

Lewisville Independent School District

McAuliffe Elementary School

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

2023-24 Enrollment by Race/Ethnicity

Asian: 1.32%

Afr. Am.: 2.08%

Am. In.: 0.76%

Hispanic: 11.53%

2 More: 5.10%

White: 79.21%

2021 Enrollment by Student Group

Economically Disadvantaged 6.81%

English Learners 1.7%

504 Students 2.65%

At-Risk 12.10%

Students w/Dyslexia 11.15%

GT 6.62%

Gender 48.02% Female and 51.98% Male

Sped 27.79%

Demographics Strengths

Our numbers have declined over the past year. We currently have 529 students enrolled. This is about 20 students less than last year. We have 4 sections of all grade levels; however, we have waivers in 4 classes currently. We have 2 waivers in 2nd grade and 2 waivers in 4th grade. Because we are land locked, we do not have the enrollment from our community so we depend on transfers. We are fortunate that we have so many people who want to come to McAuliffe.

McAuliffe is known to have an excellent support system in place as our PTA is very involved, and our volunteer base is very successful.

Student Learning

Student Learning Summary

2023 STAAR Scores

3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Reading	Reading	Reading	
Approaches – 97%	Approaches – 94%	Approaches – 100%	
Meets – 85%	Meets – 72%	Meets – 79%	
Masters – 43%	Masters – 42%	Masters – 36%	
Math	Math	Math	Math
Approaches – 98%	Approaches – 92%	Approaches – 99%	Approaches – 100%
Meets – 78%	Meets – 67%	Meets – 85%	Meets – 100%
Masters – 46%	Masters – 27%	Masters – 49%	Masters – 100%
		Science	
		Approaches – 97%	
		Meets – 72%	
		Masters – 39%	

Student Learning Strengths

McAuliffe Highlanders are performing well overall. We have focused more on data over the past couple of years, and we can see the improvement in our scores. We do believe that our students are more than numbers. We believe in teaching the whole child. An example is our daily STEM start. Because we no longer have a STEM specials class, we have dedicated part of every morning to STEM. This has proven to be an exceptional experience for our students. Their learning was evident in their experience with the district's Wonder Wagon. We see an improvement in problem solving also.

We continue to look for learning opportunities for our students. We have developed the Academic Olympics, held in the Spring. All students compete in their classroom competitions, then the winners advance to the grade/campus level finals. Students participate in real-world skills like math facts, typing, dictionary skills, following directions, spelling, and a pop culture event.

We are re-establishing our MTSS/RTI program this year. This was an area of weakness overall for us. With a new counselor/AP, this will be an area in which we anticipate great growth! While we work diligently to support struggling learners, staff members also continue to look for opportunities to accelerate learners in specific areas of great strength.

We have updated our mission statement this year: Together we will nurture students and families through preparation, passion, and purpose.

We have updated our vision statement this year: McAuliffe will foster each student's unique talents & capabilities to support & prepare them to confidently flourish in their futures.

We have also updated our school pledge: Today, I will respect myself, I will respect others, and I will respect property at McAuliffe Elementary. Today, I will be my best because the world needs me.

School Processes & Programs

School Processes & Programs Summary

McAuliffe Elementary continues to be a learning organization that is focuses first on safety and security. We believe learners must first be safe and second, must feel secure (protected and valued.) Next, we believe that learners must be happy; they have to want to come to school! We work diligently to provide a culture of respect, excitement, and collaboration focused on student growth and achievement in all content areas.

There are systems in place to continue to monitor student growth and ensure that the proper interventions are implemented. Formal and informal walkthroughs are used to ensure the alignment of instructional practices and the district's scope and sequence.

District curriculum facilitators meet throughout the school year with grade level teachers to help plan, to model lessons, and to support overall growth in the different content areas. Multiple professional learning opportunities were also provided to all staff in order to continue to meet our specific campus needs.

Summer 2023, 4 staff members attended Solution Tree training. As a campus we will work to become a PLC Campus. The entire staff was trained in 2020 and a follow up was done in 2021 and 7 more attended in 2022. This achievement will increase student achievement and support teacher retention while promoting a positive environment. All staff members are trained in Restorative Practices to better meet the needs of our school family and further our efforts to become a PLC campus. Restorative Practices will continue. Students are met at their classroom doors daily with a choice greeting. We meet monthly as a campus to celebrate staff members and students. We meet weekly in Huddle groups to better connect with students and intentionally teach The McAuliffe Way. In June 2023, 10 teachers and 2 administrators attended the Get Your Teach on Conference in Dallas. This was an extraordinary opportunity and played an integral role in taking the next step in not only connecting with students, parents, and community, but it also focused on engagement! Engagement will play an integral role in our 2023-24 school year. We feel that the impact of this opportunity will be far-reaching.

Grade level teams meet in regular PLC meetings to discuss student data, common assessments, and student progress. RTI will meet regularly. We will use CANVAS as our learning management system. All staff members will be provided training and support for CANVAS.

School Processes & Programs Strengths

- All drill/safety requirements were met
- Excellent collaboration with district level facilitators
- Increased number of administrative walk-throughs
- "I can" statements are posted in all classrooms to connect daily objectives and big picture statements
- Intentional problem solving journals will be kept in all math classes

- Treatment Agreements are posted in each classroom
- A staff/administrator treatment agreement was completed and shared in common staff areas
- All staff trained in Restorative Practices
- Focus on our part in a big world
- Each grade level will complete a community service project
- Huddle Meetings 3X monthly to allow for small group mentoring
- We will increase positive recognitions for staff and students

Perceptions

Perceptions Summary

Here is a [link to our Campus Profile](#). You will find data, survey information, partnerships and more about the climate at McAuliffe.

Perceptions Strengths

We are a medium sized campus in a tight nit community. We are the central most school in our community and work tenaciously to be the center of the community. We look for opportunities to serve our families - even those who no longer or have never had students in our school.

We want our neighbors to look at our campus with pride and as an integral part of the community. We want our neighbors to feel comfortable working with us as partners.

Ultimately, we desire our families to find McAuliffe as a safe, exciting place where everyone can feel important, confident, and prepared for any success they desire.

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: We will use PLC's, grade level planning, differentiate instruction, and literacy check ins to ensure that students progress accordingly. Strategy's Expected Result/Impact: 81% of all students and 82.5% of the white students will score meets or better or will achieve goals set in their IEP's in 3rd grade reading. Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: We will use PLC's, grade level planning, and differentiate instruction to ensure that students progress accordingly. Strategy's Expected Result/Impact: 84% of all students will score meets or better or will achieve goals set in their IEP's in 3rd grade math. Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be engaged in innovative and hands-on learning experiences that stimulate their imagination, critical thinking, and problem-solving abilities. We will offer a wide range of opportunities for students to explore their passions, discover their unique talents, and develop the necessary skills to excel academically, socially, and emotionally. This will include activities like daily STEM start, Huddle, monthly assemblies, Dallas Zoo Priority Connections, Strategy's Expected Result/Impact: Will increase from 87.2% to 90%	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 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.





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

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase in students comfortable talking to staff Strategy's Expected Result/Impact: 95% of all students will feel comfortable talking to staff Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase parent survey- child glad to come to school Strategy's Expected Result/Impact: 99.4% of our students will be glad to come to school Staff Responsible for Monitoring: All students	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 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.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be engaged in innovative and hands-on learning experiences that stimulate their imagination, critical thinking, and problem-solving abilities. We will offer a wide range of opportunities for students to explore their passions, discover their unique talents, and develop the necessary skills to excel academically, socially, and emotionally. (To include daily STEM start, Dallas Zoo Priority connections, Rock My School participation) Strategy's Expected Result/Impact: Our student environment survey will increase from 87.2% to 90%.	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 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: We will accomplish this by having monthly assemblies, weekly Huddle meetings, morning meetings, principal pop-ins, stickers, the HIPPO award, and positive referrals. We will recite our pledge daily, post the pledge in each classroom, and intentionally teach the expectations of being a McAuliffe Highlander with fidelity. Strategy's Expected Result/Impact: We will have more positive referrals than negative referrals by May 10.	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: We will involve the school counselor, allow opportunity to have buddy supports, cover extra duties, eliminate unnecessary meetings/paperwork, celebrate employees in the weekly newsletter, highlight classrooms, provide a conference on half days, and host a Kindness Week for adults. Strategy's Expected Result/Impact: We will increase staff well being from 83.2% to 85% on the Pulse survey.	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></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: Each grade level is required to have a community service project. The office will host a vendor fair. We will host the annual Chili Cook-off. We will highlight these on social media. I will maintain clear and transparent communication channels among students, teachers, staff, parents, and the community by utilizing a variety of sources including the weekly newsletter (s'more), social media, and call outs. Strategy's Expected Result/Impact: Maintain staff and parent survey scores.	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey





Customer Service survey

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

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

Goal 6: Federal and State Mandates


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


You will update the formative and summative reviews.


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


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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May

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

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

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

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

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

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

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

aligned with state requirements.

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

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

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

Campus personnel utilize appropriate interventions for students with special needs.

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

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

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

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

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

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

Staff Responsible for Monitoring: All staff

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

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