Lewisville Independent School District

Indian Creek Elementary School

2023-2024 Improvement Plan

Public Presentation Date: October 10, 2023

Mission Statement

Students, staff, and community design and implement a safe, engaging, and nurturing learning organization to build a strong foundation for students' personal growth.

Vision

Indian Creek is a community that works collaboratively to develop lifelong learners, build meaningful relationships, and place value on each other's cultures and individual strengths.

Core Beliefs

At Indian Creek Elementary, we:

· **Build relationships with all students to support social-emotional and academic skills**

· **Value students' experiences and cultures**

· **Believe parent and community support increases student engagement**

· **Believe every child has the ability to learn**

· **Value risk-taking**

· **Recognize students for their social and academic achievements**

· **Work collaboratively as a staff to support ALL students**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Indian Creek Elementary, we are a dedicated community of learners that take pride in building relationships with students, families and community to support all learners academically, and emotionally. Staff members are committed to reaching and growing ALL students, not just the ones that enter their classrooms. We have a diverse group of students and staff and currently serve 548 students PK - 5th grade, with a demographic breakdown as follows: White: 27.87%, Hispanic: 22.95%, African American: 21.86%, Asian: 19.67%, Pacific Islander: .55%, American Indian: .36%, Two or More Races: 6.74%, At Risk: 26.96%, Special Education: 22.04%, English Language Learners 18.4%, and Economically Disadvantaged: 46.08% (Free 39.16%, Reduced 6.92%).

Each morning we welcome and greet our students and have morning meetings to reconnect each day and to nurture relationships. We believe capturing the hearts of our students is crucial to learning and building genuine relationships is our first and foremost priority in education. We take pride in creating safe learning environments that provide the foundation for students to feel safe taking risks and collaborating with others.   While engaged in all content areas throughout the day, students strive to SOAR. SOAR represents our campus-wide expectations to strive for excellence; Show Self Control, Offer Support, Actively Listen and Learn, and Respect Everyone. Students will get to explore their strengths and passions not only in academic areas, but also in the arts and clubs. Our PTA is active and supports our students and staff needs, as well as, community needs.

Our school is located at 2050 Arbor Creek, Carrollton, TX close to the intersection of Josey and Arbor Creek. Our school was the first elementary in our Hebron HS feeder pattern and is diverse both culturally and socioeconomically We currently have 70 staff members which include 27 classroom teachers, PK-5th grade, 5 enrichment teachers (PE, STEM, Art, Music, and Library), 2 Early Childhood Special Education (ECSE) teachers that co-teach with the general education Pre-K teachers, 5 self-contained special education teachers (3 Behavior Intervention and 2 Communication), 4 SDI (specially designed instruction - special education) teachers. Indian Creek also is supported by a Gifted and Talented facilitator, Dyslexia/Language Specialist, and Language Acquisition Specialist. Indian Creek is also served by two speech paths, a diagnostician, an ARD facilitator, an occupational therapist, and physical therapist. We have 14 instructional paraprofessionals, 3 office paraprofessionals, a registered nurse, a counselor, a full time assistant principal, a half time assistant principal (split with another campus), and principal.

Demographics Strengths

Indian Creek Elementary has many strengths some of which are:

- A highly-engaged and collaborative community of learners.
- An active PTA that includes a large number of committed parents.
- A diverse population that brings awareness and sensitivity to diversity.

- Various clubs and organizations to enrich students' learning experiences such as: Student Council, NEHS, The Early Bird Show, Running Club, Safety Patrol.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Implementation of newly developed campus and classroom SOAR expectations.   **Root Cause:** Time is needed for students to learn and understand the expectations and procedures for different areas and routines of the campus.

Problem Statement 2: Parents have not had as many opportunities to be involved in school events.   **Root Cause:** COVID related school closures were the initial cause and parent events and campus visitation has not been as common since COVID restrictions were lifted.

Student Learning

Student Learning Summary

Istation is a district online reading assessment used with Kindergarten through 5th grade as a resource to monitor students' reading growth. Istation scores are ranked in Tiers. Tier 5 is considered above grade level, Tier 3 and 4 is on grade level, Tier 2 is struggling and Tier 1 is below grade level. The below data shows the percentages of students on Tiers 3-5 as of May 2023 as evidenced by iStation.

Tier 3-5 Percentages:

Kindergarten: 80%

1st Grade: 68%

2nd Grade: 63%

3rd Grade: 44%

4th Grade: 60%

5th Grade: 50%

STAAR scores indicate strong growth in both 3rd grade Reading and Math. Progress has been maintained in 5th grade Reading and Math. Math scores in 4th grade appear to dip between 3rd and 5th grades. Science scores are an area of need as they are the lowest scores in all tested areas.

READING LANGUAGE ARTS			
	Approaches	**Meets**	**Masters**
3rd, 2023	90%	64%	25%
3rd, 2022	82%	53%	33%
3rd, 2021	61%	41%	25%
4th, 2023	80%	39%	16%
4th, 2022	80%	68%	40%
4th, 2021	76%	45%	24%
5th, 2023	84%	64%	51%
5th, 2022	90%	76%	50%
5th, 2021	84%	46%	37%

READING LANGUAGE ARTS		
MATH		
	Approaches	**Meets**	**Masters**
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3rd, 2023	82%	56%	21%
3rd, 2022	77%	39%	16%
3rd, 2021	58%	25%	8%
4th, 2023	63%	36%	7%
4th, 2022	62%	37%	15%
4th, 2021	63%	29%	12%
5th, 2023	86%	55%	25%
5th, 2022	88%	52%	22%
5th, 2021	87%	49%	31%
SCIENCE			
	Approaches	**Meets**	**Masters**
5th, 2023	61%	35%	10%
5th, 2022	64%	33%	12%
5th, 2021	71%	35%	16%

Student Learning Strengths

After reviewing data from STAAR scores, Istation reports and district CBAs Indian Creek students have grown the most in the area of reading. 3rd Grade made strong progress in both Reading and Math on STAAR. 5th Grade maintained scores similar to previous years. This growth is due to our teacher's collaboration through PLCs, planning and ongoing data collections to determine best practices to not only reach struggling learners but to also challenge students who read above grade level.

We acknowledge that our students are more than a test score and strive for academic excellence through hands-on learning, small group instruction, and educating the whole child by supporting academic, social, emotional, behavioral, and mental awareness. Our teachers develop quality lessons following LISD's rigorous curriculum, assessments, and scope and sequence.

Multi-Tiered Systems of Support (MTSS) processes are used to target specific skills for those students who are struggling.

School Processes & Programs

School Processes & Programs Summary

Indian Creek Elementary is a Professional Learning Community dedicated to serving all of our students. Staff members are committed to implementing best practices such as the Academic Vocabulary Program, Writing Process, IPS for math, CER for Science, and Guided Reading instruction to best serve our students. Providing on-going learning and collaborative planning time ensures focus on instruction and student needs. Classroom teachers collaborate to monitor current student data to guide next practices/interventions for student success. With a diverse community, students are not only provided academic excellence but also learn about the many cultures that make up our Indian Creek population.

Indian Creek Elementary School continues to be a learning organization that is focused on student growth and achievement in all content areas. There are systems in place to continue to monitor student growth and ensure that the proper interventions are implemented. Administration will increase walk-throughs to monitor the alignment of the district curriculum to assure best instructional practices are being implemented while providing formal and informal feedback to teachers. District Instructional Facilitators meet monthly with grade level teachers to support teacher's understanding of standards, develop lessons, and model lessons to help the overall growth of teachers. Collaborative planning and Data meetings are held through Professional Learning Community (PLC) by each grade level to analyze data and design learning for students based on their needs. Continued Professional Learning opportunities are provided for staff to meet our campus needs. Indian Creek takes pride in building relationships with all stakeholders. Our school is a Restorative Practice community that works on building relationships with all of our students through Morning Meetings and truly getting to know our students. We focus on creating and maintaining a positive school environment where feedback is welcomed to help improve our school.

School Processes & Programs Strengths

*All grade levels implement intentional problem-solving (IPS).

*Effective PLCs are held to allow staff to analyze data and adjust instructional practices to meet student needs.

*Professional learning opportunities are offered to support staff growth throughout the year.

*Daily learning objectives are posted on the board.

*Restorative practices are implemented with fidelity in all classrooms throughout the campus and Morning Meetings are held each morning

*The Second Steps program is being utilized and monitored to help support students" social and emotional health.

*Walkthroughs are consistently conducted by administration.

*Principal and PTA are collaborating to hold Parent Education sessions throughout the year.

*Other clubs/programs that continue to be offered at Indian Creek per safety guidelines.:

Running Club, Early Bird Show, Safety Patrol, Book Club, Student Council, and Honor Choir

Perceptions

Perceptions Summary

At Indian Creek Elementary School we share the same values and beliefs about educating students. Students, staff, and parents partner together to help students find success. Our parents are very supportive of our school and want to help create a family like atmosphere for all students. Students engage in morning meetings daily to build community and ownership of student learning. Treatment Agreements are built with student's voice to set expectations of behavior in their classrooms. Student safety and development continues to be our priority when campus decisions are made.

In Spring 2023, 121 parents responded to the District Parent Survey. Overall, 94% of parents are satisfied with the education their child is receiving at Indian Creek. 97% of parents who completed the survey reported they feel Indian Creek is safe. 92% of parents feel staff are encouraging at Indian Creek, and 96% of parents feel Indian Creek school staff care about their child(ren). With the new safety and security system in place, the majority of the interactions with parents with the new system has been positive and appreciated for the additional security for their children.

In a September 2023 student survey administered to 255 students in grades 3-5, 93% of students responded that they feel safe at school. 88.6% feel they can talk to a teacher or another adult if they have a problem, and 98% of students believe that their teachers treat them with kindness and respect.

Perceptions Strengths

According to survey data:

- Parents feel that their children are safe at Indian Creek.
- Parents are satisfied with the education their children are receiving at Indian Creek and believe that the staff cares about their child.
- Parents believe that the staff at Indian Creek is encouraging of their child's success.
- Students also feel at school and feel they can talk to a teacher or another adult if they have a problem.
- Students feel their teachers treat them with kindness and respect.

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: All classroom teachers will be trained on IStation reports, assignments, and resources.	**Formative**		
Strategy's Expected Result/Impact: *By May, at least 85% of 3rd grade students will demonstrate one year of growth in reading by using the Istation growth indicator as indicated by Reading IStation ISIP scores or achieve individual goals set in IEPs to meet campus	**Nov**	**Feb**	**May**

scorecard target
* By May, at least 95% of third grade students will score 494 or higher as indicated by Math IStation ISIP scores or achieve individual goals set in IEPs to meet campus scorecard target.
*STAAR scores and other assessment scores will increase
*Reading levels will increase
Staff Responsible for Monitoring: Administrators
Classroom Teachers
SDI Teachers

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will collaborate in PLCs to analyze student needs, plan necessary interventions or differentiation of instruction, and consider referral to MTSS or other programs to meet the needs of their students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: *Reading and Math targets by student group can be found in the Addendum section. *All classroom teachers will participate in three literacy check-ins. (BOY, MOY & EOY) *Scorecard target of 85% of 3rd grade students achieving a years growth in reading by using the istation growth indicator will be met. *Scorecard target of 95% of 3rd graders scoring 494 or higher as indicated by IStation ISIP or individual IEP goals will be met. *Campus and district leadership will conduct TREND/LEAD walk throughs on a weekly basis to make sure content is aligned with TEKS and teachers are following the scope and sequence provided by the district. 300 walks is the goal. *Utilize Curriculum Facilitators for PLCs for specific needs. *Admin attends PLCs on Thursdays *Campus utilizes PLC google folders to track grade level PLC agendas **Staff Responsible for Monitoring:** Administrators Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: All classroom teachers will participate in three literacy check-ins. (BOY, MOY, EOY)	**Formative**		
Strategy's Expected Result/Impact: *Reading targets by student group can be found in the Addendum section. *Scorecard target of 85% of 3rd grade students will score Tier 4/5 or meet a years growth in reading by using the istation growth indicator. *Increased STAAR scores, local grades, and assessment scores *Campus staff observation and reflection indicating success of targeted interventions and progress monitoring **Staff Responsible for Monitoring:** Administrators Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Maximize consistency within the MTSS program by holding and following through on regularly scheduled MTSS meetings.	**Formative**		
Strategy's Expected Result/Impact: *Teachers will understand the process and procedure of adding students to the MTSS program and developing instructional and behavioral goals and monitoring for progress. *Students will receive appropriate support and/or interventions in the classroom and on assessments. *Students will close instructional gaps due to additional instructional support. **Staff Responsible for Monitoring:** Administration Classroom teachers **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of teachers will be trained in Restorative Practices, Second Steps and Champs to implement programs with fidelity to build relationships with students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: *Students will participate in morning meeting, circle time/restorative circles each morning and/or change in section (3rd-5th grade) *All classrooms will display Treatment Agreements *Teachers will implement Second Step digital lessons in the classroom and will be tracked by counselor and Admin *Teachers will use CHAMPS strategies to manage classrooms *Scorecard target of 90% of students comfortable talking to staff will be met **Staff Responsible for Monitoring:** Administrators Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: A campus PBIS committee will be formed to develop, implement, and monitor positive behavior supports and incentives for students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: *Increase student sense of belonging			

*Develop positive campus culture & climate
*Scorecard target of 90% of students comfortable talking to staff will be met
*Meet scorecard target of reduction in overall disciplinary offenses (office referrals) by 10%, (22-23 end of year offense total was 297, target is 267 at end of year)
*Meet or exceed scorecard target of 72% of positive student responses to school environment survey

Staff Responsible for Monitoring: Administrators
Classroom Teachers

ESF Levers:
Lever 3: Positive School Culture

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

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

Performance Objective 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

Strategy 1 Details	Formative Reviews		
Strategy 1: RaaWee will be monitored regularly to proactively intervene in student attendance to reduce number of truant students and increase overall attendance percentage.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: *Increase overall attendance percentage. *Decrease in chronically truant students. *Decrease truancy charges filed. *Scorecard target of increasing attendance percentage to 94.7% or higher will be met *Scorecard target of decreasing chronic absentee students by 1.1% will be met **Staff Responsible for Monitoring:** Administrators			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Indian Creek Elementary will be in 100% compliance with all safety drills. Drills will be practiced and students and staff will be knowledgeable of the procedures and protocol for each type of safety drill.	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: *Students and staff will be knowledgeable of appropriate safety protocols and procedures in the event of an emergency.
*Scorecard target of 100% compliance in safety drills will be maintained.
    Staff Responsible for Monitoring: Administrators
Classroom Teachers
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning			

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement MTSS procedures through regular and consistent meetings and progress checks for identification, referral, and continuous monitoring of students who are in need of behavior interventions or supports.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: *Student need for intervention and support will be addressed quickly *Regular progress monitoring will aid in developing skills and supports to help transition students out of MTSS or provide documentation necessary to refer for additional evaluation through a special program for more intensive supports *Meet scorecard target of reduction in overall disciplinary offenses by 10%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

Performance Objective 6: Campus Behavior Goal: Decrease overall discipline offenses (office referrals) by 10% from EOY totals in 22-23 by implementing campus-wide PBIS strategies (22-23 end of year offense total was 297, target is 267 at end of year).

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement PBIS strategies using campus-wide and classroom expectations with a common matrix, behavior flowchart, treatment agreements, positive behavior interventions, incentives, and awards.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: *A decrease by at least 10% in discipline offenses. *Meet scorecard target of reduction in overall disciplinary offenses (office referrals) by 10%, (22-23 end of year offense total was 297, target is 267 at end of year) *Implementation of Campus & Classroom SOAR Expectations *Positive incentives/recognition at end of each nine weeks **Staff Responsible for Monitoring:** Administrators Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture			
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

Strategy 1 Details	Formative Reviews		
Strategy 1: Include videos, information, and resources provided by LISD Communications and Dr. Rapp in staff and parent communications.	**Formative**		
Strategy's Expected Result/Impact: -Increase in overall understanding of information -Increase in video views, newsletter views	**Nov**	**Feb**	**May**

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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor use of student IPads during classroom walkthroughs and observations for different types of usage: Canvas, IStation, consuming vs. producing, creating presentation or projects using different platforms (Canvas, Google) or apps.	**Formative**		
Strategy's Expected Result/Impact: *Maintain or exceed scorecard target of 99% student use of 1:x device *Analyze Trend data for patterns of types of device use for future campus planning **Staff Responsible for Monitoring:** Administrators	**Nov**	**Feb**	**May**

        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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Work with PTA to plan events that will increase staff morale and help maintain a positive campus climate.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed campus scorecard target of 74% in staff wellbeing	**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for staff to serve on a variety of campus committees to have a voice in campus decision making.	**Formative**		
Strategy's Expected Result/Impact: *Seven committees are available for staff to join and participate in campus decision making (Behavior/PBIS, Hospitality, Attendance, Multicultural, Literacy, Math, STEM) *Meet campus scorecard target of 65% of staff feel involved in decisions that affect them **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize instructional facilitators and interventionists to provide training in the areas of: lesson planning and design, instructional strategies, data analysis, and behavioral supports. **Strategy's Expected Result/Impact:** *Increase percentage in campus scorecard target to 80% in the area of effective training for staff	**Formative**		
	Nov	**Feb**	**May**
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 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: Recognize SomeONE link added to staff and parent weekly newsletters to encourage participation in program.	**Formative**		
Strategy's Expected Result/Impact: *Increase awareness of Recognize SomeONE program *Increase submissions to Recognize SomeONE program to at least 20 by the end of the year	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture			
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: Monthly campus leadership team meetings will be held along with frequent grade level check ins and quarterly pulse check staff surveys to solicit feedback on campus programs, procedures, and climate.	**Formative**		
Strategy's Expected Result/Impact: *Open line of communication will be developed between admin and staff *Frequent and varying modes of feedback will allow admin to develop a well-rounded picture of campus needs *Increased percentages in scorecard targets in the areas of communication (66% or higher) and building trust (58% , 90%)	**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Federal and State Mandates

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

Performance Objective 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			

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. .	**Formative**		
	Nov	**Feb**	**May**

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			

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			