

Lewisville Independent School District
Hicks Elementary School
2018-2019 Campus Improvement Plan



Vision

All of our students enjoy thriving, productive lives in a future they create.

Value Statement

Every student is uniquely capable and deserves to be challenged each day.

Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.

An educated citizenry is essential for equal opportunity and a prosperous society.

Meaningful and relevant work engages students in profound learning.

Critical thinking and problem solving today are necessary for students to be equipped for future challenges.

Genuine transformation requires disruptive innovation.

Education is the shared responsibility of the community.

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Comprehensive Needs Assessment

Revised/Approved: September 10, 2015

Demographics

Demographics Summary

At Hicks, 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 to create and learn. We understand that today's digital natives cannot be taught utilizing only lectures, textbooks, chalkboards, and worksheets; rather, students must be challenged through the use of technology to think, plan, create, and collaborate.

Our teachers embrace and implement cutting edge brain-based research practices such as Spanish Immersion, the Action Based Learning Lab, the Academic Medal Plan, and the campus-wide Project Based Learning activities.

We truly believe that "Our Future Starts Here." The elementary years are the foundation for a lifetime of learning. The future of our students, our community, and even our country depends on our success. Together, we will find every child's hidden talents and enable every student to be the best scholar, artist, and person he or she can be. Our campus initiatives truly prepare our students to find success not only during their school years, but in their lives beyond our hallways. We are very excited to continue learning and designing a school that will enable our students to thrive in a future they create.

Demographics Strengths

Our student population is culturally diverse with 10.7% African Americans, 14.3% Hispanic, 57.2% White, 3% American Indian, 11.6% Asian, .2% Pacific Islander, and 5.4% two or more races. Our enrollment by school group is 7.3% Economically Disadvantaged, 4.8% English Language Learners, and 6.6% Special Education.

Our strengths are in our diversity, as many of our parents are from international backgrounds. We truly have students from every corner of the globe. Most of our parents are educated and employed in professional careers. Our parents value preparing our students for the jobs of tomorrow. Our parents believe that education is a function of the home, the community, and the school. To partner with our parents, we have established multiple means of communication. We provide up to date information weekly through call blasts, e-mail blasts, Facebook, Twitter, and our school website. The combination of these resources coupled with teacher websites provide parents a framework to partner with the school.

Student Academic Achievement

Student Academic Achievement Summary

Our primary function is to nurture positive growth in our students including their academic achievement. K-1 teachers use iStation, the Developmental Reading Assessment, the Math Universal Screener, and guided reading running records to track individual student progress. Starting in 2nd grade, teachers use district Curriculum Based Assessments to monitor student progress. Additionally, at all levels teachers participate in Professional Learning Communities by selecting essential standards, designing targeted lessons, administering Common Formative Assessments, and adjusting instruction to guarantee every student masters the essential standards.

Beyond the essentials, Hicks teachers understand the importance of in depth and unique learning experiences through Project Based Learning. Every student has an individual ePortfolio website with uploaded projects and reflections. Our campus has an annual campus wide PBL that culminates in QR codes linking every student's project for the parents to view digitally. This year, the campus PBL is "Launch" where students will be challenged with the task of creating their own invention to make their world better.

Student Academic Achievement Strengths

With our combination of a guaranteed and viable curriculum of essential standards and large scale learning experiences, our students are performing very well on STAAR Assessments. In 2017-2018, 92% of our students met standard with 35% mastering grade level curriculum on all tests taken. In addition, 5th grade achieved 97% of the students passing math and reading on the first or second administration, with the remaining 3% moving to 6th grade via ARD committee, which resulted in zero of our student attending SSI Summer School due to failing STAAR.

As we settle into this year, with our PLC work guaranteeing essential standards for every student, we have no doubt our scores will remain or exceed current scores. We are very proud that we ARE NOT STAAR focused, we are LEARNING focused; however, it is rewarding to see STAAR scores confirm our hard work.

2017-2018 STAAR Scores

	Approaches Upcoming Grade Level (Passing Standard)	Masters (Commended Standard)
Reading		
3rd	91%	37%

4th	91%	46%
5th	97%	43%
Math		
3rd	90%	37%
4th	93%	44%
5th	97%	37%
Writing		
	85%	19%
Science		
	88%	18%
All Tests		
	92%	35%

School Processes & Programs

School Processes & Programs Summary

Hicks Elementary has a wide variety of programs that give students learning experiences far beyond the typical academic environment. These activities encourage Hicks students to embrace education and improve in multiple areas of their life. Our programs are designed to add value to our student's education, and serve as evidence of a highly dedicated and committed faculty.

School Processes & Programs Strengths

Featured Programs: Spanish Immersion, Action Based Learning Lab, Academic Medal Plan, Project Based Learning

Spanish Immersion is a program where students with no previous Spanish are taught academics in all subjects 50% of the time in Spanish and 50% in English. Spanish Immersion gives the gift of language to students who otherwise would not have the opportunity to master a second language. This gift will give our students an advantage in life regardless of the path they choose. Our Spanish Immersion program is one of only two in LISD.

Our Action Based Learning Lab is one of our specials classes designed around the kinetic and academic connections in the brain. In ABLL, students complete a series of exercise stations while simultaneously processing Science concepts that supplement and support the general education curriculum. Our ABLL was featured on Channel 5 and Channel 8 news as an innovation in education.

Our Academic Medal Plan requires students to complete multiple activities throughout the year to earn a gold, silver, or bronze academic medal. Activities include an individual ePortfolio for every student, participation in our Exceptional Reader Program, completion of campus and grade level project based learning activities, and a service learning and citizenship component. Our Academic Medal Plan was featured on the LISD Live Town Hall, was the first one in the district, and has been implemented at several other LISD schools.

Our campus Project Based Learning activities give our students an opportunity to learn about life far beyond the school. With our "Act Local" PBL, our students raised over \$36,000 for charities of their choice. With our "Go Global" PBL, every classroom connected with a classroom in another country to collaborate with another culture. With our "Future's So Bright" PBL, every student created a poster of where they will be in 5, 10, and 20 years. This year, our students will "launch" their own innovation/product that makes a positive impact in their life. Our campus PBL's were presented to the LISD School Board two years in a row as evidence of Strategic Design in LISD.

Beyond these featured Programs, we have the following at Hicks:

STEM Club, Robotics, ePortfolios, Coding, Archery, Safety Patrol, Young Rembrandts, Encore Kids, Young Chef's Academy, Fellowship of Christian Athletes, Tom Hicks TV, Watch Dogs, Mod Squad, Pup Camp, Fun Run, Digital Citizenship, Outdoor Learning Center, Circle of Friends, Social Skills,

Genius Hour, Art Club, Ukulele Club, Choir, Create Club, Character Club, Fitness Club, and Student Council.

Perceptions

Perceptions Summary

Hicks Elementary School is very proud of our positive and highly engaged faculty. Hicks was ranked in the top 10% in the nation among all schools in the Gallup survey of teacher engagement. Hicks was also ranked in the top 20% in all areas of the Panorama Education Survey of teaching efficacy, school leadership, school climate, and school resources.

We are also truly blessed to be part of one of the most active and positive communities in the metroplex. We partner with our parents with an open door policy welcoming parent participation in the education of their children. We have established multiple means of communication with up-to-date information including a weekly agenda, call blasts, e-mail blasts, Facebook, Twitter, and our websites.

Our parents are very proud to be connected with and committed to the Lewisville Independent School District and the Hebron High School traditions. We have established purposeful connections across the Hebron zone building trust and pride in our area and in the district.

Finally, our PTA is amazing in every way. We have a PTA Board of over 25 parents, each with individual Plan of Works. PTA sponsors class parties, Fall Festival, Fun Run, Book Fairs, Fun in the Sun, Mother/Primary Motherly Figure-Son event, Father/Primary Fatherly Figure-daughter event, and End of Year Moving on Ceremonies. Additionally, the PTA significantly supplements the campus budget to enable us to continue to run our numerous programs and activities.

Perceptions Strengths

Our community has very high expectations and is very proud of the accomplishments of our school. Hicks faculty has presented our Academic Medal Plan, Action Based Learning Lab, and Spanish Immersion programs in several conferences including two LISD Board Showcases, the LISD August Administrator Academy, the North Texas Consortium Conference, and the LISD Elementary Conference. Our programs were featured in the LISD Live Town Hall meeting, and we have been featured on Channel 8 and Channel 5 news.

Testimonials from our parents include:

"My experience with Hicks has been amazing! Teacher are great and it's a good community of parents and children. Everyone is kind and welcoming. My Son is in Spanish Immersion and he is thriving here!"

"Hicks is a top-notch school! The administration, faculty, and staff are so warm and nurturing. It feels like a family- everyone knows everyone."

"My children have thrived at Hicks. The teachers went above and beyond teaching to really reach out to the students as individuals. The teachers and staff

always listen and keep open communication with families."

"We paid thousands for a private school and decided to give the public system a try. We found Hicks to be far superior to an elite private school. The level of care and quality of teaching is phenomenal. I could put my child in any school, and we wouldn't go anywhere other than Hicks."

If you are currently part of our Hicks Family, we thank you for your contribution to our school. If you are looking for a place to call home, we would be thrilled to partner with you to help education your child.

Comprehensive Needs Assessment Data Documentation

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








Goals

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 1: I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others.

Evaluation Data Source(s) 1: Documentation of the completion of courses.

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A leadership team will attend the summer "PLC at Work" conference in Fort Worth. 3 Team Leaders and the Principal will attend the one day Solution Tree presentation in October, and the principal and team leaders will participate in a 3 day critical friends cohort.	Curtis Martin, Team Leaders	Revamping of our PLC process to empower team leaders to drive the process on a weekly basis.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 2: I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

Evaluation Data Source(s) 2: Team Notebooks documenting the PLC cycle.

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will work with grade level teachers on how to select essential TEKS that all students must demonstrate mastery. Training will be during August in-service and continue throughout the year.	Curtis Martin	Access of all students to a guaranteed and viable curriculum.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 3: I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.

Evaluation Data Source(s) 3: Beginning of year and end of year iStation reports. End of Year "Rate of Improvement" Report

Summative Evaluation 3:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will implement our balanced literacy programs including Exceptional Reader, small guided reading groups, and DRA monitoring in K-2 resulting in every student gaining 20 or more points in iStation. Teachers will monitor Rate of Improvement reports each month to adjust instruction for students not making progress.	Curtis Martin	All K-2 students make one year's growth as measured by iStation.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners.

Evaluation Data Source(s) 4: Pictures of the Open House "Launch" display.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will complete our campus Project Based Learning project "Launch" where students will be asked to invent something that makes their life better. The projects will be linked to individual QR codes for parents to view their project in their e-Portfolio at open house.	Curtis Martin	Campus wide project uploaded to every student's e-Portfolio for parent viewing at Open House.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols.

Evaluation Data Source(s) 1: Safety and security reports; drill logs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will hold monthly fire drills and a fall/spring lockdown and tornado drills. Students will be taught the procedures and importance of the drills.	Tracy Rehfuss	Students will be prepared in the rare circumstance that an emergency occurs.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 2: I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; Find and promote students' passion and interests.

Evaluation Data Source(s) 2: Principal Award Google Doc.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Both of the principals will award 25% of the students throughout the year based on student individual strengths.	Curtis Martin and Tracy Rehfuss	Positive climate through recognition, and an increased opportunity for positive parent contact.				

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 3: I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission.

Evaluation Data Source(s) 3: Staff Development Agendas

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will create a system on Wednesdays to provide grade level teams an extra planning time for Professional Learning Community work.	Curtis Martin	A system for clubs for grades 3-5, and additional time for teachers to engage in authentic learning experiences.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 4: I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

Evaluation Data Source(s) 4: Random selection of student ePortfolio links.

Summative Evaluation 4:

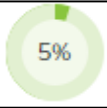

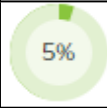




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Every student (K-5) will have an individual ePortfolio with a minimum of 3 projects.	Curtis Martin	Every student will publish authentic work on the web.				

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.

Evaluation Data Source(s) 5: Documentation of Assessment Panels.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All 4-5th grade students will present their ePortfolio to a panel of educators. K-3 students will present their ePortfolio to their class.	Curtis Martin	Increased importance on student ePortfolios.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.


Performance Objective 1: I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.


Evaluation Data Source(s) 1: Staff Development Agendas and Presentations.


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will be trained in August to use the Hicks PLC cycle to improve student instruction: 1) Teams to select 3-5 essential standards that are measurable and non-negotiable for every learner. 2) Teams design lessons to teach the identified essential standards. 3) Teams write common formative assessments to test student mastery of the essential standards. 4) Teams analyze the common formative assessments to determine which students did not master the essential standards. 5) Teams adjust instruction and provide intervention until mastery is attained for all.	Curtis Martin Tracy Rehfuss	Teams will ensure essential standards are mastered by every student through the Hicks PLC Process. Teams will function as a PLC generating and analyzing their own data.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.

Evaluation Data Source(s) 2: PaperCut reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will use a comprehensive paper reduction plan to decrease our paper usage from 44.88 pages per student per month to 35 pages per student per month.	All teachers	This will decrease our expenses on paper by 22%, or roughly \$2500 of the campus budget.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

Evaluation Data Source(s) 3: Grant Applications.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will create a PTA Campus Grant Process to provide teacher leaders an opportunity to use PTA funds for specific initiatives.	Curtis Martin	Increased opportunity for teacher leadership in new initiatives.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 1: I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community service to students.

Evaluation Data Source(s) 1: Documentation of the proceeds from the fundraiser.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student Council will create our annual fundraiser for charity to support the American Heart Association, Dressed to Learn, Lewisville Education Foundation, the LISD Back to School Fair, and one campus project voted on by the council.	Student Council Sponsors	In one fundraiser we will be able to give to several organizations that need help throughout the year.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 2: I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.

Evaluation Data Source(s) 2: Website checks during campus walkthroughs.

Summative Evaluation 2:

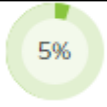


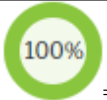



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Every grade level teacher will have an active website updated weekly with lesson information for parents to assist students with their work at home.	Tracy Rehfuss	Up to date weekly information for parents throughout the year.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 3: I communicate with all stakeholders to understand diverse perspectives; Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.

Evaluation Data Source(s) 3: Campus scheduling survey.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will ask for input from parents on student scheduling for the following school year including information on students who need to be together and students who need to be separated.	Curtis Martin	Parent input on the direction of their child's education.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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Performance Objective 4: I actively involve community partners in campus and district initiatives: Recognize and appreciate community contributions to the schools, students, and district.

Evaluation Data Source(s) 4: Flyers for PTA events.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will continue to have an active and vibrant PTA including the annual Fall Festival and Fun Run.	Curtis Martin	Community pride and connection to the school coupled with raising money for our campus initiatives.				
= Accomplished = Continue/Modify = No Progress = Discontinue						





Goal 5: Student Achievement/Safeguards

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 Source(s) 1: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

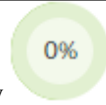
<p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p>	All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement				
<p>2) During the 2018-2019 school year, 3rd-5th grade teachers will create an educational support system for students at-risk of failing STAAR resulting in 90% of all students passing the Reading and Math STAAR tests, and 40% reaching the mastery level.</p>	Tracy Rehfuss	Continued widespread achievement on STAAR tests.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Source(s) 1: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p>	All staff	Student attendance records demonstrating appropriately high levels				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Goal 6: State and Federal Mandates

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 Source(s) 2: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</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>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p>	All staff	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; 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> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						







Goal 6: State and Federal Mandates

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Source(s) 3: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>1) The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</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>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p>				
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Goal 6: State and Federal Mandates

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

Evaluation Data Source(s) 4: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>1) Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee.</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.).</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>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.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>			
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