

# Lewisville Independent School District

## Polser Elementary School

### 2023-2024 Improvement Plan

**Accountability Rating: A**

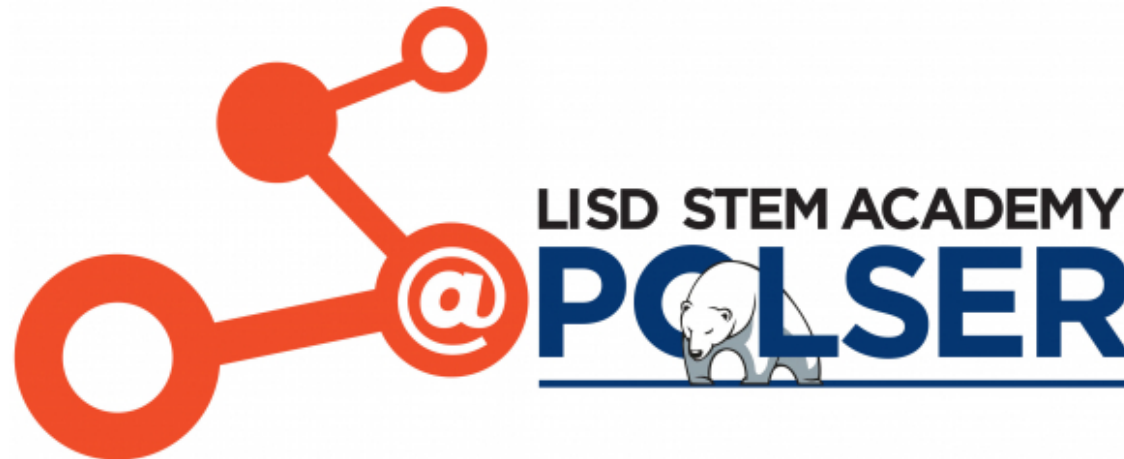
**Distinction Designations:**

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Engineering opportunities that challenge and inspire students to reach their full potential.

## Vision

At Polser STEM Academy, we are committed to providing equal opportunities for all students to become lifelong learners and exceed expectations.

In order to achieve our shared vision, Polser STEM Academy staff commits to the following collective commitments:

- Polser staff will stay current with learning strategies and techniques based on research
- Polser staff will build positive, trusting relationships with all of our students
- SMART goals will drive instruction, intervention and enrichment
- Teachers will differentiate instruction to support student learning
- Polser staff will obtain STEM Certification
- Polser staff will build a collaborative community
- Polser STEM Academy expects the most from ourselves and our students

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# Comprehensive Needs Assessment

Revised/Approved: May 17, 2023

## Demographics

### Demographics Summary

Polser STEM Academy is a Nationally recognized STEM Academy, accepting students on an application and randomized selection process in grades Kindergarten-5th Grade. We are a diverse Title I campus located in Carrollton, Texas. At Polser, we celebrate our students' success and continuous growth. Our dedicated staff of more than 60 teachers and support staff, serves over 450 students in grades PK-5th grade, to include ALS, AVLS, and ECSE. The professional staff at Polser is comprised of 81% professional staff, and 19% educational aides, with 83% holding a Bachelor's degree and 15% holding a Masters degree.

Our student population includes 22% African American, 21% Hispanic, 18% White, 0.2% American Indian, 30.3% Asian, 0.2% Pacific Islander, 8.3% Two or More Races, with 39% of our students classified as Economically Disadvantaged, 21% ELL, and 22% Special Education, with an attendance rate of 97%. Our staff is dedicated to provide innovative and engaging instruction as well as instructional support to ensure every student is successful. We have developed strong and engaging partnerships with our parents and our community to create a sense of family within our school.

### Demographics Strengths

Polser STEM Academy has a 97% rate of attendance. Since becoming a STEM Academy in 2019 and our renewal in 2023, as well as our improved accountability rating and distinctions, our enrollment has continued to increase through STEM applications.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The 3% of students not attending school have excessive absences, beyond the 90% rule, and are identified as Special Education, or PK/ECSE therefore truancy is not filed. **Root Cause:** Per the district, truancy is not filed on PK/ECSE or Special Education students. IEP goals must be adjusted to meet their needs.

**Problem Statement 2 (Prioritized):** PK/ECSE students on priority enrollment for Kindergarten have continued excessive absences and tardies. **Root Cause:** Priority enrollment students from PK/ECSE to Kindergarten are not reviewed following the same transfer acceptance criteria as other application students.

# Student Learning

## Student Learning Summary

Subject Area	2020 Percent	2020 Approach	2020 Met	2020 Masters	2021 Percent	2021 Approach	2021 Met	2021 Masters	2022 Percent	2022 Approach	2022 Met	2022 Masters
3 <sup>rd</sup> Grade Math	73	88	55	31	64	71	44	24	65	76	48	17
3rd Grade Reading	73	86	48	36	66	76	40	24	71	81	59	35
4th Grade Math	57	66	32	13	56	60	40	23	68	75	53	38
4th Grade Reading	64	77	31	15	65	68	47	19	73	83	60	38
4th Grade Writing	55	51	31	5	59	60	38	3	N/A	N/A	N/A	N/A
5th Grade Math	71	85	52	36	77	88	78	45	75	94	69	51
5th Grade Reading	68	74	41	20	79	92	69	46	77	84	71	51
5th Grade Science	69	65	38	14	78	87	59	38	68	69	47	24

## Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>93</b>	<b>A</b>
<b>Student Achievement</b>		<b>90</b>	<b>A</b>
STAAR Performance	60	90	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>94</b>	<b>A</b>
Academic Growth	89	94	<b>A</b>
Relative Performance (For Dist. 39.4%)	60	83	<b>B</b>

Relative Performance (EOD Dis. 33.4 %)	90	85	D
<b>Closing the Gaps</b>	<b>94</b>	<b>89</b>	<b>B</b>

## Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

## Distinction Designations

 ELA/Reading

 Mathematics

 Science

Not Eligible Social Studies

 Comparative Academic Growth

 Postsecondary Readiness

 Comparative Closing the Gaps

## Student Learning Strengths

Polser STEM Academy has continued to make academic progress since 2018. Our instruction is aligned and targeted. Teachers follow the LISD curriculum, and provide engaging opportunities that encourage problem solving and critical thinking through hands-on experiences and questioning. Students are offered intervention and enrichment time daily to ensure consistent growth for all students. PLC meetings, identifying targets, meeting vertically, and using our data to drive our instruction has both improved instruction and impacted student growth.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Special Education and Economically Disadvantaged students have made slower progress on grade level TEKS in reading and math. **Root Cause:** Many special education students are also identified as economically disadvantaged. Intervention is provided following IEP goals, and identified special education programs for reading and math. iReady is used for special education assessments, and progress monitoring.

**Problem Statement 2 (Prioritized):** Guided reading and literacy stations have not been consistently implemented in 4th and 5th grade. **Root Cause:** Use of technology for online

reading activities, not following the curriculum, and only using iStation assessments to monitor reading progress have not shown student growth in reading.

**Problem Statement 3 (Prioritized):** Teachers need to utilize curriculum checkpoints and formative assessments that yield the data necessary for teachers to reflect, adjust and deliver instruction before the nine week assessments so they can meet the needs of each student/groups. **Root Cause:** Planning using rigor and end goals in mind are not evident in teacher lesson plans. Lesson plans do not reflect district checkpoints, and formative assessments.

**Problem Statement 4 (Prioritized):** Students in 4th and 5th grade perform lower in iStation Reading. **Root Cause:** Students in grade 4 and 5 missed reading instruction due to COVID 19 and virtual learning. Phonics instruction was limited, and difficult to receive utilizing technology.

# School Processes & Programs

## School Processes & Programs Summary

Polser teachers and staff participate in a variety of activities designed to promote personal and collective learning which will ultimately enhance student achievement, success, and engagement in the classroom. The process of recruiting, retaining, and supporting teachers begins with thoughtful and intentional decisions about the needs and strengths of teachers and students at each grade level when making hiring decisions. Teachers and administrators collaborate to identify qualities of potential Polser teachers and then begin the task of finding the "right fit" for each team. A team of teachers participate in grade-level interviews. Once candidates are chosen, First Year Teachers and new-to-Polser teachers and staff members are supported in a variety of ways including LISD First Year Teacher mentors, campus mentors, and their teams. New staff members participate in regular meetings and are encouraged to attend additional staff development so they are better prepared to implement campus initiatives.

Grade Levels meet in PLC's throughout the school year to review student progress, plan for intervention and enrichment, plan for instruction, and create learning goals for the school year. Teachers work collaboratively to plan instruction, intervention, and enrichment to meet the needs of all their students following grade level curriculum and assessments. Additionally, grade level teams meet at least weekly for collaborative planning as well as to analyze student data, set SMART goals, and implement and monitor student interventions. Classroom teachers participate in RtI meetings as scheduled, and collaborate with support teachers including the LISD Learning Facilitators. TEKS aligned materials are implemented across grade levels and subjects.

Professional development is provided for Polser teachers on a regular basis and the focus has included reading instruction, writing instruction, STEM, PLC, small group intervention, and social-emotional needs of students.

Team Leaders meet monthly to address campus needs and provide input for solutions. We have created a Behavior Team to focus on discipline, and school wide discipline program using DOJO and Restorative Practices We also have a BLT committee that reviews the campus improvement plan, procedures, a variety of survey data, Title I documentation, and works collaboratively to make campus plans and decisions.

Over 30 staff members have obtained National STEM certification in order to provide quality instruction to our students. Polser ES became a Nationally Recognized STEM campus in 2019, and Re-Certified Nationally in 2023. New to Campus Teachers with experience will obtain their STEM certification within the school year. New teachers or teachers completing Reading Academy will have 2 years to complete STEM certification.

## School Processes & Programs Strengths

High quality professional development is provided for teachers in very specific areas designed to meet their students' needs. The LISD District and Campus mentor programs are very supportive both aiding and assisting First Year Teachers and New to Polser teachers learn the culture and feel supported on a new campus/district. Implementation of district curriculum with fidelity and the use of content area facilitators ensure curriculum is being delivered with fidelity. Implementation of Engineering instruction following the district model and curriculum ensure our students receive quality engineering instruction. New teachers completing STEM certification, STEM model lessons, and curriculum writing support engineering/STEM instruction in our classrooms. Implementation of PLC's to review student data, develop quality instruction, target learning, and develop plans for intervention ensure all of our students make progress.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Additional time for PLC's, beyond the district calendar, have not been scheduled within the school day or after school. **Root Cause:** The master schedule did not allow for coverage. Limited subs are available to cover classrooms for an additional hour.

**Problem Statement 2 (Prioritized):** Polser needs all team leads trained through Solution Tree to lead additional PLC's weekly among their grade levels. **Root Cause:** Solution Tree training is a 3 day training that takes place in the summer when teachers are off contract.

# Perceptions

## Perceptions Summary

Polser STEM Academy is a diverse, Title I campus. Our mission was realigned in August, 2023 - Engineering opportunities that engage and inspire leaders and innovators. Our students follow PRIDE, 5 standards for behavior; P-Positive Words and Actions, R-Respect for Self and Others, I-Integrity and Honor, D-Display Self Control, E-Excellence in All We Do. Polser embraces the beliefs and philosophy followed at the Ron Clark Academy with our House System. Our students are each a member of 1 of 4 houses. Students and teachers earn positive points for their house through DOJO for behavior and participating in house challenges. Houses compete each 9 weeks. Pep Rallies are held every nine weeks to encourage positive behavior, camaraderie, and collaboration between students and teachers within each house. We have a Robotics Club, Student Council, Polser Singers, and Safety Patrol. Kindergarten - 5th Grade students are provided intervention and enrichment time which is built into our school day.

We have a strong PTA and they offer many opportunities to be involved throughout the year such as our Monster Mash, Spirit Nights, Polserfest, Movie Nights, Book Fairs, Grade Level Events, and much more. Polser offers a Back to School Bash at the beginning of the school year and students and families are offered a chance to drop off supplies, meet their teachers, engage with other families and district offered programs. Each grade level provides a Parent Orientation night, and information is provided in the Principal's weekly electronic newsletter. There are several opportunities for parents to volunteer on campus throughout the year. We continue to build our PTA membership and volunteer base. At Polser, we are committed to build partnerships between school and home. Student success relies on support from home and building positive relationships with all stakeholders.

## Perceptions Strengths

Our strengths include a strong PTA Membership and volunteer opportunities. A variety of programs are offered to our staff and students. The commitment of our staff to provide a safe and nurturing environment as well as our dedication to build positive partnerships with our families and encourage their support in their child's learning every day is a strength at Polser STEM Academy. The implementation of our house system encourages camaraderie among our staff and students, and a sense of PRIDE for our school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students do not have a trusting relationship with a teacher on our campus. **Root Cause:** Teachers have had limited time to connect with students on a personal level.

**Problem Statement 2 (Prioritized):** Teachers do not feel they have a trusting relationship at work. **Root Cause:** Teachers have limited time to connect with each other on a personal level due to the demands of the curriculum.

**Problem Statement 3 (Prioritized):** Loss of STEM enrollment occurs because we are labeled a Title I campus. **Root Cause:** All of our stakeholders need to consistently share the good things happening on our campus.

# Priority Problem Statements

**Problem Statement 1:** The 3% of students not attending school have excessive absences, beyond the 90% rule, and are identified as Special Education, or PK/ECSE therefore truancy is not filed.

**Root Cause 1:** Per the district, truancy is not filed on PK/ECSE or Special Education students. IEP goals must be adjusted to meet their needs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** PK/ECSE students on priority enrollment for Kindergarten have continued excessive absences and tardies.

**Root Cause 2:** Priority enrollment students from PK/ECSE to Kindergarten are not reviewed following the same transfer acceptance criteria as other application students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Guided reading and literacy stations have not been consistently implemented in 4th and 5th grade.

**Root Cause 3:** Use of technology for online reading activities, not following the curriculum, and only using iStation assessments to monitor reading progress have not shown student growth in reading.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Teachers need to utilize curriculum checkpoints and formative assessments that yield the data necessary for teachers to reflect, adjust and deliver instruction before the nine week assessments so they can meet the needs of each student/groups.

**Root Cause 4:** Planning using rigor and end goals in mind are not evident in teacher lesson plans. Lesson plans do not reflect district checkpoints, and formative assessments.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Students in 4th and 5th grade perform lower in iStation Reading.

**Root Cause 5:** Students in grade 4 and 5 missed reading instruction due to COVID 19 and virtual learning. Phonics instruction was limited, and difficult to receive utilizing technology.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Special Education and Economically Disadvantaged students have made slower progress on grade level TEKS in reading and math.

**Root Cause 6:** Many special education students are also identified as economically disadvantaged. Intervention is provided following IEP goals, and identified special education programs for reading and math. iReady is used for special education assessments, and progress monitoring.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Polser needs all team leads trained through Solution Tree to lead additional PLC's weekly among their grade levels.

**Root Cause 7:** Solution Tree training is a 3 day training that takes place in the summer when teachers are off contract.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Additional time for PLC's, beyond the district calendar, have not been scheduled within the school day or after school.

**Root Cause 8:** The master schedule did not allow for coverage. Limited subs are available to cover classrooms for an additional hour.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Students do not have a trusting relationship with a teacher on our campus.

**Root Cause 9:** Teachers have had limited time to connect with students on a personal level.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Teachers do not feel they have a trusting relationship at work.

**Root Cause 10:** Teachers have limited time to connect with each other on a personal level due to the demands of the curriculum.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** Loss of STEM enrollment occurs because we are labeled a Title I campus.

**Root Cause 11:** All of our stakeholders need to consistently share the good things happening on our campus.

**Problem Statement 11 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- 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
- Study of best practices

# Goals

Revised/Approved: October 6, 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		
<b>Strategy 1:</b> Provide PebbleGo Resource for all students for safe online research and technology resource. <b>Strategy's Expected Result/Impact:</b> 100% of students will have access to digital research resource to improve reading and writing for all grade levels. <b>Staff Responsible for Monitoring:</b> Teachers, Librarian, Administration  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1, 2, 3, 4 <b>Funding Sources:</b> Pebble Go Renewal Subscription - 211 - Title I, Part A - \$2,059	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Literacy Check-ins every nine weeks to review ISIP, DRA, and iReady reading data to monitor student progress. <b>Strategy's Expected Result/Impact:</b> 70% of 3rd grade students will show six months growth, and on grade level measured by ISIP by the end of the school year. <b>Staff Responsible for Monitoring:</b> Administration, Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Math Check-ins every nine weeks to review ISIP data to monitor student progress in math. <b>Strategy's Expected Result/Impact:</b> 80% of 3rd grade students will be on grade level as measure by math ISIP. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3, 4	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> PLC's and Vertical teams to review campus academic data - student evidence, assessments, CBA's, and campus data to identify targets and monitor academic progress. <b>Strategy's Expected Result/Impact:</b> 3rd and 4th grade students will show 70% meets standard as measured by STAAR Reading and STAAR Math. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Student Learning 1, 3, 4 - School Processes & Programs 1, 2 <b>Funding Sources:</b> Solution Tree Professional Learning - 211 - Title I, Part A - \$3,000	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide online resource to access DRA leveled readers for at home use and literacy stations in all grade levels. <b>Strategy's Expected Result/Impact:</b> Improve overall reading ISIP scores for all grade level students, targeting specifically at risk readers, as measured by iStation, DRA, and reading assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1, 2, 3, 4 <b>Funding Sources:</b> Reading A-Z Program Renewal - 211 - Title I, Part A - \$5,000	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Guided Reading books are provided to the leveled library to provide non-fiction readers, and replace missing books that are lost throughout the school year. <b>Strategy's Expected Result/Impact:</b> Improve overall reading ISIP scores for all grade level students, targeting specifically at risk readers, as measured by iStation, DRA, and reading assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1, 2, 3, 4 <b>Funding Sources:</b> Guided Reading books for Leveled Library - 211 - Title I, Part A - \$3,000	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide instructional materials that meet the needs of all students in the classroom to improve student learning and meet grade level standards. <b>Strategy's Expected Result/Impact:</b> Improve overall reading ISIP scores for all grade level students, targeting specifically at risk readers, as measured by iStation, DRA, and reading assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1, 2, 3, 4 <b>Funding Sources:</b> Cases of Paper - 211 - Title I, Part A - \$1,800	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Special Education and Economically Disadvantaged students have made slower progress on grade level TEKS in reading and math. <b>Root Cause:</b> Many special education students are also identified as economically disadvantaged. Intervention is provided following IEP goals, and identified special education programs for reading and math. iReady is used for special education assessments, and progress monitoring.</p> <p><b>Problem Statement 2:</b> Guided reading and literacy stations have not been consistently implemented in 4th and 5th grade. <b>Root Cause:</b> Use of technology for online reading activities, not following the curriculum, and only using iStation assessments to monitor reading progress have not shown student growth in reading.</p> <p><b>Problem Statement 3:</b> Teachers need to utilize curriculum checkpoints and formative assessments that yield the data necessary for teachers to reflect, adjust and deliver instruction before the nine week assessments so they can meet the needs of each student/groups. <b>Root Cause:</b> Planning using rigor and end goals in mind are not evident in teacher lesson plans. Lesson plans do not reflect district checkpoints, and formative assessments.</p> <p><b>Problem Statement 4:</b> Students in 4th and 5th grade perform lower in iStation Reading. <b>Root Cause:</b> Students in grade 4 and 5 missed reading instruction due to COVID 19 and virtual learning. Phonics instruction was limited, and difficult to receive utilizing technology.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Additional time for PLC's, beyond the district calendar, have not been scheduled within the school day or after school. <b>Root Cause:</b> The master schedule did not allow for coverage. Limited subs are available to cover classrooms for an additional hour.</p> <p><b>Problem Statement 2:</b> Polser needs all team leads trained through Solution Tree to lead additional PLC's weekly among their grade levels. <b>Root Cause:</b> Solution Tree training is a 3 day training that takes place in the summer when teachers are off contract.</p>

**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		
<b>Strategy 1:</b> Additional time built into the master schedule to provide intervention and enrichment for all grade level students. <b>Strategy's Expected Result/Impact:</b> All students will improve academically, focused on targeted instruction, and enrichment in all content area. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Student Learning 1, 4	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> After school tutoring, 2 times per week, for targeted learning intervention support in Reading and Math for 1st - 5th grade students. <b>Strategy's Expected Result/Impact:</b> Academic intervention support for 1st - 5th graders to close learning gaps in reading and math, and improve academic performance as measured by grade level assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3, 4 <b>Funding Sources:</b> Salary for 10 teachers to provide tutoring in 1st - 5th grade - 211 - Title I, Part A - \$17,000, Snacks for K-5 students attending tutoring - 211 - Title I, Part A - \$4,000	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Librarian will attend library conference to engage in professional development regarding strategies to assist low performing students, relationship building, culturally relevant teaching, and engaging library materials. <b>Strategy's Expected Result/Impact:</b> Continuously improving the knowledge and skill set of our teachers, build capacity to provide quality instruction to our students. Improve K-5 ISIP by 20% by the end of the year. <b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Administration  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Librarian Conference Registration - 211 - Title I, Part A - \$400	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 2 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Special Education and Economically Disadvantaged students have made slower progress on grade level TEKS in reading and math. <b>Root Cause:</b> Many special education students are also identified as economically disadvantaged. Intervention is provided following IEP goals, and identified special education programs for reading and math. iReady is used for special education assessments, and progress monitoring.</p> <p><b>Problem Statement 2:</b> Guided reading and literacy stations have not been consistently implemented in 4th and 5th grade. <b>Root Cause:</b> Use of technology for online reading activities, not following the curriculum, and only using iStation assessments to monitor reading progress have not shown student growth in reading.</p> <p><b>Problem Statement 3:</b> Teachers need to utilize curriculum checkpoints and formative assessments that yield the data necessary for teachers to reflect, adjust and deliver instruction before the nine week assessments so they can meet the needs of each student/groups. <b>Root Cause:</b> Planning using rigor and end goals in mind are not evident in teacher lesson plans. Lesson plans do not reflect district checkpoints, and formative assessments.</p> <p><b>Problem Statement 4:</b> Students in 4th and 5th grade perform lower in iStation Reading. <b>Root Cause:</b> Students in grade 4 and 5 missed reading instruction due to COVID 19 and virtual learning. Phonics instruction was limited, and difficult to receive utilizing technology.</p>

**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.





**High Priority**

**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		
<b>Strategy 1:</b> 100% of students will participate in House Huddles, 4 Houses, with teachers and students from multiple grade levels to build trusting relationships student to student and student to teacher. <b>Strategy's Expected Result/Impact:</b> The staff and student "building trusting relationships" will improve on student and teacher surveys overall by 15%. <b>Staff Responsible for Monitoring:</b> Administration, Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 2	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Students do not have a trusting relationship with a teacher on our campus. <b>Root Cause:</b> Teachers have had limited time to connect with students on a personal level.
<b>Problem Statement 2:</b> Teachers do not feel they have a trusting relationship at work. <b>Root Cause:</b> Teachers have limited time to connect with each other on a personal level due to the demands of the curriculum.

**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.





**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attendance rate will improve from 97% to 99%, specifically targeting chronically truant students. <b>Strategy's Expected Result/Impact:</b> Encourage students to consistently attend school. Limit students in PK/ECSE priority STEM enrollment with poor attendance. <b>Staff Responsible for Monitoring:</b> Administration, Teachers  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> The 3% of students not attending school have excessive absences, beyond the 90% rule, and are identified as Special Education, or PK/ECSE therefore truancy is not filed. <b>Root Cause:</b> Per the district, truancy is not filed on PK/ECSE or Special Education students. IEP goals must be adjusted to meet their needs. <b>Problem Statement 2:</b> PK/ECSE students on priority enrollment for Kindergarten have continued excessive absences and tardies. <b>Root Cause:</b> Priority enrollment students from PK/ECSE to Kindergarten are not reviewed following the same transfer acceptance criteria as other application students.

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

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

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings





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

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

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselor will attend counseling conference in San Antonio, February 2024. <b>Strategy's Expected Result/Impact:</b> Counselor will learn and apply strategies on our campus to support students well being. Student to student and student to teacher trusting relationships will improve by 15% as measured by district surveys. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administration  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 2 <b>Funding Sources:</b> Registration and Travel Expenses - 211 - Title I, Part A - \$1,500	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create a sensory walk for hands on opportunities for ALS, AVLS students, and students needing a break, improve focus, and address sensory needs. <b>Strategy's Expected Result/Impact:</b> Improve overall behavior referrals on our campus by 10%.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Materials for Sensory Walk - 211 - Title I, Part A - \$6,000	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 5 Problem Statements:

Perceptions
<p><b>Problem Statement 1:</b> Students do not have a trusting relationship with a teacher on our campus. <b>Root Cause:</b> Teachers have had limited time to connect with students on a personal level.</p> <p><b>Problem Statement 2:</b> Teachers do not feel they have a trusting relationship at work. <b>Root Cause:</b> Teachers have limited time to connect with each other on a personal level due to the demands of the curriculum.</p>

**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		
<b>Strategy 1:</b> Create common area expectations for all students to follow, aligned with our PRIDE school wide behavior system - focused on cafeteria, playground, bathrooms and hallways. <b>Strategy's Expected Result/Impact:</b> Students will follow the same procedures in common areas reducing the 67% of 2022-2023 discipline referrals by 20%. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 2	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 6 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Students do not have a trusting relationship with a teacher on our campus. <b>Root Cause:</b> Teachers have had limited time to connect with students on a personal level. <b>Problem Statement 2:</b> Teachers do not feel they have a trusting relationship at work. <b>Root Cause:</b> Teachers have limited time to connect with each other on a personal level due to the demands of the curriculum.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide TEPSA Membership for Administration <b>Strategy's Expected Result/Impact:</b> Provide learning, insurance, and collaboration between administrators in Texas to 100% support Polser administration for the 2023-2024 school year. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> TEPSA Membership for AP, Principal - 211 - Title I, Part A - \$736	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 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Students do not have a trusting relationship with a teacher on our campus. <b>Root Cause:</b> Teachers have had limited time to connect with students on a personal level.

**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		
<b>Strategy 1:</b> All staff/content groups will participate in Grub Club lunches every month with administration, with lunch and recess coverage, to get to know each other on personal level. <b>Strategy's Expected Result/Impact:</b> Staff will feel more connected to their team and administration. Staff well-being will increase by 10% on staff survey. <b>Staff Responsible for Monitoring:</b> Administration, Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2		Formative		
		Nov	Feb	May
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> Positive notes and affirmations from administration to recognize teachers, teacher of the month nominated by peers, and hole in one teachers identified at Staff Connection meetings identified by peers. <b>Strategy's Expected Result/Impact:</b> 10% increase on teacher survey in the area of teacher well-being, and staff feeling energized at		Formative		
		Nov	Feb	May

<p>work.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Perceptions
<p><b>Problem Statement 2:</b> Teachers do not feel they have a trusting relationship at work. <b>Root Cause:</b> Teachers have limited time to connect with each other on a personal level due to the demands of the curriculum.</p>

**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> December to Remember Event (cultural reading event) for all students on our campus to increase parent involvement and engagement. <b>Strategy's Expected Result/Impact:</b> A December to Remember event will provide read alouds and hands on crafts for all students to improve parent involvement, reading, and student engagement. Improve community engagement and community satisfaction by 10% as measured by the parent survey. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>Title I:</b> 2.4, 2.5, 4.1 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 2, 4 - Perceptions 1, 3 <b>Funding Sources:</b> Hot Cocoa Bar for December to Remember Event - 211 - Title I, Part A - \$1,300	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> STEM Family Night Event for all students on our campus to increase parent involvement and engagement, and improve STEM instruction/Engineering process. <b>Strategy's Expected Result/Impact:</b> STEM Family Night will provide hands on STEM activities for all students to improve parent involvement, the engineering process and math, student engagement; improving community engagement and community satisfaction by 10% as measured by the parent survey. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Title I:</b> 2.5, 2.6, 4.1 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Perceptions 1, 2, 3 <b>Funding Sources:</b> STEM materials for hand-on activities - 211 - Title I, Part A - \$2,000	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Guided reading and literacy stations have not been consistently implemented in 4th and 5th grade. <b>Root Cause:</b> Use of technology for online reading activities, not following the curriculum, and only using iStation assessments to monitor reading progress have not shown student growth in reading.
<b>Problem Statement 4:</b> Students in 4th and 5th grade perform lower in iStation Reading. <b>Root Cause:</b> Students in grade 4 and 5 missed reading instruction due to COVID 19 and virtual learning. Phonics instruction was limited, and difficult to receive utilizing technology.
Perceptions
<b>Problem Statement 1:</b> Students do not have a trusting relationship with a teacher on our campus. <b>Root Cause:</b> Teachers have had limited time to connect with students on a personal level.
<b>Problem Statement 2:</b> Teachers do not feel they have a trusting relationship at work. <b>Root Cause:</b> Teachers have limited time to connect with each other on a personal level due to the demands of the curriculum.
<b>Problem Statement 3:</b> Loss of STEM enrollment occurs because we are labeled a Title I campus. <b>Root Cause:</b> All of our stakeholders need to consistently share the good things happening on our campus.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide flexible parent meetings, 2 coffee talks (1 in person, 1 virtual), 4 parent participants on BLT, and deliver Title I Report meetings,(1 in person and 1 virtually). <b>Strategy's Expected Result/Impact:</b> Parents will have many opportunities to collaborate on campus goals and participate in the decision making process. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**





Perceptions
<b>Problem Statement 3:</b> Loss of STEM enrollment occurs because we are labeled a Title I campus. <b>Root Cause:</b> All of our stakeholders need to consistently share the good things happening on our campus.

## 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

No Progress

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

No Progress

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>			