

Lewisville Independent School District
Heritage Elementary School
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heritage ES is a PreK-5 campus located in Highland Village, TX. The PreK program operates under the name Discovery Academy and the curriculum is STEM focused. The campus opened in 1993. Currently Heritage has 480 students and 49.3 full time staff members. Over the past 5 years, enrollment has gradually declined due to students aging out of elementary and families not moving out of the zone. The current demographic distribution is as follows: African American 3.3%, Hispanic 16.7%, White 62.7%, Asian 11.7%, Two or More Races 5%. Heritage has 7.7% economically disadvantaged, 7% English Language Learners, 14.9% At Risk and 23% of students in Special Education

Heritage is known for continued high levels of academic achievement, community service work, WatchDOGS Program for dads, the Texas Our Heritage Outdoor Learning Area, The Hawkfest Community Carnival, Family Fitness Day, and award winning Boys and Girls Choirs.

Extra-curricular clubs at Heritage include Recycling Club, Choir, Student Council, Running Club, Safety Patrol, Chess Club, Ag/Farm Club

Demographics Strengths

Heritage Elementary has many strengths. Some of the most notable demographic strengths are:

1. Attendance rates have consistently stayed above 95-97%% over the past several years
2. Heritage continues to meet/exceed standards in all content areas based on STAAR results
3. Focus on building relationships with students/families has allowed a warm and welcoming environment at Heritage
4. Community partnerships and parental involvement is at a very high level
5. Heritage typically maintains 100% staff membership in PTA
6. Heritage routinely maintains an equivalent of 1 PTA member for every child enrolled
7. Heritage was named a National PTA School of Excellence 2021-2023
8. Staff turnover rate is extremely low from year to year

Student Learning

Student Learning Summary

STAAR data results show continued progress in grades 3-5. Istation data is utilized in grades K-5 to monitor student progress of math and reading. Grades 3-5 also use CBA, benchmark data as well as summative and formative assessments.

According to the 2022-2023 STAAR data, our students performed at the following levels (scores represent combined campus passing scores)

Reading 95%

Math 90%

Science 92%

According to the 2023-2024 istation data, approximately 85% of all students were performing at, or above, grade level in Reading by the end of the school year.

Student Learning Strengths

Overall performance in reading and math continue to be high in all areas as measured by STAAR and other sources. Scores exceed the district and state averages in most areas. Tutoring and interventions are available for all students who may be struggling. Small group and intensive instruction takes place in the classrooms. Multiple data points are utilized throughout the year during Literacy Check-ins, PLC meetings and data digs. With the assistance of Learning Facilitators, teachers identify gaps and trends and adjust instruction as needed.

Additionally, students as young as kinder are being taught how to identify individual learning goals and how to track them using charts and graphs.

School Processes & Programs

School Processes & Programs Summary

Running Club

Student Council

Recycling Club

Boys and Girls Choir

WatchDOGS

Safety Patrol

Chess Club

Ag/Farm Club

School Processes & Programs Strengths

Heritage has a very high participation rate with extra-curricular clubs and parental involvement. Our focus on community and parental involvement over the past two years has greatly increased the small town, family atmosphere and overall safety of our school grounds. Heritage boasts the first, and largest, WatchDOG program in the feeder pattern. In the last few years, our lead WatchDOGS have consulted with father figures from other local schools to help them begin their own programs. Our campus PTA has the highest percentage of memberships per enrollment in the entire district based on 2023-2024 membership statistics.

New district restrictions have limited the number of after school paid clubs that are allowed to be on campus, so we are working to be creative to provide for our students with additional opportunities utilizing existing staff members as sponsors and making them free to students.

Perceptions

Perceptions Summary

Heritage is a place where all students feel welcome. Staff are trained in Cultural Proficiency and Restorative Practices in efforts to be sensitive to all student needs. Heritage maintains one of the highest participation rates in PTA membership garnering awards at the local, state and national levels.

According to a recent parent survey parents responded stating:

Are satisfied overall 96%, The school staff cares 96%, Students know how to get help 92%, I know about my child's grades 94%, School is safe 98%, Students are happy 96%, Staff is encouraging 98%, Students who fall behind can get help 89%, School work is important 96%, Students feel welcomed 95%, School communicates effectively 92%, The staff is approachable 90%, They value culture and individual needs 89%.

Perceptions Strengths

Heritage continues to out perform the local and state averages on state standardized tests. Our outdoor learning classroom, Texas Our Heritage, is a one of a kind environment making Heritage very unique. Staff turnover is at an all-time low giving our students consistency and stability. Our PTA is a notable strength earmarking the majority of their budget for student programs and functions that directly correlate with student learning. Heritage maintains the largest number of business partnerships in the area. Over 50 community businesses sponsor our Heritage Hawkfest Community Carnival every year.

We value parent and family involvement with a focus on WatchDOGS (for dads), PTA and after school clubs for students. By partnering with local retirement community down the street, honoring our Veterans every year and completing service work around the community, our students learn to be servant leaders while giving back to their community.

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 | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Stay the course with 3rd grade istation reading and math. Our current starting point in both areas exceed the LISD target outcome. Our baseline starting point is: 3rd grade performing at tier 1 in Reading is 93.5% and Math 94.8% | Formative | | | Summative |
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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.

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:

* 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>Strategy 1: Decrease negative behavior interactions/referrals among 4th grade boys from 22 to 15 referrals by the end of the 24-25 school year.</p> <p>Strategy's Expected Result/Impact: more engaged students in the classroom due to fewer off task behaviors</p> <p>Staff Responsible for Monitoring: 4th grade team and admin</p> | Formative | | | Summative |
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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

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Identify and define what paperwork needs to be reduced through staff survey and input Strategy's Expected Result/Impact: clearer picture of what paperwork needs to be streamlined and workload reduced Staff Responsible for Monitoring: admin | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: compare this goal/% to other schools that are similar to Heritage for a comparative analysis to identify schools like ours with high %. Strategy's Expected Result/Impact: gain insight from other schools Staff Responsible for Monitoring: admin | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Each grade level will identify their patterns to see how many tasks have multiple touch points in an effort to streamline processes. Strategy's Expected Result/Impact: specific tasks identified and reduced Staff Responsible for Monitoring: admin, teachers | Formative | | | Summative |
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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 | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Grade level teams identify a specific day of the week to have protected time to work on what they see is important Strategy's Expected Result/Impact: time and focused work Staff Responsible for Monitoring: teachers | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Grade level teams identify 3 specific priorities they think are important for the success of their team. Strategy's Expected Result/Impact: staff feel their voice is heard and have time to do the work Staff Responsible for Monitoring: admin, teachers | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: PLC structure is created and monitored to ensure teachers stay focused on the priorities they came up with Strategy's Expected Result/Impact: teachers feel they have the time they need to work on what they feel is important Staff Responsible for Monitoring: admin, teachers | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: staff input surveys developed at different points in the year to allow for staff voice and input Strategy's Expected Result/Impact: staff feel invested and heard Staff Responsible for Monitoring: admin | Formative | | | Summative |
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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

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 | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Increase staff communication from 80.3 to 81.5% positive feedback Strategy's Expected Result/Impact: more positive outlook from staff and more staff feeling in the loop on campus decisions. | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Increase Recognize Someone submissions from 70 to 75 by end of year. Strategy's Expected Result/Impact: more staff getting recognized by parents and peers | Formative | | | Summative |
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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

High Priority

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

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Increase % of staff that feel involved in decision making at the campus level. Create surveys and committee to help with SBD throughout the year. Share feedback at staff meetings in order to show how staff are able to give input. Strategy's Expected Result/Impact: staff will feel more a part of the decisions made at campus level Staff Responsible for Monitoring: admin | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: BLT committee, Team Leads discuss progress in scheduled meetings to see how we are addressing this task throughout the year. Strategy's Expected Result/Impact: positive outcomes for targets Staff Responsible for Monitoring: admin, teachers, BLT | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: PLC structure put in place to have organized conversations around target goals and priorities Strategy's Expected Result/Impact: positive impact at each grade level on teacher identified priorities Staff Responsible for Monitoring: grade level teams | Formative | | | Summative |
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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 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>Strategy 1: 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>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Nov | Feb | May | |
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Goal 6: Federal and State Mandates

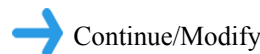
THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 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>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 | | | Summative |
| | Nov | Feb | May | |
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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 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>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>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 |
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| Strategy 2 Details | 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 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>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 | | | Summative |
| | Nov | Feb | May | |
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| Strategy 3 Details | 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 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> | Formative | | | Summative |
| | Nov | Feb | May | |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: 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>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 | | | Summative |
| | Nov | Feb | May | |
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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 | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: 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>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.</p> <p>Staff Responsible for Monitoring: 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>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 | | | Summative |
| | Nov | Feb | May | |
| | | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue