

Lewisville Independent School District

Creekside Elementary School

2023-2024 Improvement Plan



Mission Statement

We will engage and empower students to become responsible, respectful leaders for a global community.

Vision

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

Value Statement

We believe that every child deserves the opportunity to be educated in a way that prepares them for college. While our reading, writing, math, science and social studies are elementary in nature, we believe it is never too early for students to develop a vision for their future that includes college if they so choose.

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Comprehensive Needs Assessment

Revised/Approved: October 5, 2023

Demographics

Demographics Summary

Creekside Elementary serves 408 students K-5 with an average daily attendance rate of 98.6%. Key profile indicators include Economically Disadvantaged 58.8%, Special Education 16.1% and Emergent Bilingual students 40.3%. Mobility is 13.5%.

Student Enrollement by Race/Ethnicity

African American	16.8%
Hispanic	48.1%
White	13.1%
American Indian	0.2%
Asian	17.4%
Two or More Races	4.2%

Staff Information

We have a 49 full time staff members. Our teachers have an average of 16 years of experience. Our staff spent 2618 hours in professional learning combined last year. Administration completed 288 classroom observations of instruction last school year.

Demographics Strengths

Our strength in demographics is within the diversity of our student body and in the parity among the student demographics of Creekside and LHS Main campus. This allows for a consistent vertical understanding of income, culture, and community norms. This similarity also creates a shorthand and streamlining of communication with administration and support staff such as athletic coaches, student council sponsors, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase in discipline offenses that include physical aggression. **Root Cause:** Increased student trauma stemming from multiple sources including the COVID pandemic.

Student Learning

Student Learning Summary

Creekside Elementary is a growing and thriving campus with an overall rating of a C with a score of 76. Our campus has made tremendous progress despite the challenges presented by the COVID pandemic.

Domain Ratings:

Student Achievement - 74

School Progress - 88

Closing the Gaps - 76

As a campus, Creekside has shown improvement in reading and math. This includes specific demographics such as ethnicity, economically disadvantaged, emerging bilinguals, and students with disabilities. Furthermore, our African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, and Special Education students had the highest levels of students meeting grade level on the Reading STAAR than they have in 5 years of collecting this data. The number of students meeting grade level on the math STAAR was lower in 2023 than 2022.

Creekside met targets in every group for Reading and Math STAAR for Academic Growth with the exception of the white student sub-population in math, reading, and student success for the past three consecutive years.

Our 1st-5th grades also 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 2022-2023 school year.

1st Grade	93%
2nd Grade	88%
3rd Grade	89%
4th Grade	80%
5th Grade	93%

Creekside Elementary is part of the Lewisville High School feeder pattern with a graduation rate of 94.2%.

Student Learning Strengths

- Over 70% of kindergarten and first-grade students are consistently growing as evidenced by Istation reading assessments, common math assessment scores, and other formative academic measures.
- When any student in grades K-5 is not showing growth, student progress is discussed within RtI meetings throughout the year to identify strategies and resources available for intervention.
- All K-5 students receive extension or intervention based on campus common assessment data and their needs are served through intervention times including specialized literacy groups, tutoring, and zero-hour.

- Students needing additional intervention in behavior are supported through the campus instructional support specialist.
- Students from grades K-5 show overall growth in reading skills from September to May as evidenced by increasing Istation scores and a decrease in the number of students on Tier II or III in Reading.
- Student show gains each year on academic assessments in Reading, Writing, and Math and an overall reduction of students in Tier II support indicating improved support in Tier I.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all STAAR learning targets were not met for 2023. **Root Cause:** Ongoing learning loss from the COVID pandemic.

School Processes & Programs

School Processes & Programs Summary

Creekside 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 Creekside. 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 Creekside 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-Creekside 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.

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 RtI/MTSS meetings as scheduled, and collaborate with support teachers including the campus literacy specialist, 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 Creekside teachers on a regular basis and the focus has included technology integration, effective writing instruction, guided reading, math instruction, and refresh of Restorative Practices during the 2022-2023 school year. Teachers will also participate in quarterly Professional Learning Communities to delve into curriculum, assessments, and data to continually improve their teaching practices and student academic performance.

With greater than 60% of students identified as Economically Disadvantaged, additional materials, professional learning, and time on task are necessary to close achievement gaps. In part these interventions are funded through Title 1 Part A.

School Processes & Programs Strengths

School Processes and Programs Strengths include:

- *High quality professional development for teachers in very specific areas designed to meet their students' needs.
- *The implementation of Dual Language planning times to support teachers coordinated plans of both content and language acquisition.
- *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 Aides 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): Need for additional funds to execute district and campus plan for learning including personnel, services and materials. **Root Cause:** Greater than 60% of population identified as economically disadvantaged and and qualifying for supplemental funds for materials and services.

Perceptions

Perceptions Summary

Parent Survey	Spring 2023
Are satisfied overall	95.80%
I can reach out to staff to discuss my concerns	94.30%
My child feels they can go to staff for help	97.10%
My child feels that school work is important	92.90%
My child feels safe at school	97.10%
Most of the time, my child is happy at school	97.10%
School staff values my child's culture and needs	97.10%
My child's mental health and wellness are supported	92.90%
I am informed about my child's progress and grades	95.50%
Parents feel welcomed at school and are involved	94.20%
Teachers do well to help students who fall behind	95.50%
School staff communicates well with families	94.20%
School staff cares about my child	98.60%
School staff encourages my child to do their best	100.00%
I am satisfied with the school's health protocols	97.20%
I am satisfied with the school's safety protocols	98.60%

Perceptions Strengths

Overall perceptions are positive, but there are changing patterns in the desire for parent education and engagement which is a new opportunity. Additionally, student perceptions of how to get help may not be articulated by students to parents--another opportunity for growth.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Not all students know how to get help when needed. **Root Cause:** Student perceptions of how to get help may not be articulated by students to parents.

Priority Problem Statements

Problem Statement 1: Increase in discipline offenses that include physical aggression.

Root Cause 1: Increased student trauma stemming from multiple sources including the COVID pandemic.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not all STAAR learning targets were not met for 2023.

Root Cause 2: Ongoing learning loss from the COVID pandemic.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Need for additional funds to execute district and campus plan for learning including personnel, services and materials.

Root Cause 3: Greater than 60% of population identified as economically disadvantaged and and qualifying for supplemental funds for materials and services.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Not all students know how to get help when needed.

Root Cause 4: Student perceptions of how to get help may not be articulated by students to parents.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: October 5, 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 district-approved resources in math, reading, writing, and science as well as PLC protocols, team planning, and professional learning such that 3rd grade HB3 goals will be reached at 74.4% in Reading and 76.2% in Math. Strategy's Expected Result/Impact: 3rd grade HB goals will be reached at 81.4% in Reading and 78.0% in Math. Staff Responsible for Monitoring: Administrators and teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: All students and staff will have the material resources needed to carry out instruction, learning, and communication. This includes but is not limited to consumable and non-consumable supplies and materials in academic areas and non-academic areas required by the TEKS, LISD Curriculum, and STAAR Strategy's Expected Result/Impact: Reinforcement that teachers' discretionary time is honored as a professional practitioner rather than a content and material curator. Title I: 2.4, 2.5, 4.1 Problem Statements: School Processes & Programs 1 Funding Sources: ECS Learning Systems - 211 - Title I, Part A - \$8,290, Books for Vending Machine - 211 - Title I, Part A - \$1,363.09, Library Books - 211 - Title I, Part A - \$875	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: Not all STAAR learning targets were not met for 2023. Root Cause: Ongoing learning loss from the COVID pandemic.
School Processes & Programs
Problem Statement 1: Need for additional funds to execute district and campus plan for learning including personnel, services and materials. Root Cause: Greater than 60% of population identified as economically disadvantaged and and qualifying for supplemental funds for materials and services.

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.

High Priority

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.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve quality of early communication with pre-truant families to reduce the number of families who become truant such that chronic absent students decrease to 5.12%. Letters, phone calls to parents, reminders in TDND. Strategy's Expected Result/Impact: Eliminate truant families based on lack of education or awareness of compulsory attendance. Chronically absent students decreased to 5.12% Staff Responsible for Monitoring: Adminsitrator Title I: 2.5 Problem Statements: Demographics 1	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>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Increase in discipline offenses that include physical aggression. Root Cause: Increased student trauma stemming from multiple sources including the COVID pandemic.

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:

* 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: Implementation of Restorative Practices and Positive Behavior Intervention and Supports in all grade levels such that campus referrals are less than 125 for the year. Supports in all grade levels including, but not limited to Greeting at the Door, Get to Know You Circles, Two Minute Connections, 60 Second Relate Breaks, Treatment Agreements, Explicit instruction in universal campus expectations, and positive reinforcement for expectations Strategy's Expected Result/Impact: Campus referrals will be less than 125 for the year. Staff Responsible for Monitoring: Administration, counselor Title I: 2.6 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Increase in discipline offenses that include physical aggression. Root Cause: Increased student trauma stemming from multiple sources including the COVID pandemic.

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).

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Clarify Expectations for assessing and supporting students, including MTSS, and upholding IEP and 504 plans such that staff survey of effective training is at 90%. PL Learning BOY, MOF, MOY Strategy's Expected Result/Impact: Improved teacher confidence in implementing student plans and reduced errors over time. Staff survey of effective training is at 90%. Title I: 2.6 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Not all STAAR learning targets were not met for 2023. Root Cause: Ongoing learning loss from the COVID pandemic.

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: Creekside will communicate and encourage engagement with parents and families such that parent survey results will remain above 90%. Utilize the school-home connection newsletter the Tuesday NewsDay, Title I parent meetings, and Coffee Talks in addition to all other district-required communication and meetings Strategy's Expected Result/Impact: Improved quality of engagement and continued high levels of outcomes on campus scorecard Parent survey results will remain above 90% Title I: 4.1, 4.2 Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Not all students know how to get help when needed. Root Cause: Student perceptions of how to get help may not be articulated by students to parents.

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 Title I: 4.1 Problem Statements: Student Learning 1	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>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Not all STAAR learning targets were not met for 2023. Root Cause: Ongoing learning loss from the COVID pandemic.

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> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Not all STAAR learning targets were not met for 2023. Root Cause: Ongoing learning loss from the COVID pandemic.

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> <p>Problem Statements: Student Learning 1</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> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention 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 Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Not all STAAR learning targets were not met for 2023. Root Cause: Ongoing learning loss from the COVID pandemic.
Perceptions
Problem Statement 1: Not all students know how to get help when needed. Root Cause: Student perceptions of how to get help may not be articulated by students to parents.





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 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 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 4 Problem Statements:





Student Learning
Problem Statement 1: Not all STAAR learning targets were not met for 2023. Root Cause: Ongoing learning loss from the COVID pandemic.

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> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Not all students know how to get help when needed. Root Cause: Student perceptions of how to get help may not be articulated by students to parents.