

Lewisville Independent School District
Lillie J. Jackson Early Childhood Center
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: October 5, 2023

Demographics

Demographics Summary

The current demographics breakdown is as follows:

Ethnicity

American Indian: 0%

Asian: 8.75%

African American: 14.18%

White: 12.06%

Hispanic/Latin: 63.12%

Pacific Islander: 0%

Total: 423

55.79% Male

44.21% Female

Our student population represents different home languages: 42% Spanish, ESL/LEP 11.35%, English 40%

Special Programs:

1. ESL Program

2. Dual Language Program

3. 2 way Dual Language

4. Special Education total current enrollment: 17% of population

5. PreK Pal (Tuition) current enrollment: 44

****Some students qualify in multiple programs (ie: SpEd and Dual Language or PreK Pals and Dual Language, etc.)**

Many students have entered special programs this year and will continue in these programs for next year.

At risk students are all bilingual and ESL students, as well as those that qualify under one of the TEA guidelines for PreK eligibility. Students that do not qualify for PreK have the option to pay tuition to attend PreK but those spaces are limited.

Federal definition of guidelines is available on the TEA website.

The current mobility rate for our district and staff is unavailable at this point.

We have 18 students currently registered as McKinney Vento students.

The current teacher/student ratio is 12 students per 1 teacher. Our campus has a total of __423__ students and _45_ professional classroom teachers.

New students enroll or withdraw daily.

Average Daily Attendance Rate: 91%

Chronically Absent: 22.5%

Demographics Strengths

We offer a global view of learning which enriches the learning environment for all students. We are a diverse campus which enriches the learning experience. To meet the needs of our students and families, we offer many special programs which allows us to provide a strong student experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a high number of chronically absent students. **Root Cause:** Parent's lack the understanding of the importance of consistent attendance and how it to support academic and social/emotional development.

Student Learning

Student Learning Summary

Student Progress Goals:

Goal 1: 68% of Spanish speaking students and 80% of our English speaking students will meet proficiency in Uppercase letter recognition to continue their literacy development by May of 2023. Proficiency is being able to name 20 or more uppercase letters.

Spanish scored 76% meeting proficiency (8% above our goal) and our English scored 72% meeting proficiency (3% below our goal.)

Goal 2: 98% of all 4 year old students will be developing or higher and at least 35% will be proficient on the profile card writing continuum by May 2023. Proficiency is 10 or higher on the writing continuum, Developing 5-9 on the writing continuum.

Our EOY scores were 27% Proficient (8% from our goal) and 93% developing (2% from our goal.)

Goal 3: 55% of Spanish speaking students and of 75% English speaking will meet proficiency in Naming Numerals by May 2023.

We exceeded our Naming Numbers goal by 4% in Spanish and missed our English goal by 3%. In English we grew 41% and 53% in Spanish for meeting proficiency from BOY to EOY.

MTSS:

From August 2022-May 2023, 47 students entered in the MTSS process, 27 of students were referred for SpEd Testing, all 9 teacher referrals qualified for SpEd services. We currently still have 32 on tier 2 and 10 on tier 3. 18 of the 47 were parent requests for testing.

Student Learning Strengths

In looking at the data, our Spanish speaking students are coming in lower than our ESL students. Even though they are coming in lower they are making greater gains in our focus areas.

Naming numerals continues to be one of our areas of strength. In 21-22, we were able to grow proficiency by 30%. In 22-23, we grew 47% of students to meet proficiency.

Our MTSS system has done a good job identifying students that needed formal evaluations to qualify for SpEd services. Teachers are also working very hard to offer necessary interventions to support students in our MTSS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lillie J. Jackson was 8 points away from meeting the 27% proficiency rating on the writing continuum. **Root Cause:** Students are not given enough opportunities/experiences to develop their fine motor or writing skills to be proficient in writing when entering Kindergarten.

School Processes & Programs

School Processes & Programs Summary

We have mentor programs that support new teachers and special education as well as a campus and district instructional specialist. We have weekly PLC's where teachers are able to have in-depth discussions about their challenges as educators. Quarterly data meetings with PLC teams is used to discuss specific data from formative assessments. Through the conversations teachers set goals for the students and create interventions to implement in the classroom.

The campus has 1 full-time Language Acquisition Specialist and 1 part-time Language Acquisition Specialist that assists the students with language and offers support to teachers to better service the needs of the students.

Our campus follows the district LEAD process where teachers and administrators form goals and processes in order to support and grow teachers in their craft.

School Processes & Programs Strengths

There are multiple systems in place to support teachers professional. Each teacher's Professional Learning Goal is aligned with a chosen area on CLI which has a direct positive impact on learning in the classroom. The Student Progress Goal is directly tied to one of our Student Achievement goals in the Campus Improvement Plan. This allows us to have focused and intentional conversation on student achievement that as a campus we can work toward together. During our Beginning of the Year LEAD meetings, we discussed with each teacher what inspires them so that each administrator knows how to connect with a staff member when they are struggling or need motivation.

We had 7 teachers on campus participate in various leadership opportunities through the campus and district last year. Our goal this year to maintain that number.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A large number of students lack social-emotional regulation skills which impacts behavior and student performance. **Root Cause:** Social-Emotional PreK Guidelines have not be part of the PLC process and have not been looked at as skills that needed to be taught.

Perceptions

Perceptions Summary

Welcoming community and families. Involving all of our district resources to enhance student experience. We value safety as a high priority which helped us develop our campus creed "I will keep it safe". We are a campus that prides ourselves on parent involvement and keeping the parent and community informed of their students' experiences is an integral part of that process. As a campus, we are committed to providing our families and community with outstanding customer service, we collaborate to ensure the success of all students regardless of their classroom, we have a growth mindset where we support each other as a learning community. A campus monthly newsletter is sent to families to support campus events, parent education, and district information. Each teacher sends a weekly newsletter to the families in the classroom.

On the Spring Pulse Check,

Perceptions Strengths

We had 27 total community partnerships for 2022-2023 school year.

Last school year we held 16 different events to get families engaged at Lillie J. Jackson either virtually or in person on campus: Fall Fest, Spring Fling, Discovery/Explore/Learn, Open House, 2 Virtual Family Engagement Nights, 2 Fine Motor Parent Trainings, 2 Conscious Discipline Parent Trainings, Curriculum Night, Watch Dogs Night, PreK on Stage, Sweetheart Dance, Kinder Transition. (Last year we had 13)

Through the monthly newsletter we are able to share information with parents and get feedback from them on different school topics. it has really helped in planning events and parent involvement opportunities.

Staff showed a decrease in overall positive responses from the beginning of the year to the end of the year on Staff Pulse Check.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff showed a decrease in overall positive responses from the beginning of the year to the end of the year on Staff Pulse Check. **Root Cause:** A large number of teacher were functioning in the survival state by the end of the school year due to student behaviors and lack of student academic progress.

Priority Problem Statements

Problem Statement 1: Lillie J. Jackson was 8 points away from meeting the 27% proficiency rating on the writing continuum.

Root Cause 1: Students are not given enough opportunities/experiences to develop their fine motor or writing skills to be proficient in writing when entering Kindergarten.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We have a high number of chronically absent students.

Root Cause 2: Parent's lack the understanding of the importance of consistent attendance and how it to support academic and social/emotional development.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A large number of students lack social-emotional regulation skills which impacts behavior and student performance.

Root Cause 3: Social-Emotional PreK Guidelines have not be part of the PLC process and have not been looked at as skills that needed to be taught.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff showed a decrease in overall positive responses from the beginning of the year to the end of the year on Staff Pulse Check.

Root Cause 4: A large number of teacher were functioning in the survival state by the end of the school year due to student behaviors and lack of student academic progress.

Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Revised/Approved: October 5, 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		
Strategy 1: Writing will be integrated into various aspects of the classroom and formative assessment data will be used during PLC meetings. Materials to support this goal include: chart paper, Strategy's Expected Result/Impact: By May 2024, 30% of students at Lillie J. Jackson will have reached Proficient on the Writing Stage Development Rubric. Staff Responsible for Monitoring: Teachers, Admin, Title 1 Coach Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Writing Materials: Chart paper, white writing paper - 211 - Title I, Part A - \$1,000	Formative		
	Nov	Feb	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lillie J. Jackson was 8 points away from meeting the 27% proficiency rating on the writing continuum. Root Cause: Students are not given enough opportunities/experiences to develop their fine motor or writing skills to be proficient in writing when entering Kindergarten.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: -Educate parents on attendance policies multiple times throughout the school year. -Hold meetings with parents of chronically absent students. Strategy's Expected Result/Impact: Average Daily Attendance rate will drop below 92% and the number of chronically absent students will decrease to 20%. Staff Responsible for Monitoring: Teachers, Admin, Attendance Clerks Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We have a high number of chronically absent students. Root Cause: Parent's lack the understanding of the importance of consistent attendance and how it to support academic and social/emotional development.

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results





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

Performance Objective 6: Campus Behavior Goal:

Lillie J. Jackson will decrease behavior referrals by 10% from the first semester to the second semester.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: -Behavior PLCs focused on the Social-Emotional PreK Guidelines and the four questions. -Conscious Discipline training for all staff -Student Success Team to create a streamlined Behavior Plan for Lillie. Strategy's Expected Result/Impact: Teachers and students can self-regulate emotions that will improve overall student and staff well-being/experience. Staff Responsible for Monitoring: Admin, Teachers, Counselor, Title 1 Coach Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: A large number of students lack social-emotional regulation skills which impacts behavior and student performance. Root Cause: Social-Emotional PreK Guidelines have not be part of the PLC process and have not been looked at as skills that needed to be taught.
Perceptions
Problem Statement 1: Staff showed a decrease in overall positive responses from the beginning of the year to the end of the year on Staff Pulse Check. Root Cause: A large number of teacher were functioning in the survival state by the end of the school year due to student behaviors and lack of student academic progress.

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: -Offer multiple opportunities to educate and work with parents about the purpose of education and LISD. -Share Recognize Someone link in monthly newsletters, Facebook, and through campus communication. -Monthly Newsletters from the campus, weekly newsletters from the classroom. Strategy's Expected Result/Impact: Increase Recognize Someone submissions for Lillie J. Jackson to 48 by May 2024. Title I: 4.1, 4.2 Problem Statements: Perceptions 1 Funding Sources: Pizza appetizer for Watch DOGS parent meeting, - 211 - Title I, Part A - \$150	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Staff showed a decrease in overall positive responses from the beginning of the year to the end of the year on Staff Pulse Check. Root Cause: A large number of teacher were functioning in the survival state by the end of the school year due to student behaviors and lack of student academic progress.

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: -Weekly PLCs focused on team problem solving. -Learn what inspires each of our teachers and have individual conversations about that inspiration during BOY LEAD meetings. -Create multiple opportunities to allow for staff feedback in decision making: Monthly CLT meetings, campus committees, Student Success Team, and quarterly admin panels. -Weekly shout out board to celebrate successes and staff recognitions from fellow staff members. Strategy's Expected Result/Impact: By May 2024, 68% of staff will report on the LISD Staff Pulse Check, a positive change in the school and culture of Lillie J. Jackson. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 1: Staff showed a decrease in overall positive responses from the beginning of the year to the end of the year on Staff Pulse Check. Root Cause: A large number of teacher were functioning in the survival state by the end of the school year due to student behaviors and lack of student academic progress.

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

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





Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

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

Goal 6: Federal and State Mandates

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

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

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

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

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

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> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 Campus BLT

Committee Role	Name	Position
Administrator	Carol Argumaniz	Assistant Principal
District-level Professional	Heidi Veal	LISD Early Childhood Education Program Director
Administrator	Virginia Gwyn	Principal
Non-classroom Professional	Kimberly Byndom	Secretary
School Counselor	Tara Sheffield	Counselor
Administrator	Maribel Cantu	Assistant Principal
Paraprofessional	Kayla Bell	ECSE Paraprofessional
Title 1 Coach	Yesenia Torres	Title 1 Coach
Teacher	Leah Sanchez	Bilingual Teacher
Teacher	Courtney Bailey	ECSE Teacher
Teacher	Patty Davis	ESL Teacher
Specialist	Leticia Mendez	Language Acquisition Specialist
Parent	Beth Todd	Parent
Parent	Eva Tovar	Parent
Parent	Alejandra Villarreal	Parent
Parent	Vanessa Leos	Parent
Teacher	Jacqueline Gamez	Parent
Parent	Laura Infante	Parent
Parent	Patricia Rivas	Parent
Business Representative	Bill Walton	Owner Human Bean
Teacher	Michelle Mallari	PE Coach