teachers are not always understanding the importance of putting the students at the center of the PLC process while focusing on the curriculum focus, instructional planning, data or assessment.

Perceptions

Perceptions Summary

Our mission at Lexington Creek is simple; we are committed to making our student's academic foundation and their daily school experience great each day.

* We focus on providing an environment and experiences that motivate and support our student's positive attitudes toward learning.

* We set and maintain high expectations of our students, our teachers, and ourselves about teaching and learning.

* We strive to provide consistent and improved communication between parents, teachers, and administrators.

Lexington Creek Elementary benefits from a faculty and staff that truly love and value their school. Our Lion family is made up of highly qualified educators committed to teaching and learning for their students' benefit. At Lexington Creek, we strive to create a climate of support and mutual respect. We consistently cultivate trusting and productive relationships with our teachers, students, parents, and the school community. We focus on accommodating the needs of students, parents, and school staff. We support a collaborative school community that strives to involve parents and community partners to ensure our student's academic success. We will use the Care Bears as the symbol to our theme, Nurturing Minds and Caring for Hearts. This also correlates with our campus vision which is below. Our school theme will emphasize nurturing and caring. We will continue to nurture our students' minds through innovative practices, critical thinking opportunities, and challenges.

Perceptions Strengths

According to the K12 Insight Survey:

Parent/Guardian Highest Ranking Perception Indicators:

Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc. (96%)

My Child's teachers are available to discuss my child's learning needs with me. (96%)

Staff members and families treat each other with respect. (92%)

I believe my child's campus does a good job of keeping me informed about campus issues and activities. (94%)

I am kept informed about my child's behavior. (92%)

I feel welcomed in my child's school. (90%)

According to the K12 Insight Survey:

Cambus-based Staff Highest Ranking Perception Indicators:

Families are kept informed about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances. (100%)

Family Involvement Families and staff members treat each other with respect.(100%)

Family Involvement This school respects and values input provided by families. (100%)

Family Involvement Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc. (100%)

Family Involvement I am aware of safety and security procedures at this school.(100%)

Noticings:

Discipline is enforced fairly- Parents 73%, Staff 72%

Staff members are responsive when students report bullying Parents 60%, Staff 90%

Bullying is investigated and addressed. Parents 57%, Staff 92%

Bullying is not tolerated. Parents 73%, 95%

According to the K12 Insight Survey:

Student Survey Highest Ranking Perception Indicators:

Strengths:
Students strongly agree that 97% of them have friends at school.
90% of the students reported paying attention in class.
89% of the students believe teachers are there for them when they need them.
93% strongly agreed they plan to go to college after they graduate from high school.

Noticings:
Building relationships with students who are different from you decreased by 12.2%. (67%)
Setting learning goals throughout the year decreased by 6.6%. (63%)
Students here respect what I have to say, which is down 0.8%. (71%)
The rules at my school are fair, decreased by 1.1% (75%)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a discrepancy between parents and staff regarding bullying. According to the parent survey, 60% of staff members stated they are

responsive when students report bullying. 90% of the LCE staff shared that they believe bullying is addressed.   **Root Cause:** Parents do not understand the definition and criteria for bullying. Some students do not tell staff members about bullying issues when it first becomes an issue. Teachers believe they addressed the issue and do not follow up to see if the behavior continues.

Priority Problem Statements

Problem Statement 1: Special Education resource students in third grade did not pass the Math and Reading STAAR Tests.

Root Cause 1: Due to the scheduling of resource students, the teachers are working with multiple grade levels at one time. They are not able to focus on one grade level at a time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a discrepancy between parents and staff regarding bullying. According to the parent survey, 60% of staff members stated they are responsive when students report bullying. 90% of the LCE staff shared that they believe bullying is addressed.

Root Cause 2: Parents do not understand the definition and criteria for bullying. Some students do not tell staff members about bullying issues when it first becomes an issue. Teachers believe they addressed the issue and do not follow up to see if the behavior continues.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: We consistently have grade level PLC meetings. This year we included Special Education and Outclass PLC's. Some of our teachers are not reflective when it comes to their instructional practices and the use of student data.

Root Cause 3: Teachers are not always understanding the importance of putting the students at the center of the PLC process while focusing on the curriculum focus, instructional planning, data or assessment.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There continues to be a decrease in 4th-grade STAAR Math scores. The scores decreased from 69% to 68.89% this year.

Root Cause 4: Fourth grade has a hard time filling the gaps in learning with our struggling students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our economically disadvantaged students performed lower than their peers.

Root Cause 5: Small-group instruction needs to continue to be strengthened and focus on specific deficits for low-performing students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: LCE special education numbers increased during the school which caused a change in correct staffing and made it challenging to provide student educational services.

Root Cause 6: Throughout the school year, students continue to qualify for special education services, which leads to the constant changing of the special education schedule to support the increasing number of students.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Lexington Creek Elementary's attendance rate increased from 94.9% to 95.5%. Attendance in our primary grades is high compared to the rest of the campus. We need to continue to stress the importance of daily student attendance.

Root Cause 7: We have a large population of students who have families in other countries, and they travel to visit family during the school year. They extend vacations to travel to see their family. Students may miss multiple days, weeks, and sometimes even months during the school year. The importance of Pre-K attendance was not clearly communicated to parents, and the attendance committee did not send out

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025, Lexington Creek will implement data-driven instructional targets to improve instruction in the various content areas, as evidenced by the indicators of success.

Indicators of Success: Formative:
By January 2025, 100% of the Pre-K through 5th-grade teachers will attend professional development focusing on instructional strategies for special education, Emerging Biliterates, and economically disadvantaged students.

Increase student performance at/above benchmark by 5% from BOY to MOY on MAP across students demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 5% from BOY to MOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education)
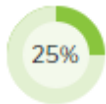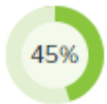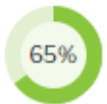
Summative Evidence:

From BOY to EOY, LCE will increase their meets and masters levels within the data driven instructional growth targets on the State Assessment in 3rd-5th grade by 7%.

Increase student performance at/above benchmark by 7% from BOY to EOY on MAP across student's demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 7% from BOY to EOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education)

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning on Scaffolding techniques to support the varied populations ; (Gifted and Talented, Special Education, African American, Hispanic and Emerging Biliterates), during instruction to enhance tier one instruction will be conducted throughout the year.	Formative			Summative
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Teachers will learn a variety of intervention and enrichment strategies or tools that will support students before, during and after instruction. Student learning gaps will be lessened as well as closed. **Staff Responsible for Monitoring:** Administrators, Instruction Team Leaders and Teacher Leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 **Funding Sources:** Instructional resources for Interventions, tutorials, and professional development. - 199 General Fund SCE - $3,000	30%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Conduct ongoing professional learning on research based instructional practices with an emphasis on student ownership tools that yield student success in ELAR, Math and Science.	Formative			Summative
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Students will demonstrate professionalism, accountablity and communication. Students will have greater understanding in whether they need clarity on the concepts or procedural aspects of their learning. **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team and Teacher Leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	30%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: All Gifted and Talented teachers will include students in the creation student of the students' Gifted and Talented Learning Plans, individualized goal setting, and progress monitoring toward the goal attainment of each identified Gifted and Talented student.	**Oct**	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: All GT teachers will have participated in professional learning on GT Learning Plans, individualized goal setting, and progress monitoring. 100% of the GT teachers will have identified and begun implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan. **Staff Responsible for Monitoring:** Administration, and GT Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%	45%	65%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: ILT members and teacher leaders will routinely collaborate and plan to ensure curriculum and learning experiences are aligned to the rigor of the standards and contain high quality resources.	**Oct**	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: MAP Test data will increase by 5% BOY, MOY, and EOY across students demographic groups such as Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education. We will see an increase in STAAR interim results, TELPAS results, STAAR results. Formal and Informal data will show student progress by a year to a year and a half. **Staff Responsible for Monitoring:** Administrators, ILT Members, and Teacher Leaders **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Math and Literacy supplies & materials for Interventions and Enrichment - 199 General Fund SCE - $1,500	30%	50%	75%	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LCE special education numbers increased during the school which caused a change in correct staffing and made it challenging to provide student educational services.   **Root Cause**: Throughout the school year, students continue to qualify for special education services, which leads to the constant changing of the special education schedule to support the increasing number of students.

Student Learning
Problem Statement 1: Special Education resource students in third grade did not pass the Math and Reading STAAR Tests.   **Root Cause**: Due to the scheduling of resource students, the teachers are working with multiple grade levels at one time. They are not able to focus on one grade level at a time.
Problem Statement 2: There continues to be a decrease in 4th-grade STAAR Math scores. The scores decreased from 69% to 68.89% this year.   **Root Cause**: Fourth grade has a hard time filling the gaps in learning with our struggling students.
Problem Statement 3: Our economically disadvantaged students performed lower than their peers.   **Root Cause**: Small-group instruction needs to continue to be strengthened and focus on specific deficits for low-performing students.
School Processes & Programs
Problem Statement 1: We consistently have grade level PLC meetings. This year we included Special Education and Outclass PLC's. Some of our teachers are not reflective when it comes to their instructional practices and the use of student data.   **Root Cause**: Teachers are not always understanding the importance of putting the students at the center of the PLC process while focusing on the curriculum focus, instructional planning, data or assessment.

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2025, Lexington Creek Elementary will increase the percentage of students receiving special education services, achieving at least "Approaches Grade Level Standard" on the STAAR Reading and Math test by 3%.

Indicators of Success: The campus administrators, special education case managers, and Campus Compliance Coordinators will review STAAR results, universal screener/ULS data, and IEP progress updates to identify student IEP adjustments to facilitate growth.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of IEP. Special education case managers will maintain consistent data collection from baseline data established from BOY assessment and IEP goals and analyze progress at 3-week intervals.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Seventy percent of students receiving special education services, kindergarten through fifth grade, will demonstrate growth consistent with the growth projection provided by the universal screener/ estimated growth based on ULS data. **Staff Responsible for Monitoring:** Special education case managers, general education service providers, campus administrators, CCCs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%	50%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Special Education resource students in third grade did not pass the Math and Reading STAAR Tests. **Root Cause**: Due to the scheduling of resource students, the teachers are working with multiple grade levels at one time. They are not able to focus on one grade level at a time.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, increase and improve tier 2 and tier 3 PBIS systems to support the social and emotional needs of the students, as evidenced by the indicators of success.

Indicators of Success: Formative:
By the end of EOY, student performance in the content area of their intervention/enrichment will increase by 2% from the previous MAP Test (EOY, MOY & BOY) .
By May 2025, the counselor will implement consistent small-group counseling support based on the student's social and emotional needs.
Counselor supporting students and teachers throughout the campus for Social and Emotional Learning.
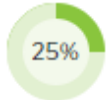
Summative
By the EOY, the number of students receiving tier 2 and 3 support for social and emotional needs will decrease by 3%.
By the end of each month, there will be a decrease of 2% in the number of discipline referrals from the previous year.
By the end of each month there will be an increase of 2% in our weekly attendance rate from the previous year.

Strategy 1 Details		Reviews		
Strategy 1: Implement a new classroom/office flowchart as well as have a quarterly review of classroom discipline data with teachers and staff.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: By May 2025, there will be a decrease in campus disproportionate discipline data. **Staff Responsible for Monitoring:** Administrators and Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	45%	65%	

Strategy 2 Details		Reviews		
Strategy 2: Lexington Creek's teachers and staff will participate quarterly review of attendance data meetings to determine the form of communication with the students who consistantly have low attendance.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: By May 2025, our attendance percentage for the year will be at 96% or higher. Increased Pre-K and kindergarten attendance. **Staff Responsible for Monitoring:** Assistant Principal, ADA Clerk, and the Attendance Committee **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	25%	50%	70%	

Strategy 3 Details	Reviews			
Strategy 3: The counselor will provide guidance lessons, awareness and programs about bullying to kindergarten through fifth-grade students.	**Formative**			**Summative**
	Oct	Dec	Feb	June

Strategy's Expected Result/Impact: Parents and students know the difference between being mean, rude and bullying. Students are provided with take away strategies to have characteristics of the profile of a graduate.
    Staff Responsible for Monitoring: Administrators and school counselor.
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
	30%	40%	70%	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Lexington Creek Elementary's attendance rate increased from 94.9% to 95.5%. Attendance in our primary grades is high compared to the rest of the campus. We need to continue to stress the importance of daily student attendance.   **Root Cause**: We have a large population of students who have families in other countries, and they travel to visit family during the school year. They extend vacations to travel to see their family. Students may miss multiple days, weeks, and sometimes even months during the school year. The importance of Pre-K attendance was not clearly communicated to parents, and the attendance committee did not send out

Perceptions
Problem Statement 1: There is a discrepancy between parents and staff regarding bullying. According to the parent survey, 60% of staff members stated they are responsive when students report bullying. 90% of the LCE staff shared that they believe bullying is addressed.   **Root Cause**: Parents do not understand the definition and criteria for bullying. Some students do not tell staff members about bullying issues when it first becomes an issue. Teachers believe they addressed the issue and do not follow up to see if the behavior continues.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: LCE will established a Campus Wellness Committee that will support the retention of high quality teachers that will support the the mental-emotional needs while simultaneously supporting the needs for the students in the following areas physical, mental-emotional, and social well-being so that they will be academically successful.

Indicators of Success: Formative:
By October of 2024, 100% of our students will take the student engagement survey to provide information to the campus.
After each event, the campus will send out a survey to gain insights from the parents what they liked and what they would like to see improved.

Summative:
By May of 2025, the Campus Wellness assessment will increase from bronze to silver rating based on the EOY survey.
By May of 2025, the Teacher Climate and Culture feedback surveys will have increased in the positive direction at least 5% from the BOY and MOY.
 Parent Climate and Culture feedback surveys, student engagement feedback surveys, and parent communication regarding campus events and initiatives such as a campus event calendar or campus newsletter will be used as indicators of success.

Strategy 1 Details		Reviews			
Strategy 1: Promote and encourage social-emotional learning with students, staff, and the community. (Whole Child Health Initiatives/Events, WCH Webinars, POG Tool Kit, Other Campus Wellness Events/Opportunities, Parent Education)		**Formative**			**Summative**
		Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Improved teacher retention, improved results on the student engagement survey as well as improved results on the teacher climate and culture survey. **Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principal, School Counselor, Campus Wellness Committee Leader **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1		20%	50%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a discrepancy between parents and staff regarding bullying. According to the parent survey, 60% of staff members stated they are responsive when students report bullying. 90% of the LCE staff shared that they believe bullying is addressed.   **Root Cause**: Parents do not understand the definition and criteria for bullying. Some students do not tell staff members about bullying issues when it first becomes an issue. Teachers believe they addressed the issue and do not follow up to see if the behavior continues.

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2025, Lexington Creek Elementary will improve tier I instruction as it relates to supporting emergent bilingual students through professional learning on designing tier one instruction that allows access to the content, progress monitoring EB performance on formative and summative assessments, and targeted language development opportunities in order to close the academic achievement gap between emergent bilingual and non-emergent bilingual students as evidenced through the indicators of success.

Indicators of Success: Formative:
Increase student performance at/above benchmark by 5% from BOY to MOY on MAP across students demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)
Teacher Professional Development feedback surveys,
Campus and district learning walk data
MAP Test data will increase by 2% BOY, MOY, and EOY.
Content and language assessment data, district learning assessments
STAAR interim results, TELPAS results, STAAR results
 EL Specialist coaching and instructional observation of ESL strategies.
Content-based language instruction teacher surveys and universal screener data by sub-pop.

Summative Evidence:
Improve TELPAS Listen, Speaking and Writing scores by 50%.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Professional Learning. Provide professional learning during campus and district development days, PLCs, and through second language acquisition coaching in accordance with the campus's yearlong professional learning plan as it relates to supporting emergent bilingual students. (Add professional learning topics, such as QSSSA, Talking Chips, differentiated sentence stems, activating prior knowledge, visuals and chunking material).	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Insert projected decrease in achievement gap based on campus data. For example, there will not be a gap wider than 12% between EBs and non-EBs in academic achievement on campus, district, and state assessments. **Staff Responsible for Monitoring:** LPAC administrator, instructional coaches (if applicable), and EL Specialist. **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Instructional resources for Interventions, tutorials, and professional development. - 199 General Fund SCE - $3,150	25%	45%	75%	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Our economically disadvantaged students performed lower than their peers.   **Root Cause**: Small-group instruction needs to continue to be strengthened and focus on specific deficits for low-performing students.

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Lexington Creek Elementary

Total SCE Funds: $7,650.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The State Compensatory Education (SCE) budget is allocated to help fund our intervention programs throughout the school year. Professional development will also be funded to support teaching techniques to address our at-risk learners. Supplemental materials, resources, and experiences intended to support at-risk learners Tier 2/3 instructional materials for teachers and students $6,000 Comp Ed - Tutorials and Professional Development $500 Comp Ed - Supplies & Materials - Literacy Intervention Specialist $500 Comp Ed - Supplies & Materials - Dyslexia Teacher $500 Comp Ed - Supplies & Materials - Math Specialist $150 Comp Ed - Child Nutrition for Tutorials

Campus Funding Summary

199 General Fund SCE					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional resources for Interventions, tutorials, and professional development.		$3,000.00
1	1	4	Math and Literacy supplies & materials for Interventions and Enrichment		$1,500.00
4	1	1	Instructional resources for Interventions, tutorials, and professional development.		$3,150.00
				Sub-Total	$7,650.00