

**Lewisville Independent School District**

**Coyote Ridge Elementary School**

**2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As a *Leader in Me* School, we promote student leadership and celebrate the rich diversity of our community. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of nurturing students' academic growth as well as supporting their social emotional health. We are devoted to helping every student discover and develop his/her individual strengths and talents. We encourage goal setting at an early age and celebrate progress along the way throughout each child's educational journey.

Coyote Ridge Elementary is a large school surrounded by a wonderful community. The campus was built in 2005 and continues to have a populous enrollment of students. Coyote Ridge Elementary is currently comprised of 520 students in grades Pre-K through 5th grades. Demographic percentages include the following: 33% Asian, 26% African American, 17% Hispanic, 16% White, 7% two or more races, 0.77% American Indian/Alaskan Native/Native Hawaiian/Pacific Islander. Of the 520 students that attend Coyote Ridge, 23% are English Language Learners, 19% are served by special education, 4% are in the Gifted and Talented program, and 44% are economically disadvantaged. The percentage of economically disadvantaged students increases each year. We are on the "borderline" of qualifying as a Title I school based on the number of students who qualify for free/reduced meals. Other ethnicity groups remain similar compared to previous years. Numbers of students served in special education continues to rise.

Based on the most recent 2021-22 TAPR (Texas Academic Performance Report), our staff information is as follows: Total staff: 54. 70% White, 13% African American, 5% Hispanic, 8% Asian, 3% American Indian, 3% Two or More Races. 97% female and 3% male. Years of experience: Beginning teachers 10%, 1-5 years experience 25%, 6-10 years experience 30%, 11-20 years experience 16%, 21-30 years 20% and over 30 years experience 5%. 22% of teachers hold a Masters Degree.

We currently have 25 general education classroom teachers in grades Pre-Kindergarten through Fifth grade. We have 5 Enrichment teachers including 1 PE teacher, 1 Music teacher, 1 STEM (Science Technology Engineering Math) teacher, 1 Art teacher, and 1 Library Media Specialist. In addition to these, we have 4 special education teachers in self-contained classrooms (Academic Life Skills, Academic Vocational Life Skills, and Functional Life Skills), 3 SDI (Specially Designed Instruction) teachers, 2 Speech teachers, and 1 permanent substitute. Coyote Ridge has one Gifted and Talented teacher, one Language Science (dyslexia program) teacher, and one Language Acquisition Specialist. We currently have 11 instructional paraprofessionals, 3 office paraprofessionals, a counselor, a nurse, an assistant principal, and principal. We are fortunate to also have regular access to a variety of specialists depending on student needs, including a diagnostician, occupational therapist, physical therapist, visually impaired specialist, auditory impaired specialist/deaf interpreter, orientation and mobility specialist, behavior interventionists, school psychologist, and special education counselor. Our school would also not be complete without the wonderful support of our custodians and cafeteria staff. In addition, CRE has a growing PTA and a robust pool of parent volunteers who serve the students and staff in a variety of ways.

### Demographics Strengths

Our diverse student population is comprised of a talented student body recognized for their unique strengths. The variety of backgrounds in our population contribute to a vibrant environment in which to grow student leaders. Large numbers of students served in special education programs results in student exposure to a variety of challenges people face, and our students and staff are consistently complimented for being kind and empathetic. Our varying levels of experience within the staff is conducive to collaborative teamwork. Attendance rates have consistently remained above 95%.

# Student Learning

## Student Learning Summary

### STAAR Scores for Spring 2023

Students passing 3<sup>rd</sup> Grade Reading STAAR: 67%

Students passing 4<sup>th</sup> Grade Reading STAAR: 75%

Students passing 5<sup>th</sup> Grade Reading STAAR: 78%

Students passing 3<sup>rd</sup> Grade Math STAAR: 66%

Students passing 4<sup>th</sup> Grade Math STAAR: 54%

Students passing 5<sup>th</sup> Grade Math STAAR: 80%

Students passing 5<sup>th</sup> Grade Science STAAR: 66%

### iStation Reading Assessments 2022-23 (Levels 3-4-5 = on grade level)

iStation 2022-23	BOY	EOY	EOY On Level or Appropriate
	Levels 3-4-5	Levels 3-4-5	Growth
1 <sup>st</sup>	55%	69%	86%
2 <sup>nd</sup>	64%	69%	80%
3 <sup>rd</sup>	61%	61%	81%
4 <sup>th</sup>	69%	70%	82%
5 <sup>th</sup>	70%	66%	79%

Student progress is also measured by a variety of other sources of data, such as e-portfolios, writing samples, performance tasks by subject, and curriculum based assessments.

Kindergarten students are assessed with TX-KEA. Pre-K students are assessed using the CLI Circle Progress Monitoring assessment tool, and are assessed three times annually in a variety of areas including phonological awareness, math, and social-emotional behaviors.

## **Student Learning Strengths**

We know that our students are more than a test score. Students in fourth and fifth grade utilize their eportfolios to show their academic success and growth in ways that standardized testing does not. The teachers and students use formative and summative assessments and are able to synthesize what they have learned all week and connect it to other content areas. Targeted small group instruction during the school day results in teachers addressing students' needs both in intervention and in enrichment. Our teachers meet at minimum every three weeks in their Professional Learning Communities to review common formative assessments and use student data to plan the next steps for student learning. Teachers and students discuss individualized learning goals and review lead measures and celebrate successes along the way.

These academic strengths are due to the exceptional instruction and learning experiences provided by Coyote Ridge staff along with an intentional focus on helping students identify learning goals, decide on action steps in order to move forward in those goals, track progress, and reflect on adjustments that need to be made. CRE students are demonstrating exceptional leadership in their own learning!

# School Processes & Programs

## School Processes & Programs Summary

Coyote Ridge Elementary is a learning organization that is focused on student growth and achievement, fostering leadership and a focus on the whole child. At Coyote Ridge Elementary, we inspire learners to become innovative, collaborative, life-long designers who contribute to an ever-changing global community. We engage the school in The Leader in Me program and The 7 Habits of Happy Kids to embrace a process that helps develop the essential life skills and characteristics students need in order to thrive in the 21st century. Students experience personal leadership as a practice in being accountable for actions, attitudes, and talents that contribute to their successes. We are continuing our work along with other LISD campuses in Restorative Practices training in order to build relationships and explore a proactive, problem-solving approach to school discipline issues. We also utilize Second Steps, a program that addresses positive character traits and personal skills.

At CRE, we believe in continuous professional learning to provide the most relevant, engaging, and collaborative environment to promote 21st century learning for our children. Relationships are a priority, and we address the needs of the whole child, both academic and social-emotional.

We are a community of learners who all participate in personal and professional goal-setting, tracking, and reflection on our impact on student learning and achievement. Our students thrive in a learning environment that embraces authentic, real-world applications where they can collaborate, communicate, and create while pushing themselves to think critically about their learning.

We are embarking on Year 8 of our Leader in Me journey. We have systems to monitor student growth and ensure both interventions and challenges are given to meet students' unique needs. Administration conducts formal and informal walkthroughs to ensure the alignment of instructional practices to the district's scope and sequence. District curriculum learning facilitators meet regularly with grade level teachers to help plan, model lessons, and support their overall growth in the different content areas. Grade level meetings and professional learning communities are conducted to analyze data to help drive instruction. Multiple professional learning opportunities are also provided to all staff in order to meet our campus needs. Our goal is to continue to maintain high-quality instruction through staff goal-setting, growth, and personal reflection.

## School Processes & Programs Strengths

Coyote Ridge ES teachers and staff are committed to learning and improving for the needs of all our learners, both academic and social-emotional. Students have a multitude of leadership opportunities, both in the classroom and schoolwide. Based on past student feedback on community service, we are committed to providing more opportunities for them to give back to our community. Coyote Ridge ES is consistently recognized as a school in which kindness matters, where all our differences are respected and talents are embraced.

Professional learning this year focuses on Math and Literacy, building a positive classroom culture, continued work with Restorative Practices, continued work with The Leader in Me, engaging instruction, best practices in Mathematics and Guided Reading, designing learning that is aligned with powerful learning objectives, integrating technology for student production of work, and monitoring progress of students through collaboration, conferencing, goal-setting, and work in Professional Learning Communities (PLCs). Grade level teams work in collaboration with support staff and instructional facilitators to identify essential skills, create common formative assessments, and monitor small group instruction based on student progress on learning targets. Coyote Ridge staff are committed to the LISD Cornerstones as they target their own professional goals and learning journeys.

# Perceptions

## Perceptions Summary

Parents and community members are often heard commenting about the warm and welcoming feeling that they get when they walk into Coyote Ridge Elementary. They know immediately that student emotional well-being is high on our priority list, as well as ensuring that all students grow in their learning.

We are continuing to work on increasing our Family and Community Engagement:

Leadership Action Teams in three categories (Culture, Leadership, Academics) plan experiences that serve to inform and engage parents while fostering leadership opportunities for our students.

The WatchDOGS program continues in engaging our father figures in school with an increased interest in participation as a result of positive experiences shared by other WatchDOGS.

lewisvilleisd.voly.org system has been put in place district-wide to acquire community members willing to volunteer their time and talents at CRE.

PTA Membership continues to grow as a result of 100% staff participation and motivation for parents and family members to join. Administration, teachers, and PTA members use opportunities to positively promote PTA as a valuable partnership that benefits all of Coyote Ridge ES.

## Perceptions Strengths

Strong commitment from Coyote Ridge staff and parents to partner and meet all students' needs.

Leadership opportunities and engaging instruction are resulting in overall student satisfaction with the fun and positive experiences students have at school.

Positive parent feedback about curriculum nights, family events, student-led conferences, and opportunities for students.

April 2023 Parent Survey demonstrates overall satisfaction with Coyote Ridge ES.

Are satisfied overall	92.0%
I can reach out to staff to discuss my concerns	92.0%
My child feels they can go to staff for help	92.0%
My child feels that school work is important	93.0%
My child feels safe at school	96.0%
Most of the time, my child is happy at school	96.0%
School staff values my child's culture and needs	91.0%
I am informed about my child's progress and grades	94.0%
Parents feel welcomed at school and are involved	96.0%
Teachers do well to help students who fall behind	92.0%

<b>Are satisfied overall</b>	<b>92.0%</b>
School staff communicates well with families	88.0%
School staff cares about my child	93.0%
School staff encourages my child to do their best	94.0%

Outside visitors consistently compliment the positive atmosphere, the obvious love teachers have for children, and respectful, kind behavior of students.



# Goals

Revised/Approved: September 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: Implement consistent PLCs in order to review academic data, monitor student progress, and adjust instructional practices for effective intervention and enrichment in both whole group and small-group experiences. Team planning will ensure collaboration on the use of resources and plan effective lessons that target the needs of all learners.	Formative		
	Nov	Feb	May

<p><b>Strategy's Expected Result/Impact:</b> By May 2024, 80% of students in grades 1-5 will be reading on grade level or will have demonstrated 8 months of growth as reflected in Istation scores or IEP goals.</p> <p>The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEPs in Reading will increase to 70.3%.</p> <p>The percent of 3rd grade students that score 494 or higher on Istation Math or achieve goals set in IEPs in mathematics will increase to 80%.</p> <p>Reading and Math targets for 3rd grade by student group can be found in the Addendum section.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teaching staff</p>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**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.

**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes  
Student survey results  
Parent survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Intentional implementation of Leader in Me along with Restorative Practices, Second Steps, CHAMPS, Safe & Civil, PBIS, and school-wide discipline plan and positive behavior reinforcement. Classrooms will utilize Treatment Agreements and strategies from Restorative Practices (morning meetings, circles, connections, relate-breaks). Students will participate in classroom and school-wide leadership roles and will create and share leadership/goal-tracking notebooks with and adult during the school year.  <b>Strategy's Expected Result/Impact:</b> Authentic tracking and reflection on academic goals, resulting in an increase on student achievement and positive self-concept about progress in goals. Student survey results on positive learning environment subset questions will increase from 45% to 60%.  <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teaching staff	Formative		
	Nov	Feb	May
<div><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></div>			



**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:

\* 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		
<b>Strategy 1:</b> Increase instances of intentional positive behavior reinforcement (implementing school wide CLASS DOJO) so that office referrals are decreased by 8%. <b>Strategy's Expected Result/Impact:</b> Increase in recognition of desired behaviors which will help decrease discipline situations on campus. <b>Staff Responsible for Monitoring:</b> Administrators Teaching staff	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**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.

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will utilize a combination of Lighthouse Action Teams, Sunshine Committee, administrators, counselor, and partnerships with PTA and families/community to create opportunities for staff to feel more connected to each other, their students, their purpose and have a strong sense of belonging in the school community. Additional methods for giving teachers time, such as hiring of lunch monitors and other staff coverage opportunities, will also be implemented.  <b>Strategy's Expected Result/Impact:</b> Staff survey (pulse check) in the area of well-being, in the subset of feeling energized at work, will increase by 10%.  <b>Staff Responsible for Monitoring:</b> Administrators, Counselor Staff	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**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

**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		
<b>Strategy 1:</b> CRE will communicate with parents in the weekly Coyote Connections and teacher newsletters, social media, Class Dojo, and Skylert messages. All students will take home a Friday folder with relevant information and weekly grades/progress reports. Parent newsletter will encourage parents to complete the Recognize SomeOne nomination forms, participate in parent surveys, and inform parents of district information. Staff "Round the 'Ridge newsletter will be sent to staff weekly as well.  <b>Strategy's Expected Result/Impact:</b> Parent engagement will increase for our family events, class events, PTA membership. Parents will feel welcomed at CRE and engaged in the school community.  <b>Staff Responsible for Monitoring:</b> Administrators Teaching staff	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**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		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %  <b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> 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><b>Strategy 1:</b> 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><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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

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.

**Strategy's Expected Result/Impact:** Increasing education and reporting pathway to support students in participation in healthy dating relationships.

**Staff Responsible for Monitoring:** All staff

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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> 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
Classroom Teacher	Elizabeth Staten	PreK Teacher
Classroom Teacher	Catherine Johns	Kindergarten Teacher
Classroom Teacher	Brandee Brown	1st Grade Teacher
Classroom Teacher	Kristian Herrera	2nd Grade Teacher
Classroom Teacher	Melissa Jones Butts	3rd Grade Teacher
Classroom Teacher	Abigail Thompson	4th Grade Teacher
Classroom Teacher	Yatarra Davis	SPED Teacher
Classroom Teacher	Caleb Hall	STEM Teacher
Non-classroom Professional	Yenisey Sandhir	Counselor
Administrator	Corry Thompson	Assistant Principal
District-level Professional	Leslie Davenport	District Rep - SPED Director
Administrator	Padgett Cervantes	Principal