

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



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Comprehensive Needs Assessment

Demographics

Demographics Summary

(From 22-23 TAPR report) Our student population is 619 students and is ethnically diverse with 7% African American, 20% Hispanic, 48% White, .5% American Indian, 18% Asian, .2% Pacific Islander and 6% two or more races. Gender representation: 50% males and 50% females.

Our enrollment by school group is 9.9% Economically Disadvantaged, 6.9% English Language Learners, and 16% Special Education, 5% 504, 5% GT

Staff: total staff = 57. Staff ethnicity: African American 3%, Hispanic - 24%, White - 66%, Asian - 4%, Two or more races - 2%

100% of teachers have their college degree. 69% - Bachelors, 31% - Masters.

Teachers by years of experience: Beginning - 4%, 1-5 years - 25%, 6-10 years - 20%, 11-20 years - 29%, 21-30 years 19%, over 30 years 2%

We have purposefully designed a 21st-century learning organization that teaches students to think globally in the digital age. We aspire to authentically engage every student every day in creating and learning. We understand that today's digital natives cannot be taught using only lectures, textbooks, chalkboards, and worksheets; rather, students must be challenged to think, plan, create, and collaborate through the use of technology. Our teachers embrace and implement cutting-edge programs such as Spanish Immersion, one of only two in the district. We truly believe that "Our Future Starts Here." The elementary years lay the foundation for a lifetime of learning, and the future of our students, our community, and even our country depends on our success. Together, we will identify each child's strengths and empower every student to become the best scholar and person they can be. Our campus initiatives prepare our students for success not only during their school years but also in their lives beyond our hallways. We are excited to continue learning and designing a school that enables our students to thrive in a future they create.

Demographics Strengths

Our strengths lie in our diversity, as many of our parents come from international backgrounds. There are 28 different languages spoken in our students' homes, representing every corner of the globe. Most of our parents are educated and employed in professional careers, and they value preparing our students for the jobs of tomorrow. They believe that education is a shared responsibility among the home, the community, and the school.

51% of our teachers have more than 11 years of experience, and 21% have over 21 years of experience! To foster a strong partnership with our parents, we have established multiple communication channels. We provide up-to-date information through call blasts, email blasts, Facebook, Instagram, a parent newsletter, and our school website. This combination of resources, along with teacher Canvas sites, individual teacher websites, and newsletters, offers parents a supportive framework for partnering with the school.

Student Learning

Student Learning Summary

Spring 2024 STAAR results

TEST	21-22			22-23			23-24			Growth		
	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
3rd RLA	95%	79%	59%	95%	81%	34%	91%	74%	38%	-4%	-7%	4%
3rd Math	89%	71%	37%	92%	77%	41%	89%	67%	36%	-3%	-10%	-5%
4th RLA	89%	69%	37%	87%	65%	37%	94%	76%	38%	7%	11%	1%
4th Math	87%	56%	31%	79%	57%	25%	81%	57%	26%	2%	0%	1%
5th RLA	93%	77%	58%	94%	78%	41%	92%	75%	53%	-2%	-3%	12%
5th Math	92%	66%	40%	93%	67%	31%	91%	75%	31%	-2%	8%	0%
5th Science	82%	52%	19%	90%	56%	31%	84%	44%	14%	-6%	-12%	-17%
	Scores by Student Cohort											
	RLA				Math				Science			
	3rd	21-22	22-23	23-24 (3rd)	3rd	21-22	22-23	23-24 (3rd)	5th	23-24 (5th)		
	Approaches	-	-	91%	Approaches	-	-	89%	Approaches	84%		
	Meets	-	-	74%	Meets	-	-	67%	Meets	44%		
	Masters	-	-	38%	Masters	-	-	36%	Masters	14%		
	4th	21-22	22-23 (3rd)	23-24 (4th)	4th	21-22	22-23 (3rd)	23-24 (4th)				
	Approaches	-	95%	94%	Approaches	-	92%	81%				
	Meets	-	81%	76%	Meets	-	77%	57%				
	Masters	-	34%	38%	Masters	-	41%	26%				

TEST	21-22			22-23			23-24			Growth		
	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
	<u>5th</u>	21-22 (3rd)	22-23 (4th)	23-24 (5th)	<u>5th</u>	21-22 (3rd)	22-23 (4th)	23-24 (5th)				
	Approaches	95%	87%	92%	Approaches	89%	79%	91%				
	Meets	79%	65%	75%	Meets	71%	57%	75%				
	Masters	59%	37%	53%	Masters	37%	25%	31%				

Student Learning Strengths

In 2024, we saw increases in every grade level and subject in the percentage of students reaching the Masters level on the STAAR assessments, with the exception of 3rd grade math.

Student Learning Strengths: Our combination of a guaranteed and viable curriculum centered on essential standards, along with large-scale learning experiences, has resulted in strong performance on STAAR assessments. As we continue our work this year within our Professional Learning Communities (PLCs) to ensure essential standards for every student, we are confident that our scores will maintain or exceed current levels. While we are proud to say that we are not solely STAAR-focused but rather learning-focused, it is rewarding to see our STAAR scores affirm our hard work.

School Processes & Programs

School Processes & Programs Summary

Hicks Elementary offers a wide variety of programs that provide students with learning experiences far beyond the typical academic environment. These activities encourage Hicks students to embrace education and grow in multiple areas of their lives. Our programs are designed to enhance students' education and demonstrate the dedication and commitment of our faculty.

Teachers participate in Professional Learning Communities (PLCs) and ongoing professional development. They work to integrate technology into their lessons, ensuring that students receive valuable digital citizenship education. Through these lessons and our digital citizenship lessons, teachers hold students accountable for their use of technology.

School Processes & Programs Strengths

Featured Programs:

The Spanish Immersion program at Hicks Elementary offers students with no prior Spanish experience the opportunity to learn academics in both Spanish and English, with instruction split 50/50. This program provides the gift of language to students who might not otherwise have the chance to master a second language, giving them a significant advantage in life, regardless of their chosen path. Our Spanish Immersion program is one of only two in LISD.

In addition to Spanish Immersion, Hicks offers a variety of programs, including the Leader in Me leadership program based on Stephen Covey's 7 Habits, Archery, Safety Patrol, Tom Hicks TV, Watch D.O.G.S., Digital Citizenship education, an Outdoor Learning Center, Art Club, Ukulele Club, Choir, Makerspace Club, Running Club, Clay Club, Encore Kids (theatre), and Student Council.

Our PTA is exceptional, organizing major fundraisers for our school, such as the Fall Carnival, Fun Run, Book Fair, and Holiday Gift Gallery.

Perceptions

Perceptions Summary

Two years ago, LISD implemented Pulse Checks—surveys for staff, parents, and students designed to collect data for evaluating our progress in several key areas. We are fortunate to be part of one of the most active and positive communities in the metroplex. We maintain an open-door policy that encourages parent participation in their children's education.

We have established multiple communication channels to provide up-to-date information, including a bi-monthly newsletter, email blasts, Facebook, Twitter, Instagram, and our website. Our parents take pride in being connected to and committed to the traditions of the Lewisville Independent School District and Hebron High School. We have built purposeful connections across the Hebron feeder zone, fostering trust and pride within our community and the district.

Finally, our PTA is exceptional in every way. With a board of over 25 parents, each with individual plans of work, the PTA sponsors events such as class parties, Fall Festival, Fun Run, Book Fairs, Fun in the Sun, and End-of-Year Moving On Ceremonies. Additionally, the PTA significantly supplements the campus budget, enabling us to continue executing our numerous programs and activities.

Perceptions Strengths

Student Learning

From HB3 reading and math goal chart See addendum - EOY istation results include IEP progress (3rd grade only). Tier 1 is levels 3-5

- Our students showed growth in reading and we want to make some adjustments in terms of Math for 24-25.

Student Experience - from Pulse Checks

- "92.8% of Students are comfortable talking to staff" - 4th and 5th graders complete the survey
- Parent survey - "my child is glad to come to school" - 96.8%.
- Parent survey - "my child's mental health and wellbeing is supported" 96.2%

- **Student environment** -
- Treatment agreements - 99.5% - kids know there is a treatment agreement

Resource Stewardship

- Staff wellbeing - "I have trusting relationships at work" - 92.3%
- Parent communication - 95.7% felt the school does a good job communicating with parents.

Recognize Someone - expanding the reach - 69 during the 22-23 school year. 23-24 school year ended with 150

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

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>Strategy 1: By April 2025, We will focus as a campus in accordance with HB 3, to increase the number of students showing mastery in 3rd grade Math (80%), HB3, as measured by istation and completion of IEP goals.</p> <p>Strategy's Expected Result/Impact: a. We will utilize Math click on TEKS to guide instruction, and checkpoints (grades 2-5) and engaging math (grades K-5) and rapid assessments for student assessment (CFAs). b. We will analyze data in our PLCs (checkpoints and Engaging Math and rapid assessments) with the goal of mastery (80%) to impact instructional practices and student success.</p> <p>Progress on Scorecard Goal 1.1 - We will know we've achieved this goal when 80-90% of students are achieving mastery (80% or above) on checkpoints (see spreadsheet). - On our scorecard we will notice an increase in the number of students showing mastery as measured by istation and completion of IEP goals.</p> <p>Staff Responsible for Monitoring: Admin and all teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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.

*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: We will implement the campus behavior plan, restorative practices and Safe and Civil schools and campus wide PBIS. We will prioritize establishing, maintaining and restoring relationships.</p> <p>Strategy's Expected Result/Impact: We will decrease the number of office referrals coming from the regular classroom by 10% by April 2025.</p> <p>Staff Responsible for Monitoring: Admin and all staff.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

***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

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			
<p>Strategy 1: By April 2025 increase the staff involvement in decisions from 52.9% to 57%, by anticipating change initiatives and being proactive in seeking input, and communicate to staff their role in the decision making process (following up after GLC meetings reporting back afterward; sending out pulse check questions ahead of time and letting staff know what we are doing to address them)</p> <p>Strategy's Expected Result/Impact: Our pulse check will indicate an increase in this area.</p> <p>Staff Responsible for Monitoring: Administrators - Mrs. Reh fuss and Mr. Kown, grade level chairs and all staff.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

 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.

*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>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	

 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 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	



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>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
	Nov	Feb	May	
	This row is empty for data entry			

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	
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	

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	

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	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Site Based Decision Making Committee

Committee Role	Name	Position
MTA/SPED representative	Traci Kidwell	MTA teacher
Librarian	Julie Knapp	Librarian
5th grade teacher	Jackie Harris	5th grade teacher
4th grade teacher	Amber Clifford	4th grade teacher
3rd grade teacher	Sarah Alexander	3rd grade teacher
2nd grade Teacher	Michelle Keiser	2nd grade teacher
1st grade teacher	Sydney Southard	1st grade teacher
Kinder teacher	Megan Gonzalez	Kinder teacher
Assistant Principal	Alex Kown	Assistant Principal
Community Rep	Erika Meade	Community Rep
Counselor	Kristin Migliore	Counselor
Principal	Tracy Rehfuss	Principal
District Rep	Adrienne Gall	District Rep
Parent Rep	Emily Burgess	Parent
Parent Rep	Vicky Ursi	Parent
Parent Rep	Michelle Crowley	Parent
Business Rep	Ray Braumuller	Business Rep