

Lewisville Independent School District

Prairie Trail Elementary School

2023-2024 Improvement Plan

Accountability Rating: A



Mission Statement

Engaging and inspiring learners and leaders.

Vision

All students are confident, equipped with the knowledge and skills to thrive and adapt for their future.

Value Statement

We Believe:

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Students' needs are the center of our learning community.

Education is the shared responsibility of students, staff, and community.

High quality staff are the heart of a culture of learning.

A safe and nurturing environment is essential for a sense of well-being.

Continuous improvement informs and inspires future growth.

Students are more than a test score.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

District goals

Campus Priority Charts

Student Surveys

Parent Surveys

Staff Pulse Checks

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 (e.g. curriculum, eligibility, format, standards, accommodations, TEA information) State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

HB 4545 and HB 1416 data

Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license) Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

SPED Data

Dyslexia Data

MTSS Data

EB/ESL/Dual Data

Student Data: Behavior and Other Indicators

Student surveys and/or other feedback

Employee Data

Staff Pulse Checks

Retention Data

Evaluation(s) of professional development implementation and impact

Demographics

Demographics Summary

Our school is located in Flower Mound, TX close to Marcus High School, where our students will one day attend. Since we offer a highly sought after two- way dual language/ Spanish immersion program that serves all students who qualify for bilingual Spanish instruction, we have a higher number of transfer students.

Needs: There is a need to increase prescribed tutoring programs and training to staff to target specific needs of individual students for reading and math. Literacy lesson resources are needed for teachers. Although we are a strong academic campus, there is a need to have a campus wide focus on writing and science. In all content areas, the campus needs to find ways to better reach Special Education students, Limited English Proficient students, and Students At Risk to increase their rate of success to that of all other learners.

There is a need for BIC teachers and aides to continue to receive PBIS, ABA, and CPI training to work with the behaviors of some of our learners.

Our family population is also diverse culturally. Below are the approximate demographics of our student population at the end of the 2022/23 school year:

Ethnicity & Race 52.3% White 3.8% African American 21.5% Hispanic 15.7% Asian 6.6% Two or More Races < 1% Pacific Islander < 1% American Indian	Other demographics 27.8% Bilingual/ESL Education 6.8% Mobility Rate 11.9% Special Education 5.8% Gifted and Talented 14% English Language Learners 13.3% Free and Reduced Lunch 97.3% Attendance Rate
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At Prairie Trail Elementary School we will:

- Find the value in every child
- Allow for creative, joyful noise
- Be collaborative and willing to share ideas with all stakeholders
- Be innovative and have a growth mindset

We feel that elementary school is a time for exploration. Take a moment to imagine the elementary world: letters, numbers, stories, sharing, experimenting, games, collaborating, reading, problem solving, thinking, puzzles, role-play, reflecting, and the list goes on. Imagination and creativity are everywhere.

Learning is accomplished by doing, touching, and experiencing. Each age group is different and unique, yet every child is always growing socially, emotionally, physically, and intellectually. When home, school, and community work together as a team, we can develop the “whole” child. Only through this teamwork will, “All of our students enjoy thriving, productive lives in a future they create.”

Demographics Strengths

Prairie Trail is a Two-way Dual Language campus. We provide many extra-curricular opportunities for students to target non-academic talents and skills. Students participate in a variety of extra- curricular activities ranging from No Place for Hate to the Spelling Bee. Student attendance for the 2022-23 school year was at 96.7%. Student population is diverse. Many students (50+ Tier II and Tier III) are brought to committee for MTSS. Student action plans are put in place and follow up meetings are scheduled within an average of 4-6 weeks.

PTE teachers have many years of expertise. Below are some teacher demographic strengths:

97% of certified staff are SBEC certified and considered Highly Qualified

50 Teachers hold Bachelor's Degrees

12 Teachers hold Master's Degrees

36 of our teachers have 6 or more years of experience. Due to the number of years of experience, many of our teachers serve in various curriculum writing roles.

100% of all teachers have been trained in Restorative Practices. Teachers have undergone a variety of professional learning including, but most recently have gone through Reading Academy training with a focus on early literacy. Teachers share that implementation of their learning is greatly impacted by ongoing follow-up training.

At PTE we are proud to have a strong partnership with our active PTA and volunteers. You will almost always find numerous parents throughout the building on any given day. From our Watch D.O.G.S to our mystery readers to the Adopt an Athlete program at Marcus High School, we are privileged to have so many active groups in our building making a difference in our students academic success.

Student Achievement

Student Achievement Summary

Teachers use ongoing varied assessments ensure the growth of all students and to identify struggling learners and intervene early, ensuring that the right supports are in place for students. Prairie Trail Elementary School has a Multi-Tiered Student Support program, whereby any students of concern in the areas of academics, speech, attendance, or behavior, may be referred to a committee to develop interventions.

CBA/benchmark data and iStation data are tracked throughout the entire school year to monitor student academic progress.

Student Achievement Strengths

When analyzing growth rates on reading assessments, all reading level groups on campus make a moderate or high level of growth throughout the year. This growth is due to our teachers working together to differentiate for our students through small group instruction. At the end of the year, 90% of all K-5 students either made 6 months of growth or were on Tier 1 (on or above level).

Through the Professional Learning Process, staff work together to create common formative assessments that they give after instruction has been given for a concept. After analyzing the data from the CFA, groups are created based on the data for enrichment or intervention. Then, during WIN (What I Need) time, teachers divide students into their appropriate groups in order to meet their needs based on the data presented from the child on the CFA. This is an ongoing process for essential standards chosen each 9-weeks.

School Culture and Climate

School Culture and Climate Summary

We continue to strive for all students to feel a sense of unity and respect. Since we are such a diverse population we need to do more to teach all students of the various cultures we have here at Prairie Trail through our multicultural day, class meetings, and Second Steps curriculum. We work with Marcus High School and Lamar Middle School to inform parents regarding the pre-advanced placement and advanced placement courses that will hopefully become real possibilities for students as they move on from Prairie Trail, however, these education nights could be communicated for elementary parents to understand the need for their participation in both English and Spanish.

School Culture and Climate Strengths

Prairie Trail Elementary School has many strengths. Parents and Staff agree we are a warm, friendly and inviting school. We are a diverse school and we are culturally respectful of each other. We are focused on student academic success and building well rounded students. Our various extra-curricular activities provide growth for students outside of academics. We have been nationally recognized as a No Place for Hate campus, a program which brings awareness to both diversity and anti-bullying. We continue to implement various structures to support a positive climate and build a strong culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Strengths

The 97% of staff at Prairie Trail Elementary was highly qualified for the 2023-24 school year. 91% of all general education teachers were GT trained, and 85% were ESL certified for the 2022-23 school year. This is an increase from the 2022-23 school year. There are many opportunities for teachers to take on leadership roles through BLT, PBIS, Team Leaders, Scheduling Committee, Campus Representative for District Faculty Council.

Parent and Community Engagement

Parent and Community Engagement Summary

Prairie Trail Elementary School proudly hosts many events throughout the year that are attended or participated in by many students and their families. Some of these events include PTA and grade level programs, various Family Dinner Spirit Nights, Watch DOGS, STEM and Art Night, Family Health and Fitness Night, Fall and Spring Festivals, Veteran's Day Assembly, Trunk or Treat, Harry Potter Night, Service Saturdays, and many more.

Last year, we had fewer dads participated in the Watch DOGS program than in years prior to the pandemic. Every day was filled for dads to sign up to be at school and more had to be added to accommodate all who wanted to participate. Our PTA is strong with the percentage of members being 748 which gives us about 105% of our student and staff enrollment numbers for this year. That means we have one voice for every student and staff member in the building on PTA. The number of volunteers continues to grow as we find new opportunities for all who are interested.

School Context and Organization

School Context and Organization Summary

Prairie Trail is a well-organized school that sets clear expectations and communicates weekly with Prairie Trail families. We have several school/ grade level committees focused on specific, measurable goals. To remain organized in emergency situations we go above the required safety drills to ensure all staff and students are familiar with safety and drill procedures.

Technology

Technology Summary

Prairie Trail ES with the support of LISD has been able to make strides in using technology in the classroom. Finding a balance between students using technology and traditional learning is the key. Teachers use it daily in their lessons and find meaningful ways for students to show their learning with technology. All 4th and 5th graders have their own iPads with the district initiative. All K-3rd grade students also have access to an iPad in their classroom to use for learning new skills, practicing skills, and showing their learning. Teachers utilize the Instructional Technology Facilitator regularly to enhance their lessons and learning for students. The expectation of using technology in the classroom will always be to make learning rigorous and relevant.

Technology Strengths

PTE has done an excellent job making sure 100% of our students go through the Digital Citizenship curriculum that teaches students how to use technology safely. All of our classes are using SMORE and Canvas to communicate with families.

Goals

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

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal





Evaluation Data Sources: See campus scorecard for targeted outcomes

ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
Strategy 1: The percentage of 3rd grade students that will score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase to 84.1% for All students and Hispanic and 89% for White by June 2024. Strategy's Expected Result/Impact: Review iStation data through the PLC process at least once a 9-weeks through collaborative planning time and the two scheduled literacy check-ins (one per semester) with teachers. Staff Responsible for Monitoring: Administrators and teachers	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The percent of 3rd grade students that score 494 or higher on Istation Math or achieve goals set in IEP's in mathematics will increase to 82.5% for all student groups, Hispanic, and White by June 2024. Strategy's Expected Result/Impact: Review iStation data through the PLC process at least once a 9-weeks through collaborative planning time and the two scheduled math check-ins (one per semester) with teachers.	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

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

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

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

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

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

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

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

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

Performance Objective 5: 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:

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of classrooms will have evidence of Restorative Practices in their classrooms including a Treatment Agreement, two Classroom Circles, and frequent Sparks and 2-minute Connections per week. Strategy's Expected Result/Impact: When students are connected to their teacher and classmates, they have a sense of belonging. They will become more independent problem-solvers in social settings which should reduce office referrals. They will be able to better interact with their peers based on the Treatment Agreement and variety of opportunities created through the circle activities. Staff Responsible for Monitoring: Administrators, Counselor, Teachers, All Staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Positive Behavior Interventions and Supports (PBIS) Committee will review and update all Common Area Rules and Expectations by June of 2024. Strategy's Expected Result/Impact: All staff will communicate, teach, and model the expectations and procedures for each area of the school. Students will know, understand, and demonstrate the expectations for each area of the school thus decreasing the number of unsafe physical incidents between students. Staff Responsible for Monitoring: Administrators, PBIS Committee members, teachers, all staff	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

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

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

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes

Leadership program participation

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

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

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

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

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

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

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

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.





High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate at least once per week with all families through email and/or phone message. Strategy's Expected Result/Impact: Families will be informed of important information through campus wide newsletter once per week. Teachers will send weekly communication about more specific information to their grade and class. Families will be notified in their native language. Increase satisfactory percentages on EOY parent survey in regards to communication.	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey





Customer Service survey

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

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

Goal 6: Federal and State Mandates


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


You will update the formative and summative reviews.


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


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

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

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

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

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

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

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

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

aligned with state requirements.

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

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

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

Campus personnel utilize appropriate interventions for students with special needs.

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

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

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

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

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

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

Staff Responsible for Monitoring: All staff

0% No Progress

100% Accomplished

Continue/Modify





Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

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

2023-2024 Campus BLT

Committee Role	Name	Position
Administrator	Wendi Vaughn	Principal
Administrator	Dawn Brustad	Assistant Principal
Community Representative	Phillip Hentzen	Community Representative
Classroom Teacher	Sharon Rosendahl	Kinder Teacher
Non-classroom Professional	Laurnyn Rutherford	Counselor
Classroom Teacher	Terri Galvan	3rd Grade Dual Teacher
Classroom Teacher	Dawn Heneghan	Dyslexia Interventionist Teacher
Classroom Teacher	Amy Phillips	2nd Grade Dual Teacher
Classroom Teacher	Jill Erickson	5th Grade Teacher
Classroom Teacher	Katrina Bartel	Art Teacher
Classroom Teacher	Gabriela Broome	4th Grade Dual Teacher
Classroom Teacher	Becky Hanna	1st Grade Teacher