Lewisville Independent School District

Timber Creek Elementary School

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

When you ask a Timber Creek staff member what they hold near and dear to their heart about our learning organization, you will most likely hear a reference to our sense of family. This sentiment is something we treasure most about our campus. We are not just a school; we are family, and we welcome our community "home" at TCE.

This year we are enjoying our recent building refresh that was completed in 2021, which included renovation of our gyms and cafeteria sound systyems, new classroom furniture, the addition of an incredible new Art Studio, a complete remodel of our library and office spaces and the addition of a secure hallway in order to ensure our students never pass through the secure vestibule area during the school day.

Our school family and community have such pride in all that we accomplish together. This year we are recognized as a National PTA School of Excellence, and we have achieved 100% staff membership in our PTA for multiple years in a row, which corresponds to the PTA Golden Apple Award. Many of our students enjoy starting their day off by participating in our Morning Mile program, and we offer LISD-approved extra curricular programs after school, including our very own Timber Creek Choir.

As a recognized **Leader in Me** school, we focus on providing leadership opportunities and experiences for ALL students. Our campus leadership motto is ***Building Leaders Today to Change Tomorrow***. We are passionate about empowering our students to surpass their goals and reach their full potential. Every learner has a leadership notebook where he/she has identified individual goals and is tracking progress throughout the year. These notebooks will be shared with parents in the spring as students demonstrate ownership of their learning by facilitating their own parent-teacher conferences.

This year we are striving to attain Lighthouse Status. **Lighthouse Certification** is a highly regarded standard that is attainable by implementing **Leader in Me** with fidelity, resulting in positive school outcomes that include teaching leadership principles, creating a leadership culture, and aligning academic systems. Lighthouse Schools serve as exemplars to the community and other Leader in Me schools.

We promote student leadership and celebrate the rich diversity of our community. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of nurturing students' academic growth as well as supporting their social emotional health. We are devoted to helping every student discover and develop his/her individual strengths and talents. By encouraging goal setting at an early age, we are in a position to celebrate progress along the way throughout each child's educational journey.

Timber Creek Elemenatry is a suburban PreK - 5th Grade elementary school in Flower Mound, TX.

Our ethnic distribution (per 2021 TPRS) is as follows:

6.2% African American

20.7% Hispanic

57.1% White

0.9% American Indian

9.3% Asian

0.0% Pacific Islander

5.8% Two or More Races

26.7% of our students are economically disadvantaged.

11.6% are English Language Learners.

4.9% are identified as Gifted and Talented.

23.6% receive Special Education services.

The average years of experience of our teachers is 12.8 years.

14.2 staff members hold Masters degrees.

Overall, we have a low turnover rate on our staff. Generally,when we lose staff, it is due to retirement. We have a campus mentor to support new teachers on staff.

10.4% of our staff represent minority ethnic groups.

Our attendance rate has remained steady at 98.6% since 2019-20.

Demographics Strengths

2022 Texas Education Agency Accountability Ratings Overall Summary

- Overall Rating: A
- Student Achievement: A
- School Progress: B
- Closing the Gaps: A
- **2022 Accountability Summary reflects the following Distinction Designations:**
- Math
- Comparative Closing the Gaps

Student Learning

Student Learning Summary

Student Academic Achievement Summary

 Spring 2022 STAAR Results:

3rd Grade Reading   90% Approaches (+8 from 2021) 67% Meets (+13 from 2021)   41% Masters (+19 from 2021)

3rd Grade Math   74% Approaches (+4 from 2021) 51% Meets (+23 from 2021)   27% Masters (+17 from 2021)

4th Grade Reading   92% Approaches (+13 from 2021) 73% Meets (+13 from 2021)   36% Masters (-3 from 2021)

4th Grade Math   80% Approaches (+3 from 2021) 56% Meets (-4 from 2021) 36% Masters (-8 from 2021)

5th Grade Reading   92% Approaches (-2 from 2021)   68% Meets (-3 from 2021)   52% Masters (+2 from 2021)

5th Grade Math   89% Approaches (+5 from 2021) 58% Meets (+2 from 2021)   30% Masters (-1 from 2021)

5th Grade Science 81% Approaches (-3 from 2021)   55% Meets (+7 from 2021)   21% Masters (+5 from 2021)

Student Learning Strengths

The 2022 Distinction Designation Report reflects Timber Creek Elementary has earned the following distinctions:

- Academic Performance in the area of **Math**
- Top 25% of our Comparison Group for **Closing Performance Gaps**

To learn more, please access our LISD Campus Profile Sheet: https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/timbercreektapr.pdf

School Processes & Programs

School Processes & Programs Summary

We continue to set goals and monitor progress with our **Building Leadership Team**. In addition, we have established an **Instructional Leadership Team** that is tasked with incorporating written protocols and processes as we analyze academic data, identify goals, employ action plans, examine results, and make instructional adjustments throughout the year.

Professional Learning Communities continue to be implemented with fidelity, this year with 1/2 days built in to our school calendar.

We are embarking on our sixth year as a **Leader in Me** campus. 100% of students draft both personal and academic goals and learned to track their progress throughout the year. Students will facilitate their own parent/teacher conferences in the spring.

This year we continue with a focus on Empowering Instruction by ensuring our classrooms are learner-centered. Trusting relationships between teachers and students are key to establishing and maintaining an optimal learning environment. Teachers are utilizing the 2X10 model, Restorative Practices, Treatment Agreements, and Circle Time in order to build rapport with students.

We include teacher teams and appropriate district supervisors in our hiring process, which has resulted in our obtaining highly qualified staff on our campus. This year we will be taking data from our quarterly pulse checks to analyze feedback from our staff and respond in ways that demonstrate our committment to honoring their time and talents.

School Processes & Programs Strengths

We conduct our class placement meetings in a collaborative spirit. We include the Special Education Department, Language Acquisition Specialist, Literacy Specialist, GT Facilitator, Campus Counselor, Administrators,and Teachers, so we can all work together to ensure individual student needs are met and all learners are empowered for success.

We designed our Master Schedule to accommodate 30 min during the ELA block daily to serve as an Enrichment/Intervention/HB4545 (WIN time = What I Need) time. This results in a reduced student to teacher ratio for small group instruction, and enables our staff to better meet the needs of each individual student.

We have launched our fifth year of The Leader in Me, which includes the component of Empowering Instruction. As described above, this piece of the leadership program stresses the importance of designing engaging learning experiences for our students every day.

Perceptions

Perceptions Summary

We cultivate a balance of tradition and innovation that ensures our learners are actively engaged in meaningful and relevant work that prepares them for success in the 21st century.

At Timber Creek Elementary, we prepare ALL students to enjoy thriving, productive lives in a future they create.

We build leaders today to change tomorrow!

Our PTA hosts a Back to School Popsicle Social at the TCE playground annually to welcome the community back to school each year with fun and fellowship. We host Meet Your Teacher Night on an evening before school starts and Grade Level Orientations for each grade level during the first weeks of school. In collaboration with our PTA, we host a Back to School Bash shortly after school starts, which in an evening event involving food, entertainment and representation from several district and community departments and organizations.

We maintain communication with our stakeholders via email, Skylerts, Facebook, Twitter, our campus website, and most recently, Class Dojo. We have developed a strong rapport and partnership with our PTA, as well as established community partnerships with NCTC and MSU in Parker Square, as well as with First Baptist of Flower Mound, right across the street. Members of these institutions have served on our Building Leadership Team, and they assist with sponsoring various projects throughout the year, including our Student Leadership Recognition Assemblies held each nine weeks. This year the Flower Mound Rotary Club is sponsoring a student recognition program for fifth graders each nine weeks.

Perceptions Strengths

Timber Creek ES is recognized as a National PTA School of Excellent 2020-2022. Other PTA Awards include the Golden Apple Award, Head Start Award, Be the Voice Advocacy Award, President's Challenge Award, and the Silver Voice for Every Child Award.

We hosted our annual Grandparents Day Breakfast this fall, and we had the honor of hosting approximately 200 students, parents, and grandparents!

We have earned the CREST Award two years in a row.

We have been recognized as a Common Sense School since 2020.

We are resuming LISD After School Enrichment Programs on campus, and we host several other family and community events throughout the year such as Tiger Parent U, WatchDOG & MOMs Pizza Nights, grade level programs, Tiger Choir performances, Talent Show, The Leader In Me Vision Night, Book Fair Family Shopping Events, multiple Spirit Nights at local restaurants, and community service projects.

We hold Two O'clock Tiger Talks, which are opportunities for parents to come out and learn more about currents programs and upcoming events, as well as ask questions directly to our campus administration and PTA President.

In April 2022, parents were surveyed about our campus, and the result showed that 97% are satisfied overall.

100% of our students participate in Physical Education, Music and Art Class.

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: Through implementation of Guided Reading strategies and best instructional practices, by April of 2024, 90% of students in K-5 will be on grade level or will have demonstrated at least 6 months growth as reflected in Istation scores and other district approved measures of reading progress.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for All Students by Jun 2024. (up to 86% from 72.1%) **Staff Responsible for Monitoring:** Admin, All Instructional Staff			
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue			

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: By covering lunch duty, allowing for all classroom teachers to supervise recess, discipline referrals that occur on the playground will be reduced by half. (From 112 to 56). This will potentially reduce our total office referrals by 12%.	**Formative**		
Strategy's Expected Result/Impact: discipline referrals that occur on the playground will be reduced by half. (From 112 to 56). This will potentially reduce our total office referrals by 12%. **Staff Responsible for Monitoring:** Admin and Classroom Teachers	**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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: Continue intentionality of employing the 13 Trust Behaviors AND increase the number of positive office referrals (to 200 per year) in order to maintain a positive trend on our Campus Scorecard:
 	
    Strategy's Expected Result/Impact: We will increase percentage score on the Staff Survey Communication Category to 84% and maintain the Parent Survey Communication score at or above 96.80%. We will increase Recognize Someone Submissions in our TCE Community to at least 45 for the 23-24 school year.
    Staff Responsible for Monitoring: Admin
	Formative		

	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: By identifying and applying new ways to recognize and celebrate staff, our pulse check survey to reflect an increase in positive responses to "Staff are recognized for their effort and accomplishment" to at least 80% for every pulse check throughout the year.	**Formative**		
	Nov	Feb	May

Strategies to include but not limited to:

Recognize Someone - be more intentional about placing in its own dojo annoucement

Staff Bday Board for the lounge

Prompt, specific praise that is authentic and delivered publicly

Intentionality in ensuring staff from all areas are recognized equitably

Invite Ss Ss to faculty mtgs to share how teachers are inspiring them and making a difference in their lives

Cover Recess Duty

Provide Small Group instruction in the classroom

Provide scheduled breaks for teachers (in addition to conference time)

Provide a system in which staff can give "High Fives" / "Thumbs Up" to other staff

Strategy's Expected Result/Impact: Our pulse check survey to reflect an increase in positive responses to "Staff are recognized for their effort and accomplishment" to at least 80% for every pulse check throughout the year.

Staff Responsible for Monitoring: Admin

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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			

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 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		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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.	**Nov**	**Feb**	**May**
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. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. **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 **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools			
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		
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.	**Formative**		
	Nov	**Feb**	**May**
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.			

Strategy 2 Details	Formative Reviews

Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	Formative		
	Nov	Feb	May

Students receive public acknowledgement for non-academic achievement.

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.

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.

A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.

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.

Civic responsibility and community service and community involvement are encouraged.

Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.

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.

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.

Staff Responsible for Monitoring: All staff

Strategy 3 Details	Formative Reviews

Strategy 3: Dating Violence	Formative		
	Nov	Feb	May

LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention

and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.

Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.

Staff Responsible for Monitoring: All staff

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**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		
Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability	**Formative**		
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. .	**Nov**	**Feb**	**May**
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware. **Strategy's Expected Result/Impact:** Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate. **Staff Responsible for Monitoring:** Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2023-2024 Campus BLT

Committee Role	Name	Position
Administrator	Amy Middleton	Campus Principal
Administrator	Lara Underwood	Assistant Principal
Classroom Teacher	Emily Galtier	Kinder Teacher
Classroom Teacher	Jenny Gipe	4th Grade Teacher
Classroom Teacher	Bethany Rodriguez	3rd Grade Teacher
Parent	Janet Virga	Parent
Classroom Teacher	Tara Fehlis	1st Grade Teacher
Classroom Teacher	Angela Love	2nd Grade Teacher
District-level Professional	Courtney Hart	HR Director of Compliance
Classroom Teacher	Sandra Holcomb	5th Grade Teacher
Classroom Teacher	Marlee Hill	ECSE Teacher
Counselor	Danielle Hall	Counselor
Community Representative	Adam Pitts	Community Partner Member