

**Lewisville Independent School District**  
**Mill Street Elementary School**  
**2023-2024 Improvement Plan**



**Public Presentation Date:** October 6, 2023

# Mission Statement

Inspiring and engaging every Mustang, every day.

## Vision

All students will be resilient in the pursuit of learning.

## Value Statement

Mill Street Elementary is dedicated to nurturing resilient, inspired, and engaged Mustangs daily. Our values reflect the core principles that guide our school community:

- **Resilience:** We believe in equipping every student with the resilience needed to conquer challenges and thrive in their educational journey. We cultivate strength, perseverance, and adaptability.
- **Inspiration:** We strive to inspire a lifelong love of learning by creating an environment where curiosity is sparked, dreams are nurtured, and creativity is celebrated.
- **Engagement:** We are committed to engaging every Mustang daily in meaningful and impactful learning experiences. We encourage active participation, critical thinking, and the pursuit of excellence.
- **Inclusivity:** We embrace diversity and inclusivity, fostering an environment where every student feels valued, respected, and empowered to succeed.
- **Innovation:** We embrace innovation in teaching and learning, staying at the forefront of educational advancements to provide our students with the best tools and opportunities for success.
- **Community:** We prioritize building a strong sense of community among students, staff, families, and stakeholders, working collaboratively to create a supportive and nurturing atmosphere.
- **Character:** We emphasize the development of character traits like integrity, empathy, and responsibility, as they are integral to both academic and life success.
- **Collaboration:** We value collaboration as a means to enrich the learning experience, encouraging students to work together, share ideas, and foster a

spirit of unity.

- **Continuous Growth:** We are dedicated to continuous growth and improvement, ensuring that we evolve to meet the evolving needs of our students and the world.

Our motto, 'Blazing a Trail to Greatness,' embodies the spirit of adventure, innovation, and ambition that drives our educational community. We are dedicated to guiding our students on a path of discovery, growth, and achievement, helping them realize their full potential and blaze their own unique trail to greatness.

At Mill Street Elementry, our vision, mission statement, values, and motto are at the heart of everything we do. We are committed to preparing our Mustangs to be resilient, inspired, and engaged learners poised to positively impact the world.

**Blazing a Trail to Greatness!**

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# Comprehensive Needs Assessment

Revised/Approved: September 26, 2023

## Demographics

### Demographics Summary

Mill Street Elementary has a staff of 89 individuals who believe in inspiring and engaging students as learners and leaders. We are a Dual Language school serving grades Pre-Kindergarten through 5th grade. Our school is located in Old Town Lewisville and is the original site of Lewisville High School. As of August 2023, we have 632 students: 76% Hispanic, 11% African American, 9% White, and 3% two or more races. 20% of our students receive special education services. 54% of our students are Emerging Bilinguals. 87% of our students are economically disadvantaged.

As a staff, our vision is all students will be resilient in the pursuit of learning. We all start each day in morning meetings and have school-wide TEAM expectations for students and staff.

T- Treat Others Kindly

E - Engage in Learning

A - Always try your best

M- Make responsible choices

### Demographics Strengths

Mill Street is a campus that brings together students of many different backgrounds and experiences. Through their shared years together as Mustangs, we can help these citizens of tomorrow better understand their peers and be better prepared for the world.

Most of Mill Street teachers have many years of experience. Staff demographics can be found in the Addendum.

All teachers are trained in Restorative Practices and have access to continued learning. Our team leads are trained in leading effective professional learning communities (PLCs). We have three Title 1 coaches, two to support instructional practices and the third serves as a behavior interventionist/coach. The rest of our instructional support team includes two Language Acquisition Specialists (LAS) who also support the Academic Vocabulary Program, Content and Language Objectives, and ongoing learning in effective instructional practices.

Parents and families are an essential part of Mill Street. Based on LISD District Pulse family survey, 95% customer satisfaction from our parents.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Students out of instructional setting due to behavior. **Root Cause:** Cultural proficiency and strategies for behaviors were not utilized effectively. Additional teacher support in restorative practices and data tracking is needed to ensure the correct behavioral support for students and decrease the higher percentage of male student referrals.

# Student Learning

## Student Learning Summary

Literacy Readiness Improved to 96%. STAAR results were mixed, with Math seeing some increases, Science remaining flat, and Reading experiencing a drop. Mill Street is focused on Tier 1 instruction and continued focus on Tier 2 and Tier 3 interventions delivered with fidelity and MTSS approach.

## Student Learning Strengths

Student literacy data is tracked in istation, Amira, and student growth are recognized and celebrated.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The mastery of reading at grade-level is at less than 49% for the campus. **Root Cause:** Teachers need continued training and feedback in science of teaching reading instructional strategies and teacher moves that ensure student success.

# School Processes & Programs

## School Processes & Programs Summary

MSE serves students PreK - 5th grade and is also a dual-language school with curricular programs and processes to ensure that learning is based on standards and is scaffolded to address various student needs. Teachers plan using backward design (stages 1 and 2) in the LISD Curriculum canvas course and meet weekly as a team to establish the upcoming essential Teks and define the common formative assessments to impact student learning (PLT). Each day starts with a 10-minute morning meeting with all students and staff engaging in meaningful conversations to build a restorative practices connection in our community. We meet in student clubs once a month. Students can be leaders in the Student Council, Principal Advisory, Kindness Ambassadors, Library Helpers, and Safety Patrol.

The grade teams meet monthly for an extended planning period focused on student work. Our campus utilizes two instructional coaches, a behavior interventionist, our LAS, administrators, and our learning facilitators to support system changes to meet grade-level needs.

## School Processes & Programs Strengths

MSE has strong goal-setting and decision-making teams comprising staff, district personnel, and community members. Our team completes a needs assessment in the spring along with the campus scorecard and creates targeted strategies to meet the district goals. Our Building Leadership Team (BLT) also receives input from our Vertical teams: Reading, Writing, Math, and Science. The BLT team meets every quarter to complete a formative assessment of goal progress and make any adjustments that may be needed. These formative assessments are shared with all staff to see their impact on the school's progress.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** High numbers of office and classroom referrals indicate students need to be in a more robust social/emotional position to access the curriculum. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus. **Root Cause:** Low parent engagement



# Perceptions

## Perceptions Summary

Teachers use ongoing, varied assessments to ensure the growth of all students and identify struggling learners. The Response to Intervention (RtI) program strives to intervene early, ensuring that the right supports are in place for students and using a multi-tiered support system. MTSS). Teachers meet weekly as a collaborative team with instructional coaches, admin, and language acquisition specialists (LAS) to plan the units of study, identify essential standards, determine learning progress learning targets, and exit tickets to assess student learning. Grade levels agree on common formative assessments (CFA) to drive discussion on instructional strategies and teaching. District curriculum-based assessments (CBA), benchmark data, and iStation data are tracked throughout the school year to monitor student academic progress. PLC data dashboards are shared with vertical teams to identify and address school trends.

## Perceptions Strengths

Based on the campus profile survey from spring 2022, 94% of parents who completed the survey reported they are satisfied with Mill Street Elementary and 94% indicated that they know the school cares.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Grade level growth is not closing gaps to increase the number of students tier 1 (students in level 3 or higher on station reports). **Root Cause:** Need engaging lessons with daily learning targets and planned cycles of assessment and instruction to address learning deficits. Daily structured guided reading lessons and ensured follow through with observations and feedback.

# Priority Problem Statements

**Problem Statement 1:** Students out of instructional setting due to behavior.

**Root Cause 1:** Cultural proficiency and strategies for behaviors were not utilized effectively. Additional teacher support in restorative practices and data tracking is needed to ensure the correct behavioral support for students and decrease the higher percentage of male student referrals.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Grade level growth is not closing gaps to increase the number of students tier 1 (students in level 3 or higher on station reports).

**Root Cause 2:** Need engaging lessons with daily learning targets and planned cycles of assessment and instruction to address learning deficits. Daily structured guided reading lessons and ensured follow through with observations and feedback.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** High numbers of office and classroom referrals indicate students need to be in a more robust social/emotional position to access the curriculum. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus.

**Root Cause 3:** Low parent engagement

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The mastery of reading at grade-level is at less than 49% for the campus.

**Root Cause 4:** Teachers need continued training and feedback in science of teaching reading instructional strategies and teacher moves that ensure student success.

**Problem Statement 4 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Community Based Accountability System (CBAS)

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

Revised/Approved: September 26, 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: Create and implement a protocol for lesson internalization by administrators and teachers, including time for teachers to ensure equity in all classrooms. Monitor and provide feedback on the rigor and effectiveness of the taught lessons. A culture of excellence.. Teacher reflection with "just in time" data meetings to meet the needs of the students.	Formative		
	Nov	Feb	May

<p>instructional coaches for PLC, data meetings, coaching cycles, lit checks, ecr, writing and reading vertical teams, tutors, weekly PLC with admin and coaches</p> <p><b>Strategy's Expected Result/Impact:</b> 3rd-grade istation reading students on tier 1 or achieving 6 months growth will increase from 56% to 61%. Math station will increase from 59% to 61%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Tutors - 211 - Title I, Part A - \$30,000</p>			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> The mastery of reading at grade-level is at less than 49% for the campus. <b>Root Cause:</b> Teachers need continued training and feedback in science of teaching reading instructional strategies and teacher moves that ensure student success.
Perceptions
<b>Problem Statement 1:</b> Grade level growth is not closing gaps to increase the number of students tier 1 (students in level 3 or higher on station reports). <b>Root Cause:</b> Need engaging lessons with daily learning targets and planned cycles of assessment and instruction to address learning deficits. Daily structured guided reading lessons and ensured follow through with observations and feedback.

**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:** 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:

By May 24, 2024, the current male ratio of students with four or more referrals on the Core team monitoring list will reduce from 70% to 60% with TEAM expectations, increased feedback and observations, restorative practices training, and Kagan cooperative structures.

\* 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		
<b>Strategy 1:</b> Student behavior levels in areas of conflict resolution and safety. SEL learning and supports. New campus core expectations teaching and supports. Mustang Money and Store as PBIS system of support. Boys to Men club, high school mentors, WatchDogs are additional campus supports. We are also reworking ISS to include a restorative conversation with the classroom teacher prior to returning to class.  <b>Strategy's Expected Result/Impact:</b> Decrease % of male referrals from 70% to 60% when looking at students with four or more referrals.  <b>Staff Responsible for Monitoring:</b> Behavior interventions, Counselors, CIS, ACE, admin, Club sponsors of Boys to Men  <b>Title I:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 1	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>			

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Students out of instructional setting due to behavior. <b>Root Cause:</b> Cultural proficiency and strategies for behaviors were not utilized effectively. Additional teacher support in restorative practices and data tracking is needed to ensure the correct behavioral support for students and decrease the higher percentage of male student referrals.

**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		
<b>Strategy 1:</b> Student and parent engagement. An increase in authentic student engagement should lower behaviors, and an increase in parent engagement impacts everything. Provide 2 Lunch with Principal meetings to increase Parent Engagement. <b>Strategy's Expected Result/Impact:</b> Through an increase in parent engagement, the number of parent survey participants will increase from 74 to 94. <b>Staff Responsible for Monitoring:</b> Culture and Connection Team (CCT), admin, all staff  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> High numbers of office and classroom referrals indicate students need to be in a more robust social/emotional position to access the curriculum. Low participation in parent conferences, parent engagement nights, and connections with classroom teachers impact students on campus. <b>Root Cause:</b> Low parent engagement

**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		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %  <b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> 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><b>Strategy 1:</b> 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><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> 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>			