

**Lewisville Independent School District**  
**Creek Valley Middle School**  
**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Creek Valley Middle School STEM Academy is a Nationally Certified STEM school and continues to receive the Common Sense Media recognition. Creek Valley is committed to serving our diverse community and uniting together to educate our amazing students. We have campus wide PRIDE expectations which follow the teachings of Safe and Civil Schools, PBIS, and Restorative Practices.

We embrace our diversity that shows in the following demographic data:

- 37% Asian
- 20% African American
- 19% White
- 18% Hispanic
- 6% 2+ Races
- 21% Special Education
- 19% Gifted & Talented
- 16% English Language Learners
- 36% Economically Disadvantaged
- 45% At Risk of not Graduating

In addition, we have a current enrollment of 574 students. These students consist of 194 6th graders, 175 7th graders, and 205 8th graders. They are 45% Female and 55% Male.

### Demographics Strengths

We are proud of how committed our entire community is to ensuring our school is a safe and nurturing environment for ALL students. Not only is our student population diverse, our school staff is also diverse in both experience and other demographic categories. We strive to make sure that our hiring practices are reflective of the community that we serve. We take great pride in the cohesiveness of our diverse community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Providing academic interventions to our students that are unable to participate in traditional morning or afternoon tutoring times. **Root Cause:** Approximately 65-75% of our students are bus riders and their parents are unable to drop them off early or pick them up late for tutoring.

# Student Learning

## Student Learning Summary

Student performance data on STAAR for the 2023-24 school year showed an increase in all contents except 8th grade math. Our scores for our special education students and ELLs were down, with the exception of our 6th grade reading scores.

## Student Learning Strengths

With the change in our schedule for the 2024-25 school year, we will be serving our HB1416 students through math and reading labs and for science we will be serving them before and after school utilizing APEX.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Balancing the required interventions of HB1416 with the interventions that students actually need and can more effectively benefit from. **Root Cause:** The difference of what students actually need versus the requirements mandated by the Texas Legislature that provides no funds to implement them.

# School Processes & Programs

## School Processes & Programs Summary

CVMS offers the following services/programs to meet the needs of our diverse students: GT/LEAP, Special education, 504, MTSS, and AVID. We offer multiple tutoring, club opportunities, and Social & emotional learning within the school day. We offer a wide variety of elective and fine arts classes to create a well rounded learning environment for our students. Our staff is fully trained in Restorative Practices and we communicate PRIDE expectations to students at the beginning of the year, at the beginning of the second semester and throughout the school year. Regular safety drills are conducted to make sure that our staff and students are comfortable with the procedures in case a true emergency arises. We have a very high retention rate among our staff and provide them with continuous professional learning and leadership opportunities.

## School Processes & Programs Strengths

Creek Valley utilizes instructional time and resources and we periodically re-evaluate both our bell schedule and master schedule. We offer many club opportunities on the first Friday of every month to ensure that our students are involved and connected on campus. In addition to the high interest clubs, we have service based clubs such as Kindness Ambassadors, Principal Advisory Council, Student Council, Student PTA, and National Junior Honor Society. We provide the opportunity for parents to voice concerns and provide input through our Building Leadership Team, PTA, parent surveys, and parent Coffee Talks/Parent U. We implement a Digital Citizenship Program with our students as part of our Common Sense Media Recognition. We also consistently score above the district average on student and parent surveys in the areas of safety, support, inclusiveness, and communication.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Getting student involved in clubs and organizations so they are an active part of our school community and are connected to the campus. **Root Cause:** Finding opportunities for students to participate in clubs and organizations within the school day and have opportunities to be leaders on campus.

# Perceptions

## Perceptions Summary

We consistently receive positive results and feedback on staff, parent, and students surveys. We scored well above the district averages in most categories on the 2023-24 surveys. Students feel safe, appreciated and challenged. Parents feel that their children are safe and that both the teachers and school do a good job of communicating with them. Staff feel they are valued and are provided with support and growth opportunities.

PTA membership was up slightly last year, but they are working to provide incentives for joining and more opportunities for students to participate.

The campus continues to look for opportunities to bring parents and the community into the school to share their expertise. We are looking at providing Parent U meetings to help support our parents as they navigate through the middle school years. We have community activities for the fall (STEM Night) and for the spring (Multicultural Festival).

## Perceptions Strengths

CVMS provides many events for parents and the community to participate in. These include : Family STEM Night, College Day, Career Day, Multicultural Festival, AVID tutoring, and a variety of community service projects. We encourage our teachers to bring in experts from the community to help our students understand how what they are studying connects to the real world. We collaborate with our feeder elementary schools, fellow middle schools, and Hebron High School to be inclusive and a unified community. We continue to expand our weekly newsletter and social media presence so that our parents and the community get a clear picture of the amazing things happening at CVMS.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Utilizing communication to tell our story and allow parents to get a glimpse of what their students do each day while they are at school. **Root Cause:** Balancing social media and newsletters to meet the needs of parents and students while adhering to the district guidelines for social media.

# Priority Problem Statements

# 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	Reviews			
<p><b>Strategy 1:</b> We will work with the classroom teachers throughout the school year to identify students that can be moved to advanced level courses at the end of the first nine weeks and at the semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Our goal is to increase the number of students that are taking advanced or Honors classes by 1% by the end of the school year,</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, and administrators.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	May	



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will do everything we can to ensure that students requesting an elective that is High School credit will be able to participate in that class.</p> <p><b>Strategy's Expected Result/Impact:</b> To achieve our goal of a 1% increase in students taking advanced level classes.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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.

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS 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	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for 100% of our students to be involved and participate in clubs and organizations on campus by devoting 45 minutes on the first Friday of each month for club meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Every student will belong to a club/organization that they are interested in. They will be able to change their club at semester to try something new. Student will provide input and choose which club they will join and have the opportunity for leadership roles within the club. Our goal is for each student to feel that they have a group that they belong to and increase their ownership in our school.</p> <p><b>Staff Responsible for Monitoring:</b> All campus staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will utilize our Teen Leadership classes to increase student involvement in the decision making process at Creek Valley.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be responsible for seeking input and ideas from the student body, organizing events such as Red Ribbon Week, Kindness Week, campus wide dress up days, community service activities and other spirit and service activities.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership classroom teachers, admin and counselors</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
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**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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: Reduce negative student behaviors in the hallways and common areas through consistent and clear expectations and active monitoring by the staff.

\* 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	Reviews			
<p><b>Strategy 1:</b> We will reduce the number of hallway referrals during the second semester compared to the first semester of the current school year by having staff in the hallways monitoring between each passing period and continually reinforcing PRIDE expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Our number of hallway referrals will be fewer than the 97 referrals we had for the 2023-24 school year. We do expect hallway referrals to increase during the fall of 2024, but should reduce for the spring of 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors and all staff members.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will reduce the following areas on the student survey date: reduce the negative perception on the school environment from 39% to 30% and reduce the 39% of students that felt we had frequent fights to 30%.</p> <p><b>Strategy's Expected Result/Impact:</b> Through consistent monitoring and continued PRIDE expectation reinforcement student behaviors will decrease and students will feel safer with the adults consistently being in the hallways.</p> <p><b>Staff Responsible for Monitoring:</b> All CVMS staff.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
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**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.

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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).

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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).


\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the opportunities for staff to have input in campus decisions on policies, campus budget, student activities, and professional learning by participating in our Campus 4 cornerstone committees.</p> <p><b>Strategy's Expected Result/Impact:</b> We will send out the agendas and input forms before all campus committee meetings to solicit input before decisions are made or plans are finalized. We will then send out meeting minutes afterwards so all staff is aware of all factors involved in the final decision. We will seek input through Google forms or discussions in staff meetings or professional learning. We will be transparent in the reasoning behind decisions. Increase results on the staff survey from 60% to 70%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a form/QR code that will be placed in the teachers' lounge, workroom, Wildcat Cave and staff restrooms that will allow staff to scan and complete a form sharing any questions or concerns that they have at the campus and district level. They will be able to submit this anonymously or give their name.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel that they have an avenue to express their concerns or ask questions. Topics pertaining to the campus will be handled by administration or the appropriate campus committee. Those that pertain to the district level, will be compiled and shared with district administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**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).

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will receive relevant and meaning trainings on topics that are directly related to their jobs.  <b>Strategy's Expected Result/Impact:</b> We will seek input throughout the school year on areas the staff feeling need more training in. We will solicit this input from surveys, department and grade level meetings, staff meetings, and committee meetings. We will then utilize district resources to find appropriate training, book studies, etc that address the topics of concern.  <b>Staff Responsible for Monitoring:</b> Administrators , department and grade level chairs.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will look for topics for professional learning/training for the staff based on walkthrough data, discipline data, and LEAD goals that will be addressed each time we meet throughout the year for campus professional learning.  <b>Strategy's Expected Result/Impact:</b> By utilizing campus data to identify training/learning opportunities, our staff will feel more confident and prepared to achieve both campus and their professional goals.  <b>Staff Responsible for Monitoring:</b> Administration and department heads</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
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**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 5.1 ON SCORECARD.

**High Priority**

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

Staff survey


Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will focus on utilizing social media as well as parent and community events as a platform for a of our stakeholders to see and participate in the programs and activities that our school and district have to offer.</p> <p><b>Strategy's Expected Result/Impact:</b> We will use social media to post at least one unique learning opportunity that our students are participating in each week, extracurricular activities, and other community activities. We will also highlight these in our weekly newsletter. In addition to increasing our social media presence, we will send out a weekly newsletter to parents that will focus on both campus and district events and information as well as highlight our staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and all campus staff.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will host 2 community based events each semester that will allow our families and community to come into our school and see the amazing things our students are learning and experiencing.</p> <p><b>Strategy's Expected Result/Impact:</b> We host one community event that showcases our students each semester and one Parent U event to share ways for parents to be aware and help navigate the challenges our students are experiencing.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	

 No Progress

 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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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	Reviews			
<p><b>Strategy 1:</b> Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>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.</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

**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	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			Summative
	Nov	Feb	May	



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 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	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>Campus personnel will be trained in violence prevention and intervention.</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>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	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 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>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>Students receive public acknowledgement for non-academic achievement.</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			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Dating Violence</b></p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</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			Summative
	Nov	Feb	May	

 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	Reviews			
<p><b>Strategy 1:</b> Special program students are accurately identified and appropriately served. 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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</p> <p>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.</p> <p>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.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

 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	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			Summative
	Nov	Feb	May	

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue