

Lewisville Independent School District

Camey Elementary School

2023-2024 Improvement Plan



Mission Statement

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

Vision

All of our students enjoy thriving, productive lives in a future they create.

Core Beliefs

We believe:

Every student is uniquely capable and deserves to be challenged each day.

Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.

An educated citizenry is essential for equal opportunity and a prosperous society.

Meaningful and relevant work engages students in profound learning.

Critical thinking and problem solving today are necessary for students to be equipped for future challenges.

Genuine transformation requires disruptive innovation.

Education is the shared responsibility of the community.

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Comprehensive Needs Assessment

Revised/Approved: October 26, 2023

Demographics

Demographics Summary

Camey Elementary serves students from Early Childhood through 5th grade. Our special programs include Early Childhood Special Education, One-Way Dual Language in Pre-K, and Two-Way Dual Language in grades 1st- 5th grade. We also offer Gifted and Talented, ESL, Special Education, and dyslexia intervention.

Since 2021, discipline offenses have decreased. At the end of the 2022-2023 school year, we reduced the number of offenses by 38% through the use of Restorative Practices, Positive Behavior Interventions and Supports, and Social-Emotional guidance lessons in every classroom. Despite this progress, we still had over 300 offenses logged for the 22-23 school year. This continues to be a focus area for improvement.

The average class size is 17 students per teacher. We have an overall student to teacher ratio of 12:1.

As a campus, we have a proactive, systemic approach to reduce chronic absenteeism and tardies. This includes timely communication to families, interventions, and plans for credit recovery. The most recent data available for attendance rate is from 2020-2021 which was 95.3%. This is down from the 2019-2020 attendance of 98.3%. Due to the COVID pandemic, we experience much more absences than usual, so that must be considered when viewing the drop in attendance rate.

Student Ethnic Distribution:

African American	15.7%
Hispanic	45.6%
White	25.9%
American Indian	0.6%
Asian	4%
Pacific Islander	0%
Two or More Races	8%

Student Groups Served:

Economically Disadvantaged	61%
Emergent Bilinguals	26.7%
Homeless	3.6%

Economically Disadvantaged	61%
At Risk	58.2%
Special Education	25.9%
Gifted and Talented	6.1%
Mobility Rate	19.6%

Staff Information

We have a 59 full time staff members with an average of 11.5 years of experience. Our staff spent 3049 hours in professional learning combined last year. Administration completed 247 classroom observations of instruction last school year.

Demographics Strengths

We reduced disciplinary offenses by 38% during the 2022-2023 school year.

We have well trained, experienced teachers and staff to serve a very diverse student group.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite a reduction in disciplinary offenses, we still had 303 offenses. **Root Cause:** Over the past few years, students have demonstrated more challenges with social and emotional well-being.

Student Learning

Student Learning Summary

Our 1st-5th grades participate in Istation monthly testing for reading. The data below shows the percent of students reading on grade level or has shown at least six months of growth at the end of the 2021-2022 school year.

1st Grade -87%

2nd Grade -83%

3rd Grade -95%

4th Grade -88%

5th Grade -92%

Our 1st-5th grades participate in Istation monthly testing for reading. The chart below shows the percent of students reading on grade level or has shown at least six months of growth at the end of the 2021-2022 school year. Our students in 3rd-5th Grade participated in the redesigned STAAR with new question formats and an online only platform. Below is the percentage of students who were approaching grade level or higher:

Reading

3rd Grade 71%

4th Grade 68%

5th Grade 76%

Math

3rd Grade 63%

4th Grade 67%

5th Grade 71%

Science

5th Grade 57%

We track students' College and Career Readiness at the elementary level by tracking student attendance and reading growth and performance. 86% of Camey students are demonstrating ES Readiness.

Student Learning Strengths

A strong majority of students at Camey Elementary are demonstrating reading performance on grade level or making appropriate growth.

86% of our students are meeting ES Readiness based on attendance and reading data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student STAAR performance in reading and math are well below the data used to determine Elementary School Readiness. **Root Cause:** The STAAR assessment incorporated several new question types within an unfamiliar testing platform.

School Processes & Programs

School Processes & Programs Summary

Camey teachers and staff participate in a variety of activities designed to promote personal and collective learning which will ultimately enhance student achievement, success, and experience at Camey. The process of recruiting, retaining, and supporting teachers begins with thoughtful and intentional decisions about the needs and strengths of teachers and students at each grade level when making hiring decisions. Teachers and administrators collaborate to identify qualities of potential Camey teammates and then begin the task of finding the "right fit" for each team. Teacher volunteers attend the LISD job fair as a way of recruiting new staff members and participate in grade-level interviews. Once candidates are chosen, First Year Teachers and new-to-Camey teachers and staff members are supported in a variety of ways including LISD First Year Teacher mentors, campus mentors, and their teams. New staff members participate in regular meetings and are encouraged to attend additional staff development so they are better prepared to implement campus initiatives. Despite the extensive efforts to recruit instructional staff, we have experience staffing shortages due to a lack of qualified applicants.

Additionally, grade levels and teams meet at least weekly for collaborative planning as well as to analyze student needs, set SMART goals, and implement and monitor student interventions. Classroom teachers participate in Data Meetings monthly to monitor student progress, attend MTSS meetings as scheduled, and collaborate with support teachers including the campus Title 1 Instructional Facilitator, school counselor, gifted and talented teacher, Language Acquisition Specialist, Library Media Specialist, and LISD Learning Facilitators. TEKS aligned materials are implemented across grade levels and subjects.

Professional development is provided for Camey teachers on a regular basis and the focus has included effective instructional strategies, guided reading, and Restorative Practices. Teachers also participate in bi-weekly Professional Learning Communities to delve into TEKS, curriculum, assessments, and data to continually improve their teaching practices and student academic performance.

School Processes & Programs Strengths

- *High quality professional development for teachers in very specific areas designed to meet their students' needs.
- *The addition of dual leadership teams to support campus growth in all 4 Cornerstones
- *LISD FYT mentor program is a very supportive method to aiding and assisting First Year Teachers at Camey.
- * Implementation of district curriculum with fidelity.
- *Title 1 Instructional Coach and Language Acquisition Specialist support core instruction through a coaching model to grow each teacher's efficacy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Recruiting of highly qualified staff is a challenge that has resulted in positions remaining unfilled. **Root Cause:** Lack of qualified applicants seeking educator positions.

Perceptions

Perceptions Summary

Camey teachers strive each day to ensure that students are receiving the best possible learning opportunities in the best possible learning environment in order to be successful citizens of their classrooms, their school, and their community. Students participate in Camey Clubs where they have the opportunity to engage in a variety of activities, meeting new friends, connecting with new teachers, and learning new skills. Students in 4th and 5th grade have the opportunity to serve as members of the Camey Student Council and become decision-makers for their classroom and the entire campus.

Additionally, teachers and staff members continually strive to better themselves through collaborative conversations and personal professional learning opportunities in an effort to improve and enhance student achievement and experiences. Teachers recognize each other's strengths as they volunteer to serve in various ways, on instructional committees, vertical teams, teacher leaders, and designing parent involvement experiences.

Over the past several years, the staff at Camey worked very hard to address campus discipline in a more positive manner. The campus behavior plan was rewritten to follow the Positive Behavior and Supports (PBIS) model and integrate Restorative Practices. Part of the plan includes a school pledge that outlines our expectations in all settings. Students are reinforced with a school wide incentive program for making good choices. Students are able to earn various rewards such as bring a stuffed animal to school or lunch with the principal. We are also implementing Second Step curriculum to teach social emotional skills in biweekly lessons. Camey had a decrease of disciplinary offenses by 38% for the 22-23 school year. Despite the decrease in disciplinary offenses, we had 303 offenses for the year.

There are many opportunities for parents to get involved at Camey starting with a Back-to-School Night the week before school starts. It is one the most widely attended events of the year as students and families are eager to meet their new teacher, visit their new classroom, and reunite with friends from the long summer break. Each grade level hosts a parent orientation meeting within the first two weeks of school to provide information to parents about grade level specific details and help answer any questions or address concerns. The meetings are well attended and shared feedback from parents has been positive. Volunteer opportunities are created through an online platform (VOLY). The Camey staff plans and has facilitated several instructional nights for students and parents. The overall parent turnout has been high and feedback is very positive.

In April 2023, parents were surveyed about Camey. The results of that survey are included below:

Are satisfied overall: 100%

I can reach out to staff to discuss my concerns: 94%

My child feels they can go to staff for help: 93%

My child feels that school work is important: 94%

My child feels safe at school: 100%

Most of the time, my child is happy at school: 99%

School staff values my child's culture and needs: 97%

My child's mental health and wellness are supported: 99%

I am informed about my child's progress and grades: 90%

Parents feel welcomed at school and are involved: 99%

Teachers do well to help students who fall behind: 88%

School staff communicate well with families: 91%

School staff cares about my child: 100%

School staff encourages my child to do their best: 97%

I am satisfied with the school's health protocols: 99%

I am satisfied with the school's safety protocols: 96%

Perceptions Strengths

- Positive environment created by PBIS practices
- Implementation of Restorative Practices in every classroom
- Introduction of a co-teach model for Second Step SEL lessons
- Multiple opportunities for parent involvement
- Strong commitment of teachers to providing a safe, nurturing learning environment for all students
- Positive parent responses to survey questions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Disciplinary offenses continue to interrupt the safety and integrity of the learning environment. **Root Cause:** A portion of our student population are still developing the social-emotional skills to successfully self-regulate their emotions and navigate social situations.

Priority Problem Statements

Problem Statement 1: Despite a reduction in disciplinary offenses, we still had 303 offenses.

Root Cause 1: Over the past few years, students have demonstrated more challenges with social and emotional well-being.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student STAAR performance in reading and math are well below the data used to determine Elementary School Readiness.

Root Cause 2: The STAAR assessment incorporated several new question types within an unfamiliar testing platform.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Disciplinary offenses continue to interrupt the safety and integrity of the learning environment.

Root Cause 3: A portion of our student population are still developing the social-emotional skills to successfully self-regulate their emotions and navigate social situations.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Recruiting of highly qualified staff is a challenge that has resulted in positions remaining unfilled.

Root Cause 4: Lack of qualified applicants seeking educator positions.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: October 26, 2023

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes





ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide TEKS aligned instruction utilizing a variety of supplemental materials in reading, writing, math, and science. Strategy's Expected Result/Impact: Increased student performance on all local, district, and state assessments. Staff Responsible for Monitoring: Administration, Title 1 Coach Title I: 2.4, 2.5, 2.6 - 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 Funding Sources: Numerical Fluency & 120 Chart Flexible Dry Erase Boards and Magnetic Foam Base Ten blocks - 211 - Title I, Part A - \$286.35, Primary Draw and Write Journals for Kdg and 1st gr. - 211 - Title I, Part A - \$400.40, Teacher and Student Copier paper and cardstock - 211 - Title I, Part A - \$1,296.80	Formative		
	Nov	Feb	May

Strategy 2 Details		Formative Reviews		
Strategy 2: Implement a reliable unit/lesson cycle within a PLC that includes: identifying essential standards, defining student mastery, giving pre-assessments, collaborating on best instructional practices, creating common assessments, and providing systematic interventions and enrichment. Strategy's Expected Result/Impact: Increased student performance on all local, district, and state assessments. Staff Responsible for Monitoring: Administration, Title 1 Coach, Leadership Team Title I: 2.4, 2.5, 2.6 - 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		Formative		
		Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student STAAR performance in reading and math are well below the data used to determine Elementary School Readiness. Root Cause: The STAAR assessment incorporated several new question types within an unfamiliar testing platform.

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.





Performance Objective 6: Campus Behavior Goal: Decrease disciplinary offenses.

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: All classrooms will follow the campus discipline plan that includes Positive Behavior Interventions and Supports, Restorative Practices, social emotional development lessons, and the use of Multi-Tiered Systems of Support. Strategy's Expected Result/Impact: Decrease of disciplinary offenses and disproportionality Staff Responsible for Monitoring: Administration, Counselor, Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Despite a reduction in disciplinary offenses, we still had 303 offenses. Root Cause: Over the past few years, students have demonstrated more challenges with social and emotional well-being.
Perceptions
Problem Statement 1: Disciplinary offenses continue to interrupt the safety and integrity of the learning environment. Root Cause: A portion of our student population are still developing the social-emotional skills to successfully self-regulate their emotions and navigate social situations.

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes





Leadership program participation

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize multiple leadership opportunities for all staff including: BLT, Team Leads, Culture Club, and the Guiding Coalition to increase staff engagement in decision making Strategy's Expected Result/Impact: Increase in positive responses on staff survey/Pulse Check. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Recruiting of highly qualified staff is a challenge that has resulted in positions remaining unfilled. Root Cause: Lack of qualified applicants seeking educator positions.

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

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

High Priority





Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide multiple modes and opportunities to engage the larger community and promote LISD including: monthly campus newsletters, student performances, family engagement events, PTA events, parent meetings and conferences, and social media presence. Strategy's Expected Result/Impact: Maintain positive parent and customer survey results. Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Recruiting of highly qualified staff is a challenge that has resulted in positions remaining unfilled. Root Cause: Lack of qualified applicants seeking educator positions.

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey





Customer Service survey

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.

Performance Objective 1: All students shall attend school regularly.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. 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. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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.


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 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	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May

 0% No Progress

 100% 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.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

<p>and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>			
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<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>
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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.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	Formative		
	Nov	Feb	May

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.

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.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

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.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

0% No Progress

100% Accomplished

Continue/Modify





Discontinue

Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 Campus BLT

Committee Role	Name	Position
Administrator	Angela Cortez	Principal
District-level Professional	Esther Montanez	Dual Language Administrator
Community Representative	Judy Ensweiler	The Colony Chamber
Classroom Teacher	Lindsey Dixon	Teacher
Classroom Teacher	Stephanie Acevedo	Teacher
Classroom Teacher	Chantae Hopkins	Teacher
Classroom Teacher	Stephanie Oganessian	Teacher
Classroom Teacher	Kierstyn Warnell	Teacher
Classroom Teacher	Whitney Thomas	Teacher
Parent	Cinthia Palacios	Parent
Parent	Deborah Willis	Teacher
Classroom Teacher	Syble Crandell	Teacher
Classroom Teacher	Lourdes Salazar	Teacher
Non-classroom Professional	Elisabeth McWilliams	Counselor
Parent	Strohs Couch	Parent
Parent	Maria Ortuno	Parent
Parent	Nikki Daily	Parent