

Lewisville Independent School District
Highland Village Elementary School
2023-2024 Improvement Plan



Motto

Life is Good at HVE

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Village Elementary is one of 40 elementary campuses in the Lewisville Independent School District. It is also the oldest of three elementary schools in the City of Highland Village, Texas. Highland Village Elementary serves approximately 375 students in grades K-5. Kindergarten through 2nd grade students are served in self-contained classrooms. 3rd - 5th grade students rotate to three teachers for instruction in the core content areas (1 - ELAR; 2 - Math; and 3 - Science/Social Studies). Highland Village Elementary also has two self-contained special education classrooms that serve students with behavioral challenges.

The student population of Highland Village Elementary includes: 19.8% - Hispanic/Latino; .3% - American Indian or Alaska Native; 2.5.0% - Asian; 1.4% - Black or African American; 71.7% - White; 4.2% - Two or More Races; 17.3% - Economically Disadvantaged; 4.2% - English Language Learners; 30.3% - At-Risk; 23.5% - Special Education; and 4.5% - Gifted/Talented.

The staff population of Highland Village Elementary includes: 9.1% - Hispanic/Latino; 3.3% - Black or African American; 87.2% - White. The staff has an average of 14.8 years of experience. HVE employs 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

Highland Village Elementary has a Mobility Rate of 6.4%. The Average Daily Attendance rate for students is 96.3%

Demographics Strengths

- Relatively stable demographics for students
- Stable staff/very low turn over
- Fully staffed
- Staff that is willing to be self-reflective and change teaching strategies to meet the needs of students
- 74% of the staff has 11 years or more as educators
- Many of Highland Village's students' parents and grandparents were also students at HVE, which helps establish mutually supportive relationships between home and school

Student Learning

Student Learning Summary

Students at HVE continue to show gains in academic achievement and social emotional health. This past three years, HVE has put systems and procedures in place to address the academic growth of every student. STAAR scores indicate large gains in the area of "Meets Grade Level" and "Masters Grade Level".									
GRADE LEVEL ISTATION READING DATA									
Kindergarten	EOY Level 3-5 - 77%		EOY - Level 2 - 11%		EOY - Level 1 - 12%				
1st Grade	EOY - Level 3-5 - 75%		EOY - Level 2 - 15%		EOY - Level 1 - 10%				
2nd Grade	EOY - Level 3-5 - 66%		EOY - Level 2 - 19%		EOY - Level 1 - 15%				
3rd Grade	EOY - Level 3-5 - 83%		EOY - Level 2 - 14%		EOY - Level 1 - 3%				
4th Grade	EOY - Level 3-5 - 77%		EOY - Level 2 - 12%		EOY - Level 1 - 11%				
5th Grade	EOY - Level 3-5 - 85%		EOY - Level 2 - 15%		EOY - Level 1 - 0%				
STAAR RESULTS FOR THE 2022-2023 SCHOOL YEAR									
						Reading	Math	Science	
3RD GRADE						92%	85%		
4TH GRADE						92%	92%		
5TH GRADE						98%	100%	98%	

Student Learning Strengths

- The percentage of students earning a "Meets or Masters" score increased in 3rd, 4th, and 5th grades
- 100% of students passed the 5th grade math STAAR assessment
- 98% of students passed the 5th grade reading and science STAAR assessments
- Strong scores in all demographics on the STAAR Math, Reading, and Science assessments

School Processes & Programs

School Processes & Programs Summary

Highland Village Elementary is first and foremost a learning organization. We have systems in place that allow us to continually monitor and improve student performance that meet both state and district requirements. The relationship between learning standards, district-designed curriculum, data analysis, and assessment is a major focus for the HVE staff. The staff of HVE emphasizes cultural differences, GRIT, and Restorative Practices to help students be successful.

In the year 2019, HVE began using TEKS-Based Character Education to help meet the changing behavioral and social/emotional needs of our students. The overall goal is to address the safety, well-being, and success of our students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. HVE began this process in the 2019 school year with the campus-wide participation in Restorative Practices training and circles/connections. For the TEKS-Based Character Education model, all HVE staff members are assigned a co-teach classroom; both teachers/staff teach sequential and developmentally appropriate lessons in the general education classroom. Each lesson targets specific areas of need: welcoming, empathy, safe behaviors, etc.

Personnel

There are 5 special education teachers and 6 paraprofessional who work with special education students. There is one Dyslexia/Reading Specialist, one Gifted and Talented teacher and one Language Acquisition Specialist and a paraprofessional. There is one principal, one assistant principal, and one counselor. Other staff members include: Physical Education, Art, Music and Librarian.

School Processes & Programs Strengths

- Analysis of Istation Math and Reading data to help inform instruction and intervention
- Implementation of Intentional Problem Solving across all grade level
- Implementation of Goal setting for students
- Growth Mindset/GRIT studies/Character Education Daily Emphasis
- Viking to Viking Career Day opportunities (former students return to discuss their careers with current students)
- Positive outlook on relationships
- Belief that all students can learn and grow

Perceptions

Perceptions Summary

Highland Village Elementary has put processes in place to create a culture of goal-setting, independence, GRIT, and resiliency. The staff of HVE incorporated a professional study about cultural differences, GRIT, and character education to help inform and enhance our teaching. The staff will continue to study processes that help build success into every student's day.

Our motto is Life is Good at HVE. All staff members diligently work at creating and maintaining positive relationships with all of our customers.

2023 PARENT SURVEY RESULTS

Are satisfied overall	100.0%
I can reach out to staff to discuss my concerns	96.4%
My child feels they can go to staff for help	97.6%
My child feels that school work is important	97.6%
My child feels safe at school	98.8%
Most of the time, my child is happy at school	98.8%
School staff values my child's culture and needs	100.0%
My child's mental health and wellness are supported	100.0%
I am informed about my child's progress and grades	92.8%
Parents feel welcomed at school and are involved	98.8%
Teachers do well to help students who fall behind	95.1%
School staff communicates well with families	95.2%
School staff cares about my child	100.0%
School staff encourages my child to do their best	98.8%
I am satisfied with the school's health protocols	100.0%
I am satisfied with the school's safety protocols	96.3%

Perceptions Strengths

- HVE has begun to serve as a model school for strong academic practices and growth
- Strong sense of teamwork by staff and strong PLCs that are showing student growth
- Community/District feedback that HVE is becoming known as a great school/community
- In 2023, HVE was voted one of the finalist for the top elementary schools in Denton County

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: Every ELAR teacher of record will have two Literacy Check-Ins (one by December and one in April). Strategy's Expected Result/Impact: By April 2024, 70% of students in 3rd grade will be on Level 3-5 or will have demonstrated at least 6 months growth as reflected by Istation scores or make adequate progress on their IEP goal. Staff Responsible for Monitoring: Campus Administrators ELAR Teachers of Record	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Every Math teacher of record will have two Math check-ins (one by December and one in April). Strategy's Expected Result/Impact: By April 2023, 70% of students in 3rd grade will be on Level 3-5 or will have demonstrated 6 months of growth as reflected by Istation scores or make adequate progress on their IEP goal. Staff Responsible for Monitoring: Campus Administrators Math Teachers of Record	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.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Leverage a campus PLC/PL culture and district facilitators to maximize district resources regarding implementing quality instruction and interventions refined by data. Strategy's Expected Result/Impact: Teachers will receive support from facilitators regarding best teaching practices and district resources. A campus culture of robust PL/PLCs will generate opportunities for staff to create the best learning experiences to meet the needs of all students. Staff Responsible for Monitoring: Campus Administrators Campus Teachers District Learning/Technology Facilitator	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</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 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: Campus administration and office clerk will utilize RaaWee and Edugence to monitor student attendance in order to intervene before students become truant. Strategy's Expected Result/Impact: HVE's attendance rate will stay at 96.3% or increase. The attendance of students will increase their academic and social learning. Staff Responsible for Monitoring: Campus Administrators Office Clerk		Formative		
		Nov	Feb	May
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✖</div>Discontinue</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 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: The HVE staff will utilize a variety of methods to address the social, academic and emotional needs of students (Restorative Practices, Character Education, Bullying Prevention Unit, Principal Tool Kit, crisis prevention strategies, and relationship building strategies. Strategy's Expected Result/Impact: Develop and maintain teacher/student relationships, positive classroom culture and a reduction in classroom disruptions so that all students can maintain a learning environment. Campus Scorecard will reflect no more than 6% for the area of "behaviors that disrupt learning" as measured by the student survey. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselor	Formative		
	Nov	Feb	May

 No Progress
 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).

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: HVE will utilize committees and surveys to gain staff input and voice for the creation and/or modification of campus-wide policies and systems. Strategy's Expected Result/Impact: Increase diverse perspectives and employee engagement by involving them in campus-wide decision making. Our Campus Scorecard will increase to 80% or higher in the areas of "staff involvement in decisions". Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

Performance Objective 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: All campus personnel is familiar with the Campus Scorecard BOY goals and EOY targets (so that all staff is aware of campus goals). Strategy's Expected Result/Impact: 1. Share the scorecard at the beginning of the year PL session so that all staff are aware of campus goals/focus, which mirror district goals. 2. Revisit the scorecard in campus Extended PLCs/Staff meetings/staff PL 3. Our Campus Scorecard will increase to 90% or more in the "staff survey communications category". Staff Responsible for Monitoring: Administration Classroom Teachers Auxillary Staff	Formative		
	Nov	Feb	May

 No Progress
 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

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			





Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: Federal and State Mandates

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

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

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

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

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

<p>and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>			
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<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>
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Goal 6: Federal and State Mandates

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

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

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

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

aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)

Campus personnel utilize appropriate interventions for students with special needs.

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

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).

Teachers receive training and support to differentiate instruction to meet the needs of all students.

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

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

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

Staff Responsible for Monitoring: All staff

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

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