Lewisville Independent School District

Lewisville Elementary School

2023-2024 Improvement Plan

Mission Statement

We are here to build relationships to positively impact all student learning.

Vision

Lewisville Elementary students will become intrinsically motivated to learn and thrive academically and socially.

Value Statement

Learners today, Leaders tomorrow.

After High School, comes college.

Ponies are fearless.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: July 25, 2023

Demographics

Demographics Summary

The school has a total of 478 students, with the following demographic and educational distribution:

Gender:

Male (M): 53.35%

Female (F): 46.65%

Gifted and Talented:

Not Gifted (N): 95.61%

Gifted (Y): 4.39%

English Language Proficiency (EL):

Not English Language Learners (N): 50.00%

Bilingual (Bil): 43.31%

English as a Second Language (ESL): 6.69%

Dyslexia:

Not Dyslexic (N): 93.31%

Dyslexic (Y): 6.69%

Ethnicity:

Hispanic (H): 64.02%

African American (AA): 25.52%

White (W): 4.60%

Two or More Races (T): 3.77%

Asian (A): 1.67%

American Indian (AI): 0.21%

Pacific Islander (P): 0.21%

Economic Disadvantage (ED):

Free Lunch (F): 78.45%

Not Eligible for Free Lunch (N): 12.76%

Reduced Price Lunch (R): 8.79%

At Risk:

At Risk (Y): 55.44%

Not At Risk (N): 44.56%

Special Education (Special Ed):

Not in Special Education (N): 80.13%

in Special Education (Y): 19.87%

504 Plan:

Not on a 504 Plan (N): 99.16%

on a 504 Plan (Y): 0.84%

Additionally, the students are distributed across grade levels as follows:

Kindergarten (KG): 76 students

Grade 01: 80 students

Grade 02: 102 students

Grade 03: 68 students

Grade 04: 82 students

Grade 05: 7 students

Score Card

Needs assessment Data

Demographics Strengths

LVES has many programs to serve students of different backgrounds: GT, Sped, Communities and schools, Dual Language programming

Strong relationship with local church, teachers step up to participate in PTA

Some systems in place to encourage on-time arrival: No Tardy Tater Awards program

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.   **Root Cause:** Lack of opportunity, lack of appropriate training.

Student Learning

Student Learning Summary

Performance Objective 1.1 Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximizes student learning.					
Measurable Outcomes	**Target**	**BOY**			
Increase in reading on TIER 1 in grade 3	60.00%	62.50%			
Increase in math in grade 3 (494 target)	62.00%	72.10%			

BLT May 18th, 2023 BLT Agenda to look at needs assessments

	Percentages				**Number of Students**			
	Did not approach	Approaches	Meets	Masters	Did not approach	Approaches	Meets	Masters
3rd Grade Math	45.35%							
Overall	54.65%	24.42%	18.60%	2.33%	47	21	16	2
English	58%	27%	14%	1%	41	19	10	1
Spanish	40%	13%	40%	7%	6	2	6	1
4th Grade Math	60.0%							
Overall	40.0%	30.7%	17.3%	12.0%	30	23	13	9
English	39%	30%	18%	14%	22	17	10	8

	Percentages				Number of Students			
Spanish	44%	33%	17%	6%	8	6	3	1
5th Grade Math			61.18%					
Overall	38.82%	38.82%	18.82%	3.53%	33	33	16	3
English	41%	38%	18%	3%	27	25	12	2
Spanish	32%	42%	21%	5%	6	8	4	1

	Percentages				Number of Students			
	Did not approach	Approaches	Meets	Masters	Did not approach	Approaches	Meets	Masters
3rd Grade			55.68%					
Overall	44.32%	29.55%	18.18%	7.95%	39	26	16	7
English	49%	27%	22%	1%	36	20	16	1
Spanish	20%	40%	0%	40%	3	6	0	6
4th Grade			60.81%					
Overall	39.19%	37.84%	12.16%	10.81%	29	28	9	8
English	36%	41%	14%	9%	20	23	8	5
Spanish	50%	28%	6%	17%	9	5	1	3
5th Grade			74.42%					
Overall	25.58%	27.91%	37.21%	9.30%	22	24	32	8
English	29%	28%	35%	8%	19	18	23	5
Spanish	14%	29%	43%	14%	3	6	9	3

Student Learning Strengths

- Our data shows that boys and the Latino and African American subgroups are not showing progress in language arts (reading and writing). Our students increased their math knowledge. They scored higher in reading than in Spanish.
- We discussed keeping our root cause from last year and expanding the content area to include all of the language arts.
- The delivery of the language arts standards might not be aligned across each grade level.
- Discipline data suggests an imbalance between male and female student discipline referrals.
- The African American subgroup makes up 22% of the student population, but 28% of the student discipline referrals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 3rd grade did not meet their reading and Math goal.   **Root Cause:** Gaps in learning, mobility, lack of students training.

School Processes & Programs

School Processes & Programs Summary

School-wide expectations when whole grade levels have a ticket system/behavior point systems transition symbols BehaviorContinually being in conversation with admin to make similar discussionImplementing different Tiers of behavior Encourage staff that relationships are really powerfulOrganizationPony News Week ahead datesCommunication provided ahead of time calendar posted ahead of time, rarely had to change datesSafe & Civil procedures implemented school-wideImplementing school-wide RTI programTeachers provided more data & interventionsImplementing study of the TEKS to help understand the new language arts material.

BLT- CIP Data Strategies

School Processes & Programs Strengths

Save

School Processes & Programs Problem Statements

1	**Problem Statement** **There is a need to Increase in students comfortable talking to staff** **Root Cause** **Discipline, need for cultural proficiency, need to implement Restorative practices.** **Edit Associated Areas**
2	**Problem Statement** Increase parent survey- child glad to come to school **Root Cause** Parents do not respond to emails. Need to improve communication. Edit Associated Areas

Save Problem Statements   Add Problem Stater

Save All   Remove All

The school takes pride in its various programs and events, including Math/Science/Literacy nights, choir performances during PTA meetings, Career Day, and the GT program "Think A Palooza." They have successfully introduced clubs and new student orientations to enhance the overall educational experience. School-wide expectations are reinforced through systems like ticket point systems and transition symbols for whole grade levels.

Regarding behavior management, the school maintains open lines of communication with the administration and focuses on implementing different tiers of behavior strategies while emphasizing the importance of building strong relationships among staff. The school also excels in organization, with features like "Pony News Week ahead dates" and providing communication and calendars well in advance. Safe and Civil procedures are implemented school-wide, and the institution has introduced a comprehensive RTI program, offering

teachers more data and intervention tools to support their students effectively.

Lastly, the school's commitment to understanding and implementing the new language arts material is evident through its study of the TEKS, ensuring that educators are well-prepared to navigate and teach the evolving curriculum effectively. Overall, the school's dedication to well-structured processes and programs underscores its commitment to providing a high-quality educational experience for its students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to Increase in students comfortable talking to staff   **Root Cause:** Discipline, need for cultural proficiency, need to implement Restorative practices.

Problem Statement 2 (Prioritized): Increase parent survey- child glad to come to school   **Root Cause:** Parents do not respond to emails. Need to improve communication.

Perceptions

Perceptions Summary

Performance Objective 2.2
Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

Measurable Outcomes	Target	BOY	MOY	EOY	Fall Signal	Spring Signal
Increase in students comfortable talking to staff	88%	85.30%				
Increase parent survey- child glad to come to school	95.80%	95.80%				

Performance Objective 2.3
Reduce percentage of truant students to maximize student learning opportunities.

Measurable Outcomes	Target	BOY	MOY	EOY	Fall Signal	Spring Signal
Increase in attendance rate	94.50%	94.10%				
Decrease in chronic absent students	14.20%	15.80%				

Performance Objective 2.4
Monitor safety and security of all LISD facilities.

Measurable Outcomes	Target	BOY	MOY	EOY	Fall Signal	Spring Signal
Compliance with safety drills	100%	100%				
Staff completing Compliance safety training	100%	95.50%				
Students completing safety training	100%	100%				

Performance Objective 2.2
Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

Performance Objective 2.5
Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Measurable Outcomes	Target	BOY	MOY	EOY	Fall Signal	Spring Signal
Increase student survey- environment	80%	70.00%				
Increase parent survey- health and wellbeing	94.00%	93.10%				
Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.	30.00%	39.50%				

Performance Objective 3.3
Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Measurable Outcomes	Target	BOY	MOY	EOY	Fall Signal	Spring Signal
Increase % of students using their 1:X device	96.70%	96.70%				

Performance Objective 3.4
Balance staff workload to better meet student needs and increase staff wellbeing.

Measurable Outcomes	Target	BOY	MOY	EOY	Fall Signal	Spring Signal
Increase staff wellbeing- pulse	80%	78.70%				
Increase staff limited paperwork- pulse	58.70%	58.70%				

Perceptions Strengths

The school's commitment to Performance Objective 5.1 is a notable strength, as it prioritizes promoting, protecting, and championing LISD as the top choice for families. Measurable outcomes have been set, including a target score of 77% in the Communication Category for the staff survey, and an impressive score of 75.70% has been achieved. The target score for the parent survey related to communication is 93%, and the school has achieved a commendable score of 91.50%. Additionally, the school's dedication to fostering a positive environment and recognition within the community is reflected in the increase of "Recognize Someone" submissions from 26 to 35.

Moreover, the school excels in Performance Objective 5.2, which focuses on utilizing feedback to build trust and inform decision-making. The staff survey on Positive Change has achieved a noteworthy score of 55.60%, with a target score of 60%. Although specific data for customer satisfaction is not available for this reporting period, the school's commitment to utilizing feedback for informed decision-making emphasizes continuous improvement and building trust within the school community. These efforts significantly contribute to the overall strength and effectiveness of the school's educational programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to improve the results on staff survey Communication Category. We need to Increase Recognize Someone submissions. **Root Cause:** Needs of collaboration and communication.

Priority Problem Statements

Problem Statement 1: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.
Root Cause 1: Lack of opportunity, lack of appropriate training.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in 3rd grade did not meet their reading and Math goal.
Root Cause 2: Gaps in learning, mobility, lack of students training.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to Increase in students comfortable talking to staff
Root Cause 3: Discipline, need for cultural proficiency, need to implement Restorative practices.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Increase parent survey- child glad to come to school
Root Cause 4: Parents do not respond to emails. Need to improve communication.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We need to improve the results on staff survey Communication Category. We need to Increase Recognize Someone submissions.
Root Cause 5: Needs of collaboration and communication.
Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: July 25, 2023

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

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes
ES - Istation reading and math
MS - enrollment in advanced courses
HS - GPA 2.7 or higher readiness
HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: We will continue with the implementation of Professional Learning Communities focusing on: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?60%	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in reading on TIER 1 in grade 3 60% Increase in math in grade 3 (494 target) 62% **Staff Responsible for Monitoring:** Teachers, Instructional coaches, admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: By April 2024, 60% of the students will be on Level 4 or Level 5 in comprehension, in their native language, according to the ISIP assessment by improving comprehension across all grade levels	**Nov**	**Feb**	**May**
Bring Stephany Harvey: The intended audience for this initiative comprises classroom teachers from kindergarten through 5th grade. This initiative will impact 32 teachers and 6 instructional coaches across all content areas. The primary goal is to empower these educators with effective strategies to enhance their teaching of reading comprehension. Fortunately, there is no requirement for substitute teachers during this initiative. The implementation of the new Toolkits will not disrupt regular classroom activities. The Toolkits are designed to serve as a comprehensive guide to teach reading comprehension, complete with relevant texts to be integrated seamlessly into coaching cycles and classroom instruction. Those comprehension strategies will be used during language arts, science, and or social studies instruction imidiately after the professional development session and throughout the school year. By empowering teachers with these tools, students will gain the necessary skills to comprehend texts proficiently in all major subjects. Use Title I money to hire 6 subs $125 the day = 750 to cover classroom fore the Stephany Harvey PD Use Comprehension Toolkit Let students do the thinking Use istation comprehension lessons for small group. Guided reading/skill group			

reading learning labs
-PLC with grade levels/coaches
-CTK model lessons
-LAS colloborating with grade levels on creating comprehensible guided reading lessons
                    -Check in meetings focused on comprehension in iStation
- Tutors will be hired to support comprehension while independently reading text in small group

Strategy's Expected Result/Impact: 60% of the students will be on Level 4 or Level 5 in comprehension, in their native language, according to the ISIP assessment.
How will we measure:
-check -ins
 -ISIP in iStation
Staff Responsible for Monitoring: Teachers, Instructional support, instructional coaches, Admin

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy** - **Additional Targeted Support Strategy**
Problem Statements: Demographics 1 - Student Learning 1
Funding Sources: Bring Stephany Harvey to provide with PD - 211 - Title I, Part A - 211-13-6291-0000-143 - $6,000, 6 subs $125 the day = 750 to cover classroom fore the Stephany Harvey PD - 211 - Title I, Part A - $750

Strategy 3 Details	Formative Reviews		
Strategy 3: By April 2024, 60% of the students will be on Level 4 or Level 5 in comprehension, in their native language, according to the ISIP assessment. By improving vocabulary and language development. AVP Sentence stems Kagan strategies I station Vocabulary 4 Language domain stations (listening, speaking, reading, and writing). Anchor charts - clear direction on AVP usage -pre-teaching vocabulary before instruction -LAS will conduct coaching cycles to implement academic vocabulary & linguistic supports -AVP cards are a living document for students use and reference -language development groups during reading time -prepping what questions to ask ahead of instruction How will we measure: -trend data -station data -Amira benchmark data	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 60% of the students will be on Level 4 or Level 5 in comprehension, in their native language, according to the ISIP assessment. **Staff Responsible for Monitoring:** Teachers, Instructional support, instructional coaches, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: By April 2024, 62% of the students will be on Level 4 or Level 5 in computations and algebraic thinking and number sense by improving Computations and Algebraic Thinking and number sense. Teachers will bring their IPS journals to Math check-ins. They will be divided into 3 piles 2 different ways by number sense and by computation and algebraic thinking. We will add % per grade level on Computations and Algebraic Thinking and number sense to IPS data. We will percentage them and compare them to ISIP data. During check-ins, teachers will set a goal on number sense or understanding of the problem (CA). 1) Teams will select an IPS problem, based on data from previous, to calibrate and analyze student work at least once a month. 2) The team will develop sorting criteria with the math coach. 3) The team will sort student work based on the common criteria developed for understanding the problem (computation and algebraic reasoning) and strategies used to solve the problem (number sense). 4) The team will track grade-level progress once a month and individual teacher progress during checkins four times a year. By November, 42% of K-5 students will accurately represent the problem and solve. This will be monitored through team sorts and Levels 3-5 in iStation Math on CA and NS. By March, 52% of K-5 students will accurately represent the problem and solve. This will be monitored through team sorts and Levels 3-5 in iStation Math on CA and NS. By April, 62% of of K-5 students will accurately represent the problem and solve. This will be monitored through team sorts and Levels 3-5 in iStation Math on CA and NS. **Strategy's Expected Result/Impact:** By April 2024, 62% of the students will be on Level 4 or Level 5 in computations and algebraic thinking and number sense. **Staff Responsible for Monitoring:** Teachers, Instructional support, instructional coaches, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	**Formative**		
	Nov	**Feb**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.   **Root Cause**: Lack of opportunity, lack of appropriate training.

Student Learning
Problem Statement 1: Students in 3rd grade did not meet their reading and Math goal.   **Root Cause**: Gaps in learning, mobility, lack of students training.

School Processes & Programs
Problem Statement 1: There is a need to Increase in students comfortable talking to staff   **Root Cause**: Discipline, need for cultural proficiency, need to implement Restorative practices.

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: The percentage of 3rd grade students that score meet grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in the table below by June 2024. Tutors will be used to provide interventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: increase according to targets for each student group as shown in the table below by June 2024 **Staff Responsible for Monitoring:** Tutors and Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** Tutors - 211 - Title I, Part A - 211-11-6117-0000-143-30-840-2110000000-G024 - $30,288, Temp/ Teacher support - 211 - Title I, Part A - 211-11-6127-0000-143-30-000-840-2110000000-G024 - $11,664			

Strategy 2 Details	Formative Reviews		
Strategy 2: To enhance the overall quality of education and maximize student learning outcomes, our instructional coaches will take a proactive role in modeling best practices and providing comprehensive support to both teachers and students. By offering guidance, feedback, and resources, they will contribute directly to the improvement of instructional methods and student achievement, fostering an environment of continuous learning and growth within our school community.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By April 2024, 60% of the students will be on Level 4 or Level 5 in comprehension, in their native language, according to the ISIP assessment. By April 2024, 60% of the students will be on Level 4 or Level 5 in comprehension, in their native language, according to the ISIP assessment. **Staff Responsible for Monitoring:** Instructional coaches **Title I:** 2.4, 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.   **Root Cause**: Lack of opportunity, lack of appropriate training.
Student Learning
Problem Statement 1: Students in 3rd grade did not meet their reading and Math goal.   **Root Cause**: Gaps in learning, mobility, lack of students training.

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.

High Priority

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: We are committed to fostering open and positive communication with students, addressing both their academic and social needs.	**Formative**		
Push this due date to the first 9 weeks. Have team leads turn in the team's logs to Valdes with Student Name and Date Attempted. Change to 100%. The first attempts are phone call. -Oelkers Jones Oden	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in students comfortable talking to staff 88% Increase parent survey- child glad to come to school 95.80% **Staff Responsible for Monitoring:** Teachers, Instructional support, instructional coaches, Admin, parents, PTA, community, mentors. **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1, 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: We are dedicated to cultivating an atmosphere of open, positive communication with students, encompassing both their academic and social aspects."	**Formative**		
	Nov	**Feb**	**May**
Send istation reports Positive phone calls (document using a form). Ensure that teachers are tracking and keeping students up to date on their istation progress. Have teachers print their istation letters a couple of days before report cards go out. - Create the survey to begin and give the survey Oct, Feb and May. **Strategy's Expected Result/Impact:** Increase in students comfortable talking to staff 88% Increase parent survey- child glad to come to school 95.80% **Staff Responsible for Monitoring:** Teachers, Instructional support, instructional coaches, Admin, parents, PTA, community, mentors. **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Establish and support a range of student leadership groups, including the Principal's Advisory, Kindness Ambassadors, Student Council, 4th Grade Leadership Academy, 5th Grade Leadership Experience, mentoring programs, Pony Pals, and various clubs.	**Formative**		
	Nov	**Feb**	**May**
Create the groups and establish a sponsor for each group. Take attendace in a spreadsheet to ensure that students are present during these experiences and make sure that the spreadsheet is showing that 80% of the students are involved in these experinces . Randall Marvin Green (also including; reward parties, birthday celebrations, pta perfromances, communit events, mentoring, awards ceremony) **Strategy's Expected Result/Impact:** Increase in students comfortable talking to staff 88% Increase parent survey- child glad to come to school 95.80% **Staff Responsible for Monitoring:** Teachers, Instructional support, instructional coaches, Admin, parents, PTA, community, mentors. **Title I:** 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1			

Strategy 4 Details	Formative Reviews

Strategy 4 Details	Formative Reviews		
Strategy 4: We are dedicated to enhancing our parent relationships and partnerships by engaging in open and proactive communication with parents, focusing on sharing positive student experiences."	**Formative**		
Strategy's Expected Result/Impact: Increase parent survey- child glad to come to school 95.80% **Staff Responsible for Monitoring:** all staff in LVES **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1	**Nov**	**Feb**	**May**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.   **Root Cause**: Lack of opportunity, lack of appropriate training.

School Processes & Programs
Problem Statement 1: There is a need to Increase in students comfortable talking to staff   **Root Cause**: Discipline, need for cultural proficiency, need to implement Restorative practices.
Problem Statement 2: Increase parent survey- child glad to come to school   **Root Cause**: Parents do not respond to emails. Need to improve communication.

Perceptions
Problem Statement 1: We need to improve the results on staff survey Communication Category. We need to Increase Recognize Someone submissions.   **Root Cause**: Needs of collaboration and communication.

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

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

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

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

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

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Facilitate parental survey participation by creating accessible opportunities:	**Formative**		
	Nov	**Feb**	**May**
Establish survey stations at events such as the Fall Fest, grade-level music performances, and PTA meetings. Proactively inform parents about the upcoming survey and its purpose. Educate students on how to complete the survey, offering necessary accommodations similar to test accommodations. **Strategy's Expected Result/Impact:** Increase student survey- environment 80% **Staff Responsible for Monitoring:** Teachers, Instructional support, instructional coaches, Admin, parents, PTA, community, mentors. **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance relationship-building strategies within the school community:	**Formative**		
Implement '2-Minute Connection' sessions. Utilize the 'Mood Meter' for emotional awareness. Encourage teachers to be present at classroom doors. Integrate mood meters into the Canvas learning management system. Maintain positive incentives like reward parties and the dojo store, while also embracing individualization. Administer initiatives to enhance restorative practices between students and teachers."	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase parent survey- health and wellbeing 94% **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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 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: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more. 30.00%	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more. 30.00% **Staff Responsible for Monitoring:** All Staff members **Title I:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.   **Root Cause**: Lack of opportunity, lack of appropriate training.

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 7: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.

High Priority

Evaluation Data Sources: Decrease the number of AA boys that have referrals with more than 5 offenses. Out of 76 males 38 have more than 5 referrals. 39.5% have more than 5 discipline referrals. We would like to have 30% to have 5 or more.

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

> **Evaluation Data Sources:** See district scorecard for targeted outcomes
> Maintain fund balance
> Balanced budget
> Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes
Financial dashboard visits
Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

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

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

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation

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

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

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

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

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

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

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

Strategy 1 Details	Formative Reviews		
Strategy 1: To foster a culture of appreciation and recognition within our school community, we will implement the following strategies:	**Formative**		
Continue Shout Outs on Pony News: Maintain the practice of recognizing outstanding contributions and achievements through shout outs on Pony News. Ensure that these accolades are specifically directed to individuals outside of one's grade level, encouraging cross-grade recognition." This goal emphasizes the continuation of the "Shout Outs" practice while highlighting the importance of recognizing individuals from different grade levels. We can measure through Social Media Data. More surveys may not help this goal, but proving that parents are seeing our positive experiences will. Once it comes out we can post about it and give opportunities near Open House if possible. -Oelkers Jones Oden	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Staff survey Communication Category- 77% **Staff Responsible for Monitoring:** All **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: To enhance parent and guardian engagement and keep them well-informed about their child's educational journey, we will establish a consistent practice of sending monthly classroom newsletters. These newsletters will provide valuable insights into classroom activities, curriculum highlights, student achievements, and upcoming events, fostering a strong and collaborative partnership between the school and parents/guardians." Grade Level BLT Members check on newsletters completion the Monday after due date **Strategy's Expected Result/Impact:** Parent survey Communication 3%	**Nov**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: To facilitate a culture of appreciation and recognition for our dedicated teachers and staff members, we will implement a comprehensive communication strategy. Through the use of QR codes, flyers, and postcards, we will inform parents and community members about the opportunity to acknowledge and recognize the outstanding contributions of our educators. This initiative aims to strengthen the bond between our school and the wider community, highlighting the value we place on our dedicated teaching professionals. Reward the person who nominates or makes a shout out--put the names of both in a drawing for a 10-minute early leave pass or something like that...or dojo points for submitting a shout ---same link for a whole year for the shout outs. Create a bulletin board to publicize when teachers are recognized (big blue sky full of stars) Make sure Smore account is the right type and the link for recognize someone is send directly to the staff. **Strategy's Expected Result/Impact:** Increase Recognize Someone submissions 35	**Nov**	**Feb**	**May**

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: To empower our bilingual staff members to play a vital role in enhancing parent engagement, we will leverage their skills as translators and facilitators during school events. They will actively support parents in various ways, such as translating information and facilitating learning opportunities. Additionally, they will assist parents in completing essential forms, including registration, iPad setup, and field trip paperwork. By maximizing their expertise, we aim to create a more inclusive and supportive environment for all parents within our school community." **Strategy's Expected Result/Impact:** Parents survey will increase 93% with positive responses. **Staff Responsible for Monitoring:** Bilingual staff members **Title I:** 4.1 **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Office support/ Paraprofessionals - 211 - Title I, Part A - $2,450.34	**Nov**	**Feb**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: To bolster student learning outcomes and increase family involvement in our educational community, our dedicated Family and Community Liaison will play a pivotal role. Through proactive outreach, effective communication, and the facilitation of family engagement activities, the liaison will work to bridge the gap between home and school, ensuring that families are actively and meaningfully involved in their child's educational journey. This will directly contribute to improved student learning and overall academic success."	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in students comfortable talking to staff 88% Increase parent survey- child glad to come to school 95.80% **Staff Responsible for Monitoring:** Family and Community Liaison **Title I:** 2.5, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to Increase in students comfortable talking to staff   **Root Cause**: Discipline, need for cultural proficiency, need to implement Restorative practices.
Problem Statement 2: Increase parent survey- child glad to come to school   **Root Cause**: Parents do not respond to emails. Need to improve communication.
Perceptions
Problem Statement 1: We need to improve the results on staff survey Communication Category. We need to Increase Recognize Someone submissions.   **Root Cause**: Needs of collaboration and communication.

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.	**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. .
 	
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			