

Lewisville Independent School District

Liberty Elementary School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Liberty Elementary School is a comprehensive, public elementary school serving students Pre-Kindergarten through Fifth Grade. Our campus opened its doors in the fall of 2002 and is named in recognition of the events of September 11, 2001.

The campus enrollment has decreased slightly over the years and is currently at 571 students. We are located in Flower Mound, Texas and are part of the suburban Lewisville Independent School District.

We are an ethnically diverse campus with 57% Caucasian, 26.9% Asian, 6.5% Hispanic, 2.9% African American, and 7.3% American Indian, Pacific Islander, and Multi-Race. Gender totals are currently 54% male and 46% female. The average student to teacher ratio is 21:1. Our economically disadvantaged population is at 4%.

Liberty students have access to programs in Dyslexia, English as a Second Language, Gifted and Talented, Special Education, and Speech Therapy.

Our grade levels include the following number of sections/teachers in each: PreKindergarten - 4/6, Kindergarten - 3/3, First Grade - 4/4, Second Grade - 3/3, Third Grade - 5/5, Fourth Grade - 4/4, and Fifth Grade - 4/4. We have enrichment teachers in the areas of Art, Library, Music, Physical Education, and STEM. There are three SDI Special Education teachers, two ALS teachers, one AVLS teacher, two COMM teachers, and 13 special education aides. Other special programs include one Language Acquisition Specialist, a Dyslexia Interventionist and two speech therapists. We have one diagnostician. Liberty has an administration team which includes the principal and assistant principal. The administration support staff includes one school nurse, and one school counselor.

Student Learning

Student Learning Summary

The overall performance results of Liberty Elementary School students on the STAAR state mandated assessments continue to be well above the state and district average. Our professional teaching staff, above and beyond support staff, enthusiastic students, and supportive families all contribute a positive and engaging learning environment for our school community.

Liberty students have performed well as measured by the following state/local assessments and benchmarks:

- 94% of 3rd grade students scored at a Tier 5 level in Istation Reading
- 96.6% of 3rd grade students scored 494 or higher on Istation Math
- 3-5 met passing scores were very high (in the 90s) for both Math and Reading

Student Learning Strengths

The overall performance results of Liberty Elementary School students on the STAAR state mandated assessments continue to be well above the state and district average. Our professional teaching staff, above and beyond support staff, enthusiastic students, and supportive families all contribute a positive and engaging learning environment for our school community.

Liberty students Masters scores on the STAAR state assessment for the 23-24 SY were well above the district average

- STAAR Reading Masters scores were 44% for 3rd, 58% for 4th, and 50% for 5th
- STAAR Math Masters scores were 56% for 3rd, 54% for 4th, and 55% for 5th

Liberty 3rd GR students performed well on both the Istation math and reading assessment

- 94% of 3rd grade students scored at a Tier 5 level in Istation Reading
- 96.6% of 3rd grade students scored 494 or higher on Istation Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 100% of Liberty students are not showing mastery in Tier 1 instruction as measured by the Istation assessment. **Root Cause:** The previous year schedule and PLC structure did not allow adequate time for collaboration and data analysis.

School Processes & Programs

School Processes & Programs Summary

Liberty Elementary staff ensures a viable curriculum by following the scope and sequence, using district-approved resources and engaging in relevant professional development to ensure effective teaching and learning.

Liberty Elementary ensures that staff are engaged in relevant professional learning and monitors teaching and learning

- Previous data reports that Liberty staff accumulated 3683 total professional learning hours with each staff member averaging 50 hours
- Administrators conducted 253 visits to class to observe instruction

Liberty Elementary administration communication with staff and parents and decision-making

- Staff survey on communication reports that 74% of staff stated that there was clear communication
- Parent survey on communication reports that 94% felt like staff communicated clearly
- 73% of the staff stated they were involved in decision-making processes
- 83% of staff stated that they received relevant job training that helped maximize teaching and learning

School Processes & Programs Strengths

Liberty Elementary staff ensures a viable curriculum by following the scope and sequence, using district-approved resources and engaging in relevant professional development to ensure effective teaching and learning.

Liberty Elementary shows strengths in the following areas:

- 95% of parents stated that they agreed that the school supports and identifies the needs and well-being of students
- 95% of parents stated that their child was glad to come to school
- 94% of parents stated that the staff communicated clearly to them

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only 74% of staff felt like they were involved in decisions that affected them. **Root Cause:** Collaborative structures and systems of support in the previous year did not allow teachers and staff to provide input and suggestions on decisions that impacted the school.

Perceptions

Perceptions Summary

Liberty Elementary School is dedicated to creating a learning environment that is safe, motivating, and challenging. We believe everyone can reach their full potential by developing life-long skills of respect, leadership, responsibility, and collaboration. High expectations will be maintained as we move forward with pride in our accomplishments and nurture a strong desire to excel. All stakeholders will come together to set new goals that will assist the students of Liberty Elementary School in becoming learners for life.

Liberty has the following perceptions from the students

- 85% of students felt comfortable talking to staff members
- 79% of students felt like their needs were being identified and staff supported their overall well-being

Liberty has the following perceptions from the parents

- 95% of parents stated their child was glad to come to school
- 95% of parents stated they felt like their child's needs were being identified and staff were supporting their well-being
- 94% of parents stated they received clear communication from staff
- 83% of parents reported positive customer satisfaction

Liberty has the following perceptions from the staff

- 76% of staff felt like there was a balance work load to meet students needs and increase staff wellbeing
- 73% of staff felt like they were involved in decisions that impacted the campus
- 75% of staff felt like they received clear communication

Perceptions Strengths

Liberty Elementary School prides itself in the opportunities available to students and families throughout the school year.

Campus based student groups include Liberty Eagle Choir, Circle of Friends, Green Squad, Student Council, and Volleyball Club. Our campus also welcomes a dozen different district approved vendor activity programs after school. We are also an Extended School Day campus providing activities and enrichment until 6:30pm each school day via the district supervised, tuition based program.

Our nationally recognized Parents Teacher Association (PTA) provides a plethora of activities, events, and programs both during the school day and in the evening including assembly presenters, teacher grants, recognitions, family events, Donuts with Dudes, Muffins with Me, fall and spring book fairs, class parties, project and event volunteers, world cultures day, science fair, Reflections program, participation in national and international theme days, graduating seniors breakfast, adult education, and leadership opportunities.

The WATCH D.O.G.S program to facilitate fathers and male role models active involvement on campus during the school day is also a Liberty program.

Our most recent recognitions include:

- National PTA School of Excellence
- National Common Sense Digital Education Certified School
- National Association of Elementary School Principals Honor Student Council School of Excellence
- Finalist for Best of Denton County Public Elementary School
- Texas PTA Golden Apple Award for 100% Staff Membership
- Texas PTA Head Start Award for 100% or More of Previous Year Total as of September 30
- Texas PTA MARS Award (Men Are Really Special) for 50 or More Male Members
- Federal and State Performance – 96%
- Academic Achievement in English Language Arts/Reading – Distinction
- Comparative Closing the Gaps – Distinction
- Postsecondary Readiness – Distinction
- Overall Accountability Rating – Met Standard

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 79% of students felt like their needs were being identified and their well-being was supported **Root Cause:** Student recognition and systems of support from the previous year were not implemented to reinforce positive behavior, address social-emotional needs and celebrate student growth.

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: - Develop process and systems for teachers collaborating in PLCs during which teachers will analyze and monitor student performance and assessments (Istation, STAAR, benchmarks, writing assessment) and use that instruction drive instruction Strategy's Expected Result/Impact: 93% of all 3rd grade students will either achieve one years growth or be on level in istation Reading. 94% of all 3rd grade students will increase to a score of 494 or higher as reported on the Math istation state assessment. Staff Responsible for Monitoring: Principal Matt Rainey and Assistant Principal, Kim Cox.	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

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

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

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

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

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





Performance Objective 5: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Strategy 1 Details	Formative Reviews		
Strategy 1: I will strategically plan with leadership teams to intentionally build and reinforce student values and behaviors that are aligned with the campus and district vision and mission. Strategy's Expected Result/Impact: 10% of students in each grade level will receive at least one positive referral throughout the 23-24 school year which includes a teacher written postcard that is mailed directly to the student. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Counselor	Formative		
	Nov	Feb	May

 No Progress
  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: Liberty staff will implement positive referrals which will included a certificate and phone call home Strategy's Expected Result/Impact: 10% of students in each grade level will receive at least one positive referral throughout the 23-24 school year which includes a teacher written postcard that is mailed directly to the student. Staff Responsible for Monitoring: Liberty teachers and administration	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 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.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will improve self-efficacy and well-being through being provided a better work-life balance as well as engaging in the PLC process, meeting more frequently with learning and teaching facilitators, and engaging in meaningful professional learning. Strategy's Expected Result/Impact: Liberty teachers well-being will be maintained from the current score of 75.80% to a score of 75.80% at the end of the 23-24 school year as indicated on the pulse check. Staff Responsible for Monitoring: Matt Rainey - Principal Kim Cox - Assistant Principal	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

Performance Objective 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: Liberty administration will ensure clear communication to staff through weekly newsletters, monthly committee and staff meetings and timely responses through email and text messages. Strategy's Expected Result/Impact: Liberty staff communication survey will increase from 74.5% to 76% by the end of the 23-24 school year. Staff Responsible for Monitoring: Matt Rainey - Principal Kim Cox - Assistant Principal	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

High Priority

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





Strategy 1 Details	Formative Reviews		
Strategy 1: The campus administration will create effective systems and processes to collect and share feedback that impact decision-making which will strengthen trust within the staff. Strategy's Expected Result/Impact: The campus will increase the score for on positive change from 59.60% to 63% as indicated on the district scorecard. Staff Responsible for Monitoring: Principal (Matt Rainey), and Assistant Principal, (Kim Cox)	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

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

Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 6: Federal and State Mandates

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

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

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

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

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

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

aligned with state requirements.

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

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

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

Campus personnel utilize appropriate interventions for students with special needs.

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

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

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

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

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

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

Staff Responsible for Monitoring: All staff

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

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