

Lewisville Independent School District

Creek Valley Middle School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Creek Valley Middle School STEM Academy is a Nationally Certified STEM school and continues to receive the Common Sense Media recognition. Creek Valley is committed to serving our diverse community and uniting together to educate our amazing students. We have campus wide PRIDE expectations which follow the teachings of Safe and Civil Schools, PBIS, and Restorative Practices.

We embrace our diversity that shows in the following demographic data:

- 38% Asian
- 20% African American
- 20% White
- 16% Hispanic
- 5% 2+ Races
- 21% Special Education
- 18% Gifted & Talented
- 18% English Language Learners
- 35% Economically Disadvantaged
- 45% At Risk of not Graduating

In addition, we have a current enrollment of 561 students. These students consist of 179 6th graders, 192 7th graders, and 190 8th graders. They are 44% Female and 56% Male.

Demographics Strengths

We are proud of how committed our entire community is to ensuring our school is a safe and nurturing environment for ALL students. Not only is our student population diverse, our school staff is also diverse in both experience and other demographic categories. We strive to make sure that our hiring practices are reflective of the community that we serve. We take great pride in the cohesiveness of our diverse community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Providing academic interventions to our students that are unable to participate in traditional morning or afternoon tutoring times. **Root Cause:** Approximately 65-75% of our students are bus riders and their parents are unable to drop them off early or pick them up late for tutoring.

Student Learning

Student Learning Summary

Student performance data on STAAR for the 2022-23 school year showed an increase in math scores across all grade levels in Approaches, Meets, and Masters grade level. Our reading scores also showed improvement in 6th and 8th grades, even with the addition of the constructed responses. We have not received the official word from the state, but we are hoping that our improvement is enough to remove us from Targeted Improvement in math for our Asian and special education populations. Both our special education students and our English Language Learners showed improvements in both math and reading.

We did not perform as well as we would have liked on the constructed responses, so we will continue to work on these and provide the students with exemplars from our student responses.

Student Learning Strengths

We have committed every Thursday during Advisory time as Intervention time. Students will spend this 30 minutes every Thursday in teacher tutorials, HB1416 tutoring or in Study Hall. All core department teachers spend 90 minutes a week in PLC time in which they work together to develop common assessments, analyze data, focus on quality instruction, and develop targeted instruction to meet the needs of ALL students. We have grade level PLCs twice a month to discuss MTSS interventions, student progress, student concerns, and student recognition. They use both formative and summative assessments to monitor and evaluate student performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Balancing the required interventions of HB1416 with the interventions that students actually need and can more effectively benefit from. **Root Cause:** The difference of what students actually need versus the requirements mandated by the Texas Legislature that provides no funds to implement them.

School Processes & Programs

School Processes & Programs Summary

CVMS offers the following services/programs to meet the needs of our diverse students: GT/LEAP, Special education, 504, MTSS, and AVID. We offer multiple tutoring, club opportunities, and Social & emotional learning within the school day during our Advisory time each week on Wednesdays and Thursdays. We offer a wide variety of elective and fine arts classes to create a well rounded learning environment for our students. Our staff is fully trained in Restorative Practices and we communicate PRIDE expectations to students at the beginning of the year, at the beginning of the second semester and throughout the school year. Regular safety drills are conducted to make sure that our staff and students are comfortable with the procedures in case a true emergency arises. We have a very high retention rate among our staff and provide them with continuous professional learning and leadership opportunities.

School Processes & Programs Strengths

Creek Valley utilizes instructional time and resources and we periodically re-evaluate both our bell schedule and master schedule. We offer many club opportunities on Wednesdays during Advisory time to ensure that our students are involved and connected on campus. In addition to the high interest clubs, we have service based clubs such as Kindness Ambassadors, Principal Advisory Council, Student Council, Student PTA, and National Junior Honor Society. We provide the opportunity for parents to voice concerns and provide input through our Building Leadership Team, PTA, parent surveys, and parent Coffee Talks/Parent U. We implement a Digital Citizenship Program with our students as part of our Common Sense Media Recognition. We also consistently score above the district average on student and parent surveys in the areas of safety, support, inclusiveness, and communication.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Getting student involved in clubs and organizations so they are an active part of our school community and are connected to the campus. **Root Cause:** Finding opportunities for students to participate in clubs and organizations within the school day and have opportunities to be leaders on campus.

Perceptions

Perceptions Summary

We consistently receive positive results and feedback on staff, parent, and students surveys. We scored well above the district averages in most categories on the 2022-23 surveys. Students feel safe, appreciated and challenged. Parents feel that their children are safe and that both the teachers and school do a good job of communicating with them. Staff feel they are valued and are provided with support and growth opportunities.

PTA membership was down last year, but they are working to provide incentives for joining and more opportunities for students to participate.

The campus continues to look for opportunities to bring parents and the community into the school to share their expertise. We are looking at providing Parent U meetings to help support our parents as they navigate through the middle school years. We have community activities for the fall (STEM Night) and for the spring (Multicultural Festival).

Perceptions Strengths

CVMS provides many events for parents and the community to participate in. These include : Family STEM Night, College Day, Career Day, Multicultural Festival, AVID tutoring, and a variety of community service projects. We encourage our teachers to bring in experts from the community to help our students understand how what they are studying connects to the real world. We collaborate with our feeder elementary schools, fellow middle schools, and Hebron High School to be inclusive and a unified community. We continue to expand our weekly newsletter and social media presence so that our parents and the community get a clear picture of the amazing things happening at CVMS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Utilizing communication to tell our story and allow parents to get a glimpse of what their students do each day while they are at school. **Root Cause:** Balancing social media and newsletters to meet the needs of parents and students while adhering to the district guidelines for social media.

Priority Problem Statements

Goals

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: Work throughout the school year to identify students that can be moved into advanced level courses at the end of the 1st nine weeks and at the semester. Strategy's Expected Result/Impact: Our goal is to increase students in advanced course by 1% by the end of the school year. Staff Responsible for Monitoring: Teachers, counselors, and administrators	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for 100% of our students to be involved and participate in clubs and organizations on campus by devoting every other Wednesday during Advisory time for club meetings. Strategy's Expected Result/Impact: Students will participate in clubs every other Wednesday during Advisory time. All students will be able to join a club for the semester that appeals to their interests. The students can provide input on what clubs they want and have leadership roles within the club. We hope this increases this sense of belonging and connection of each student to the campus. Staff Responsible for Monitoring: All campus staff. ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a positive environment for students so they feel safe, have clear expectations and that their thoughts and opinions are valued by utilizing campus wide PRIDE expectations, Restorative Practices and student recognition. Strategy's Expected Result/Impact: Students will be taught and understand all campus PRIDE expectations and be recognized through positive office referrals when staff witness them following PRIDE. Teachers will have Treatment Agreements that the students participate in developing to create clear expectations of how everyone in the class will interact with each other and what steps will be required when someone does not follow the agreement. Teachers will also use 2 minute connections, relate breaks weekly and restorative circles as needed. Staff Responsible for Monitoring: All campus staff. ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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		
Strategy 1: We will focus on decreasing the number of classroom disruption related office referrals by 10% from last year by teaching and reinforcing our campus PRIDE expectations and classroom treatment agreements. This will include referrals coded as disruption, disrespect, and insubordination. Strategy's Expected Result/Impact: We will see the 10% decrease in office referrals by not only teaching PRIDE expectations at the beginning of the year, but throughout the year and recognizing students that consistently meet them. Every class and teacher will implement treatment agreements and stay committed to them throughout the year. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></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.

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

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: We will focus utilizing social media as well as parent and community events for all of our stakeholders to see and participate in the programs and activities that our school and district have to offer. Strategy's Expected Result/Impact: We will use social media to post at least unique learning opportunity that our students are participating in each week. We will also highlight these in our weekly newsletter. We will have 1 community based event each semester that allow the community to come into our school and see the great things happening. We will host 3 Parent U events that will be driven by parent input and feedback on topics they are struggling with as they guide their children through middle school. In addition to increasing our social media presence, we will send out a weekly newsletter to parents that will focus on both campus and district events and information as well as highlight our staff and students. ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff feels they are being communicated and recognized so that they have a positive view of both campus and district decisions and changes by being provided multiple ways to participate in the decision making process, provide input or feedback, and understand why the decision was made.</p> <p>Strategy's Expected Result/Impact: There will be opportunities for participation in our 4 Cornerstone Committees, Building Leadership Team, Parent Teacher Association, campus and district surveys, Parent Coffee Talks/Parent U, and Student Advisory Council which are where all of our campus decision are made. We will communicate committee agendas and minutes so al parties are aware of the discussions, solutions, and decisions and the "why" behind these decisions. We will actively communicate and encourage participation in all campus and district surveys so everyone's voice can be heard.</p> <p>Staff Responsible for Monitoring: Administration and committee chairs.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 6: Federal and State Mandates

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

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><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 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

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>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><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			