Lewisville Independent School District

Flower Mound Elementary School

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

At Flower Mound Elementary, our passionate group of 65 educators believe strongly in growing our K-5th grade students as exceptional learners and leaders of tomorrow. We currently have 568 students which our enthusiastic group of staff members, regardless of their role, eagerly accept the responsibility of positively impacting students' lives. Together we not only strive to increase student achievement and motivation academically, but also focus on fostering students social skills and life long character building.

Our school is quaintly nestled in the middle of Flower Mound, Texas close to the intersection of 1171 and FM 2499. We've been blessed with an increasingly diverse student population. Below are the approximate demographics of our student population at the beginning of the 2023/24 school year:

FME Ethnicity & Race
57% Caucasian
16% Hispanic
15% Asian
6% 2 or > races
4% African American

FME Ethnicity & Race
<1% American Indian
<1% Pacific Islander

Other FME Demographics
4% Gifted and Talented
8% English Language Learners
17% Economically Disadvantaged
20% At Risk
26% Special Education
2% 504
9% RtI
8% Mobility Rate

Flower Mound Elementary Staff

An effective teacher at FME is defined as one who leads by example, focuses on personal growth, models effective character, builds positive

relationships with students and strives to build the self esteem and leadership capacity of his/her students.

As we enter the 2023/24 school year, we willingly take on our growing population and for FME to continue to diversify in our ever changing world. Daily, we practice our core values and belief that all students can and should learn in a loving, supportive, enriching environment!

Demographics Strengths

Our diverse student population allows us the opportunity to include many cultures, traditions and customs in our learning. We respectfully appreciate the varying needs and learning styles in our classrooms.

Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork, and it helps build communities whose members are judged by the quality of their character and their contributions.

Interacting with diverse peers outside a classroom setting directly benefits students, making them better scholars, thinkers, and citizens.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to a strong reputation with our special education program, we are presented with unique challenges daily. We strive to assist students in meeting expectations with diverse and significant academic needs.   **Root Cause:** Our special education strength is well known and sought after by people all over the state and nation.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

The students at Flower Mound Elementary continue to SOAR! Our staff focuses on opportunities for all students to grow in areas of strengths as well as struggles. We are passionate about providing an environment that fosters the individual needs of our students. This includes social/ emotional as well as an academic focus. By building relationships we are able to identify areas of concern early on and provide the tools they need to be successful in becoming well rounded students.

All students participate in Restorative Practices, complete CBA/ benchmarks, and iStation self-tracking/goal setting. Istation data is collaboratively discussed regularly in PLC's to best adjust classroom learning to meet the needs of our students. As demonstrated in our demographics, 26% of the students at FME are identified as Special Education. When needs are identified we adjust student programming and tailor their learning to best assist them. If a student demonstrates academic or behavioral struggles, goals are written to target needs and interventions are set into place.

Our campus will continue focusing on STEM, WIN time, guided math, guided reading, and Second Steps/Restorative Practices. This school year, we will continue the Solution Tree PLC practices as we work towards the Model PLC Campus recognition.

Below is a spreadsheet to serve a summary of academic achievement from 2017-present.

STAAR Scores Comparison

3rd Math	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Approaches:	91	93	94	91	81	87	79
Meets:	77	66	63	57	46	62	55
Masters:	44	29	34	25	20	40	28
3rd Reading	2017	2018	2019	2021	2022	2023	2023 DISTRICT

3rd Math	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Approaches:	93	95	94	88	87	90	84
Meets:	72	70	56	63	69	71	61
Masters:	52	41	47	36	46	38	28
4th Math	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Approaches:	88	89	91	82	77	81	73
Meets:	64	68	56	62	43	61	51
Masters:	40	42	28	42	23	25	25
4th Reading	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Approaches:	84	91	94	86	89	87	81
Meets:	58	75	61	64	69	64	54
Masters:	36	43	33	32	41	37	27
5th Math	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Approaches:	95	94	96	85	91	92	84
Meets:	75	75	81	71	66	65	59
Masters:	44	39	49	48	29	31	31
5th Reading	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Approaches:	87	94	97	87	94	95	86
Meets:	62	67	83	68	82	85	66
Masters:	41	29	43	45	64	62	40
5th Science	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Approaches:	81	86	94	82	84	81	73

3rd Math	2017	2018	2019	2021	2022	2023	2023 DISTRICT
Meets:	57	52	73	58	58	61	45
Masters:	21	28	47	23	24	37	22

Student Learning Strengths

Our STAAR scores increased in most grades & categories from 2022 to 2023. This was a significant accomplishment and due to the dedication of our staff. Last year initiated several new STAAR format changes including online testing, a changed ELAR test format and the addition of Extended Constructed Responses and Short Constructed Responses (ECRs & SCRs) on math, reading and science STAAR tests.

This allowed for student learning strengths to be demonstrated across the board. The strongest areas of student performance on the 2023 STAAR included third & fifth grade reading as well as fifth grade math. The mastered level of 62% in fifth grade reading was the highest in all LISD campus comparisons completed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: During PLCs, we will focus on Closing the Gaps to increase student achievement. **Root Cause:** Subpopulation scores will be analyzed for trends and areas of improvement.

School Processes & Programs

School Processes & Programs Summary

Purposeful Planning & PLCs

This school year, the focus while planning classroom lessons includes: Learning Objectives, Academic Vocabulary, Guided Reading, Guided Math, STEM and Restorative Practices/Second Steps. PLCs will lead by the campus Guiding Coalition and the focus aligned K-5. Each PLC team will meet bimonthly to focus on essential standards. This year, we will add vertical teams for math, reading and science.

Second Steps

At Flower Mound Elementary, character education is a part of weekly lessons embedded in Second Steps in addition to biweekly counselor classroom lessons. Together, teachers and parents are authentically motivated to nurture character in children. Our goal is to both build character education / awareness while also preparing them academically. To make this successful, it takes a planned, focused, unified goal. We believe in order to foster intrinsic motivation for academics and good character it is necessary to involve our school, the district, home, and community of our students.

STEM

STEM education is a teaching approach that combines science, technology, engineering and math. STEM is designed to encourage discussions and problem-solving among students, developing both practical and collaboration skills. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive challenge based on real-world applications. Students at FME will be exposed to STEM challenges both in their classroom as well as with the Gifted and Talented teacher on a rotating basis. Students will collaborate and use the tools available to plan, problem solve, work/rework, and hopefully succeed at finding a solution.

Restorative Practices

Restorative Practices have been implemented at FME for four years. This past year was our biggest unified effort yet as morning meetings, mood meters, daily SPARKS and daily greetings were incorporated into every class. The results of this proactive approach was evident. We saw a decrease in office discipline referrals compared to the same time frame last year. We believe this is largely due to our Restorative Practices ramp up and implementation. Our students are the priority as we want them to know they are valued, heard and taught to express

their needs and advocate for themselves.

School Processes & Programs Strengths

PLCs

We will focus our efforts to specifically target areas of growth and have intentional conversations both as a Guiding Coalition and in team PLCs. Special Education teachers are joining grade level PLCs to ensure the learning consistent and focused.

STEM

By continuously reflecting and improving on our programs, we intentionally provide opportunities to our classrooms and campus. All 1st-5th grade students will rotate through Fearless Falcons on Fridays with our GT teacher. An annual STEM night will continue with design challenges for all students. The library will add Maker Space options for all learners.

Student Recognition

Our campus Student Recognition Committee has implemented Falcon Feathers and 'Caught You Soaring' tickets in an effort to increase common vocabulary and positive student measures throughout school. The Soaring Falcons wall will highlight students demonstrating positive student character each nine weeks. These students will be awarded their Soaring Falcon award at PEP Rallies.

We work continually to educate, care for, motivate, and build on student's academic and character traits to prepare students for their future!

Career Week

To highlight Career Week, our students will rotate through stations learning about different professions and have the opportunity for first hand visualization of the demonstrated careers. In addition, a video bank with different professional discussing their career and their learning journey will be available for the students to watch.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We will work to include more community members into our STEM design challenges as well as Career Week for their expertise and feedback! **Root Cause:** Finding a way to easily tap into our community talent pool has been our biggest hurdle.

Perceptions

Perceptions Summary

Beliefs

At Flower Mound Elementary, students look forward to coming to school and know their teachers care for them. In April 2023, FME parents were surveyed about the school. The following values represent the percentage of respondents who agree. The data is based on 152 responses:

Are satisfied overall 94%

The school staff cares 96%

If I had concerns about my child or about the school, I would feel comfortable discussing the situation with a staff member (e.g. teacher, counselor, principal). 95%

My child's mental health and well-being are supported by the school. 96%

I am satisfied by the health protocols used at my school 96%

I am satisfied by the safety protocols used by my school 97%

My child believes that the work they do in this school is important. 93%

The amount of homework my child receives is: 3% too much, 74% just right, 23% too little

Teachers do a good job of making sure my child knows how they can get help if they fall behind 92%

Staff is encouraging 97%

I know about my child's grades & learning 91%

Teachers do a good job of making sure my child knows how they can get help if they fall behind. 92%

Parent/families who visit the school are welcomed, treated with respect, and encouraged to be involved. 93%

My child's school informs me about my child's grades and learning throughout the year. 90%

The school/staff does a good job of communicating with parents/families. 93%

Student attendance historically has hovered around 97-98%. However, we are recovering from covid leave protocols that have kept more students home out of safety and precaution.

22-23 Attendance Rate			
	1st Semester	2nd Semester	Year Total
Days in Membership	48786	52252	101038
Days Absent	2515	2251	4766
Days Present	46271	50001	96272
Percent in Attendance	94.8%	95.7%	95.3%

Staff is out front daily to greet, smile and assist students as needed. Tardies have greatly decreased this year with increased security measures of having parents sign in tardy students.

Kindness Initiative

Every year, a school theme is selected to highlight positive student character and growth. The past few years, our focus was on Kindness and this initiative was very successful. This has continued with LISD's Kindness initiative and our annual Kindness week. Kindness Mondays will continue all year! We will also highlight Random Acts of Kindness day in February 2023.

This year, our theme of 'Aim HIgh! Together we Fly!' has been tied into the benefits of working together and the power of positive thinking. As we tap into each students potential, we want them to see both the benefits and the progression of their learning journey!

Staff Culture

The staff at FME considers each other like an extension of their own family. Teachers assist each other in little, large and meaningful ways most often without being asked. We count on each other for support and do what it takes daily for our students. Not a day goes by that you won't see a staff member willingly lending a hand to another. Our students energize and bring out the best in each of us!

Perceptions Strengths

Safe and Happy!

Students learn best when they feel safe and are happy. Based on the parent survey, It is evident our parents know staff is approachable, encouraging and wants the best for their children. These numbers help explain the success teachers see in their students daily. By fostering a love for learning, the sky is the limit for each of our students!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The lowest score on FME's parent survey was in regard to the amount of homework their child(ren) receive. 23% of parents believe their students have too little homework. **Root Cause:** Student needs vary widely by grade level. Families are busy in the evenings and many of our students have outside activities. How can we work to improve this score?

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: The Guiding Coalition will work towards the Solution Tree PLC Model school recognition.	**Formative**		
Strategy's Expected Result/Impact: PLCs to establish learning targets will focus instruction that increases teacher efficiency and effectiveness to maximize student learning.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Guiding Coalition			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

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

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

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

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

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

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

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> ES, MS, HS - Student survey results
> MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

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

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

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Attendance Rate
> Chronic truancy

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes
Compliance with safety drills
Completion of staff and student safety trainings

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

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

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

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

Performance Objective 6: Campus Behavior Goal:

FME office referrals will decrease.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: * All students will understand and follow the FME SOAR common area expectations	**Formative**		
* A campus behavior committee will analyze behavior data monthly	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: * Campus designed common area expectations will allow for consistent language and uniformity throughout the building. * Expectations are made clear and allow for a school-wide system of values. This sets the foundation for a community of shared expectations for behaviors of students. * All students and adults are responsible for following and reinforcing these values through their behaviors. **Staff Responsible for Monitoring:** Admin			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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.

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: FME will increase Recognize Someone submissions.	**Formative**		
Strategy's Expected Result/Impact: Staff is lifted up by our families and each other to celebrate their care and dedication to our students.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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		
Strategy 1: * Allow multiple avenues (ex: CIP committees, BLT, Guiding Coalition, Grade Level Chairs) to tie staff voice with campus initiatives or decisions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: * Input allows staff to express matters that are important to them and allows them to be their best every day. * Employee voice can help improve the effectiveness and performance of the campus by allowing employees to suggest ways to improve operations. * Staff input allows staff empowerment and buy in.			

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 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.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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			
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 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		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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.	**Nov**	**Feb**	**May**
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. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. **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 **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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34 of 40

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Goal 6: Federal and State Mandates

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

Performance Objective 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		
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.	**Formative**		
	Nov	**Feb**	**May**
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	Formative		
	Nov	Feb	May
Students receive public acknowledgement for non-academic achievement.			
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.			
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.			
A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.			
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.			
Civic responsibility and community service and community involvement are encouraged.			
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.			
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.			
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. **Staff Responsible for Monitoring:** All staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	Formative		
	Nov	Feb	May
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

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.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**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		

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. .
 	
 Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.
    Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
    Staff Responsible for Monitoring: Learning and Teaching
Chief of Schools
Accountability and Evaluation
Campus administrators and appropriate staff.
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
	Formative		

	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			