

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

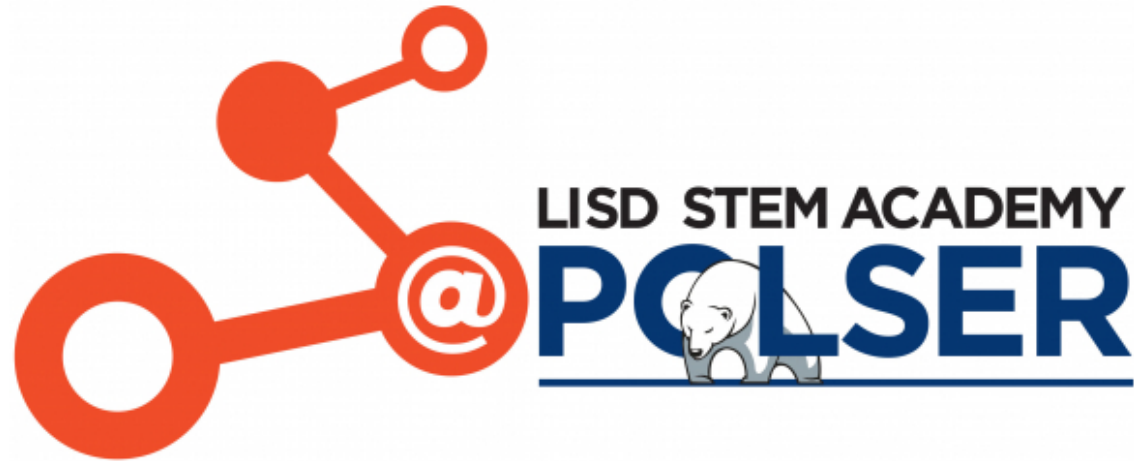


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Polser STEM Academy is a Nationally recognized STEM Academy, accepting students on an application and randomized selection process in grades Kindergarten-5th Grade located in Carrollton, Texas. At Polser, we celebrate our students' success and continuous growth. With more than 60 teachers and additional support and interim staff, Polser serves over 500 students in grades PK-5th grade, to include ALS, AVLS, and ECSE. The professional staff at Polser is comprised of 81% professional staff, and 19% educational aides, with 83% holding a Bachelor's degree and 15% holding a Masters degree.

Our student population includes 27% Asian, 24% African American, 23% White, 19% Hispanic, 7% Two or More Races, 0.3% Pacific Islander, 8.3% Two or More Races, 0.2% American Indian, with 48% of our students classified as Economically Disadvantaged, 20% ELL, and 33% Special Education, with an attendance rate of 94%. Our staff is dedicated to provide innovative and engaging instruction as well as instructional support to ensure every student is successful. We have developed strong and engaging partnerships with our parents and our community to create a sense of family within our school.

Demographics Strengths

Polser STEM Academy's diversity enhances the learning environment and exposes our students to different cultures and perspectives. With 48% of students classified as economically disadvantaged, we provide instructional support and resources tailored to meet the needs of these students, fostering equity and inclusivity, and focused on academic improvement. Our ELL's have access to experienced staff and resources dedicated to supporting students who are learning English as a second language. We are committed to an inclusive education, ensuring that students with varying needs receive the necessary support. Polser emphasizes strong partnerships with parents and the community, which enhances student engagement, creates a supportive learning environment, and fosters a sense of belonging among students and their families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate is 94% , lower than the district average. **Root Cause:** Chronic Absenteeism, PreK students not coming to school, and not filing truancy on both groups.

Student Learning

Student Learning Summary

Student achievement and progress on state/local assessments, benchmarks, advanced course/dual enrollment. CCMR, grades, graduation plans, retention data, dropouts, special education data, English language assessments & other data.

Subject Area	2022 Approaches	2022 Mets	2022 Masters	2023 Approaches	2023 Mets	2023 Masters	2024 Approaches	2024 Mets	2024 Masters
3 rd Grade STAAR Math	76	48	17	83	60	38	81	53	32
3 rd Grade STAAR Reading	81	59	35	83	60	38	90	74	41
4 th Grade STAAR Math	75	53	38	74	45	17	70	49	32
4 th Grade STAAR Reading	83	60	38	77	51	20	87	55	25
5 th Grade Math	94	69	51	93	70	50	91	67	33
5 th Grade Reading	84	71	51	92	75	55	90	75	54
5 th Grade Science	69	47	24	81	61	31	69	34	13

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		93	A
Student Achievement		90	A

Student Achievement		90	A
STAAR Performance	60	90	
College, Career and Military Readiness			
Graduation Rate			
School Progress		94	A
Academic Growth	89	94	A
Relative Performance (Eco Dis: 39.4%)	60	83	B
Closing the Gaps	94	89	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

X ELA/Reading

✓ Mathematics

X Science

Not Eligible **Social Studies**

✓ Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps

Student Learning Strengths

Polser STEM Academy has continued to make academic progress since 2018. Our instruction is aligned and targeted. Teachers follow the LISD curriculum with fidelity, and provide engaging opportunities that encourage problem solving and critical thinking through hands-on experiences, questioning, and engineering instruction daily through our STEM program. Students are provided intervention and enrichment time daily to ensure consistent academic growth for all students. PLC meetings, identifying targets, meeting vertically, and using our data to drive our instruction has both improved instruction and impacted student growth. Polser STEM

Academy is a Model PLC at Work Campus, Apple Distinguished Campus, and recognized by TEA as an Advanced STEM Model campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lowered academic improvement for economically disadvantages students in all content areas. **Root Cause:** Loss of Title I funds to support tutoring and resources, 48% of students are coded economically disadvantaged.

School Processes & Programs

School Processes & Programs Summary

Polser teachers and staff participate in a variety of activities designed to promote personal and collective learning which will ultimately enhance student achievement, success, and engagement in the classroom. The process of recruiting, retaining, and supporting teachers begins with thoughtful and intentional decisions about the needs and strengths of teachers and students at each grade level when making hiring decisions. Teachers and administrators collaborate to identify qualities of potential Polser teachers and then begin the task of finding the "right fit" for each team. A team of teachers participate in grade-level interviews. Once candidates are chosen, First Year Teachers and new-to-Polser teachers and staff members are supported in a variety of ways including LISD First Year Teacher mentors, campus mentors, and their teams. New staff members participate in regular meetings and are encouraged to attend additional staff development so they are better prepared to implement campus initiatives.

Grade Levels meet in PLC's throughout the school year to review student progress, plan for intervention and enrichment, plan for instruction, and create learning goals for the school year. Teachers work collaboratively to plan instruction, intervention, and enrichment to meet the needs of all their students following grade level curriculum and assessments. Additionally, grade level teams meet at least weekly for collaborative planning as well as to analyze student data, set SMART goals, and implement and monitor student interventions. Classroom teachers participate in RtI meetings as scheduled, and collaborate with support teachers including the LISD Learning Facilitators. TEKS aligned materials are implemented across grade levels and subjects.

Professional development is provided for Polser teachers on a regular basis and the focus has included reading instruction, writing instruction, STEM, PLC, small group intervention, and social-emotional needs of students.

Team Leaders meet monthly to address campus needs and provide input for solutions. We have created a Behavior Team to focus on discipline, and school wide discipline program using DOJO and Restorative Practices We also have a BLT committee that reviews the campus improvement plan, procedures, a variety of survey data, Title I documentation, and works collaboratively to make campus plans and decisions.

Over 35 staff members have obtained National STEM certification in order to provide quality instruction to our students. Polser ES became a Nationally Recognized STEM campus in 2019, and Re-Certified Nationally in 2023. New to Campus Teachers with experience will obtain their STEM certification within the school year. New teachers or teachers completing Reading Academy will have 2 years to complete STEM certification.

School Processes & Programs Strengths

High quality professional development is provided for teachers in very specific areas designed to meet their students' needs. The LISD District and Campus mentor programs are very supportive both aiding and assisting First Year Teachers and New to Polser teachers learn the culture and feel supported on a new campus/district. Implementation of district curriculum with fidelity and the use of content area facilitators ensure curriculum is being delivered with fidelity. Implementation of Engineering instruction following the district model and curriculum ensure our students receive quality engineering instruction. New teachers completing STEM

certification, STEM model lessons, and curriculum writing support engineering/STEM instruction in our classrooms. Implementation of PLC's to review student data, develop quality instruction, target learning, and develop plans for intervention ensure all of our students make progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional time for PLC's, beyond the district calendar, have not been scheduled within the school day or after school. **Root Cause:** There is not enough time built into the master schedule for additional PLC's, nor coverage for a full grade level team. Teams will dedicate a conference time one day a week for PLC's.

Perceptions

Perceptions Summary

Polser STEM Academy is a diverse campus. Our mission was realigned in August, 2023 - Engineering opportunities that engage and inspire leaders and innovators. Our students follow PRIDE, 5 standards for behavior; P-Positive Words and Actions, R-Respect for Self and Others, I-Integrity and Honor, D-Display Self Control, E-Excellence in All We Do. Polser embraces the beliefs and philosophy followed at the Ron Clark Academy with our House System. Our students are each a member of 1 of 4 houses. Students and teachers earn positive points for their house through DOJO for behavior and participating in house challenges. Houses compete each 9 weeks. Pep Rallies are held every nine weeks to encourage positive behavior, camaraderie, and collaboration between students and teachers within each house. We have a Robotics Club, Student Council, Polser Singers, and Safety Patrol. Kindergarten - 5th Grade students are provided intervention and enrichment time which is built into our school day.

We have a strong PTA and they offer many opportunities to be involved throughout the year such as our Monster Mash, Spirit Nights, Polserfest, Movie Nights, Book Fairs, Grade Level Events, and much more. Polser offers a Back to School Bash at the beginning of the school year and students and families are offered a chance to drop off supplies, meet their teachers, engage with other families and district offered programs. Each grade level provides a Parent Orientation night, and information is provided in the Principal's weekly electronic newsletter. There are several opportunities for parents to volunteer on campus throughout the year. We continue to build our PTA membership and volunteer base. At Polser, we are committed to build partnerships between school and home. Student success relies on support from home and building positive relationships with all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The loss of our Title I status, with 48% economically disadvantaged students, is a loss of funding for programs , parent involvement,resources, professional learning, and intervention support for our students. **Root Cause:** The amount of economically disadvantaged students must be 50% to remain a Title I campus this year.

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>Strategy 1: 75% of 5th Grade students will score "approaches" as measured by the 2025 5th Grade Science STAAR; this is an increase from the 2024 STAAR Science approaches at 69%.</p> <p>Strategy's Expected Result/Impact: PLC's to review student data, CBA's and quick checks to monitor student progress, vertical teams, walkthroughs during science block, TREND data, hands-on science lessons, and implementation of intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue


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


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


*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will lead and implement PLC's every nine weeks, increasing the number of PLC's by 20% as measured by PLC documentation and the schoolwide spreadsheet Teachers will implement WIN time to provide intervention and enrichment each nine weeks.</p> <p>Strategy's Expected Result/Impact: Increase in the number of teacher led PLC's, by 20% and planned intervention to improve student performance.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

Strategy 1 Details	Reviews			
Strategy 1: Increase the attendance rate by 5%, focusing on PreK and Kindergarten students, and chronic absences. Strategy's Expected Result/Impact: The attendance rate will increase from 94% to 98% for the 2024-2025 school year. Staff Responsible for Monitoring: Administration, Teachers, Counselor	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 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: Implement student advisory committee to collaborate with campus leaders on targeted areas, behavior goals, and incentives for students to improve campus behaviors by 10% as measured by "safe environment" on student survey.</p> <p>Strategy's Expected Result/Impact: Student Advisory Committee will collaborate with administrative team to address behavior concerns and support behavior expectations on campus to create a safe environment for students.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</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 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

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	

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	

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	
<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 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