

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Donald Elementary, named Lewisville ISD's first STEM Academy in 2017, is a well-established school located in the Flower Mound. Our dedicated staff serves roughly 600 students in Kindergarten through 5th grade, and we are committed to creating a connected community of learners. While a large percentage of our student body lives in the community surrounding our school, about 20% of our students have electively transferred to our campus in order to participate in the enriching STEM curriculum found only at LISD STEM Academies. Our students and staff are supported by an active community, including highly engaged parents and guardians, which are dedicated to providing the students at Donald with unique, engaging, and authentic experiences inside and outside of the classroom.

Campus Ethnicity & Race

55% White

2% African American

17% Hispanic

18% Asian

1% American Indian

8% Two or More Races

Our campus serves students' diverse needs through a wide variety of instructional programs. 34% of our student body receives support through Special Education, and our campus is home to three Communications classrooms supporting students with communication delays and Autism. 8% of our students receive direct support for Gifted and Talented learning. 13% of our students participated in targeted learning as they are learning English as a Second Language. All of our students participate in STEM learning and opportunities for engineering instruction daily.

Demographics Strengths

Donald Elementary is well known as a STEM Academy providing students with the opportunity to engage in STEM-based instruction each day. We are a National Certified School of Excellence for STEM Education and a Common Sense Media Certified Campus. Our active Student Council regularly supports the campus and community, and they continue to earn the Texas Elementary Principals and Supervisors Association (TEPSA) Student Council Award of Excellence and the National Association of Elementary School Principals (NAESP) School of Excellence Award each year.

While we have many campus accolades, our community and families we serve are the true strength of Donald. Donald Elementary is a PTA Texas School of Excellence thanks to our incredible parent and community participation. Each year, our PTA engages students in activities to build them academically, socially, and emotionally including Fall Festival, Donald After Dark, Dolphin Dash, Donuts with Dolphins, and many other programs and events. In addition to these special events, parents are also encouraged to actively engage in the school community through special volunteer roles including Dolphin Dads, Mystery Readers, Elf Alley, and other various opportunities.

Student Learning

Student Learning Summary

At Donald Elementary, teachers engage students in ongoing formative assessment to determine strengths and areas of needed growth. This data, combined with results of district and state assessment results, guides teachers in providing all students with the interventions necessary for success. To support teachers in this process, Donald Elementary utilizes a Multi-Tiered System of Support (MTSS) to track student progress in targeted areas when more intensive and individualized interventions are necessary.

Below, you can view a summary of achievement for Donald students on the State of Texas STAAR Assessments from 2017 - 2024. Spring 2020 test scores are missing due to COVID-19 school closures that began in March of 2020 causing 2020 assessments to not be completed due to these closures. 2021 scores are listed below, however TEA did not provide schools with ratings due to the extended state of emergency.

3rd Math	2017	2018	2019	2020	2021	2022	2023	2024
Approaches & Meets:	89%	95%	96%	COVID	86%	87%	92%	84%
Masters:	28%	37%	38%	COVID	32%	37%	33%	28%
3rd Reading	2017	2018	2019	2020	2021	2022	2023	2024
Approaches & Meets:	84%	96%	96%	COVID	95%	94%	92%	81%
Masters:	49%	48%	49%	COVID	56%	54%	29%	21%
4th Math	2017	2018	2019	2020	2021	2022	2023	2024
Approaches & Meets:	89%	86%	83%	COVID	81%	79%	74%	82%
Masters:	39%	34%	37%	COVID	31%	33%	18%	36%
4th Reading	2017	2018	2019	2020	2021	2022	2023	2024
Approaches & Meets:	94%	93%	90%	COVID	88%	92%	92%	93%

3rd Math	2017	2018	2019	2020	2021	2022	2023	2024
Masters:	40%	48%	34%	COVID	38%	52%	33%	38%
5th Math	2017	2018	2019	2020	2021	2022	2023	2024
Approaches & Meets:	95%	94%	98%	COVID	97%	93%	85%	89%
Masters:	25%	21%	60%	COVID	43%	44%	29%	36%
5th Reading	2017	2018	2019	2020	2021	2022	2023	2024
Approaches & Meets:	92%	97%	97%	COVID	97%	95%	95%	94%
Masters:	38%	46%	53%	COVID	69%	60%	59%	56%
5th Science	2017	2018	2019	2020	2021	2022	2023	2024
Approaches & Meets:	89%	93%	92%	COVID	92%	89%	84%	87%
Masters:	19%	22%	36%	COVID	38%	34%	29%	19%

Student Learning Strengths

Donald Elementary has a robust educational framework, particularly in reading and foundational math skills, which is leveraged to support continued growth and improvement in other areas. We focus on building strong foundational skills in our youngest grades in order to support future learning. With consistently high percentages of students scoring in the Approaches & Meets Standards range, our instructional focus continues to be maintaining the historic academic strengths of our student population to ensure ongoing student success.

School Processes & Programs

School Processes & Programs Summary

In June of 2017, Donald Elementary received the National Certificate for STEM Excellence by the National Institute for STEM Education, and in the fall of Donald began the school year as the first STEM Academy in LISD. The initial certification received at the start of the 2017-2018 school year was valid for 5 school years. In April of 2023, Donald Elementary staff completed the requirements necessary to receive a Lifetime Certification as a NISE STEM School of Excellence. All teachers are continuously engaged in professional growth centered around STEM instruction.

In addition to providing students with engineering-focused STEM instruction daily, our campus educators continuously rely on LISD curriculum resources to develop and execute meaningful instructional experiences. Teachers design plans as grade-level teams to ensure students across the grade level are receiving the same high levels of instruction daily, and they work as a Professional Learning Community to review student success in order to inform their instruction.

Social-emotional learning is of high importance at our campus as we strongly believe in educating the “whole child”. Our campus counselor supports students with continuous learning about coping skills and self-advocacy. Our vision at our campus is to make sure “Donald Dolphins are fearless problem-solvers who choose to face challenges with an open mind and a kind heart.” To achieve this vision, we encourage all students to intentionally focus on growth of 6 specific skills we call the Essential Dolphin Skills. We want to support our students in making a SPLASH in our school and our community because we understand every small splash creates a ripple that extends to others!

Teachers implement restorative practices in their classrooms daily and build treatment and respect agreements with their classes; our counselor supports these methods of relationship building through her instruction with students. To support our families in need, we partner with local food security programs including LovePacs and Food4Kids.

At Donald, students’ families are equally involved in the learning process. Our PTA is incredibly focused on providing all students with positive learning opportunities and demonstrates this commitment through earning the Texas PTA “Voice for Even Child” award year after year.

Beyond the campus walls, Donald students and staff are actively involved in supporting the local community through service projects and donation drives. Each year, Donald Dolphins support American Heart Association’s Jump Rope 4 Heart, Christian Community Action’s Stuff the Pantry food drive, LISD’s Giving Tree item drive, and Lewisville Education Foundation’s Back to School Fair.

School Processes & Programs Strengths

Overall, Donald Elementary exemplifies a holistic approach to education, blending academic rigor with social-emotional support and community engagement, creating a nurturing and enriching environment for students.

Perceptions

Perceptions Summary

Stakeholders of Donald view the learning community as a family. Students, parents, teachers, support staff, and administration share the same values and ideals related to public education; this creates a community-driven approach to learning for all.

The Donald staff is committed to providing all students with inclusive experiences, and this is a necessary strength considering over 34% of our student population is served through Special Education programs. Educators at Donald focus not only on ensuring students master state-required learning targets but on building students up as problem solvers. As a STEM Academy, students are consistently required to push their thinking further through peer collaboration, individual learning goal-setting, and personal reflection.

Our campus is committed to the belief that all children can learn at high levels, and we believe all students deserve an opportunity to develop their own unique skills.

Perceptions Strengths

Donald Elementary's strengths lie in its inclusive and community-focused approach, commitment to holistic development, and dedication to fostering an environment where all students can thrive. As a STEM Academy, the curriculum encourages peer collaboration and personal reflection which pushes students to deepen their understanding and application of concepts in a supportive and inclusive environment. Our staff has a strong belief that all children can learn at high levels, and we are focused on ensuring that every student has the opportunity to develop their unique skills and reach their full potential.

Goals

Revised/Approved: September 20, 2024

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: The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in addendum by June 2025.</p> <p>Strategy's Expected Result/Impact: See Addendum</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: The percent of 3rd grade students that score 494 or higher on Istation Math or achieve goals set in IEP's in mathematics will increase according to targets for each student group as shown in the addendum by June 2025.</p> <p>Strategy's Expected Result/Impact: See Addendum</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- 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


High Priority


Evaluation Data Sources: See campus scorecard for targeted outcomes
 ES, MS, HS - Student survey results
 MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create conditions for students and staff to build positive and relevant connections through strategic development and use of Treatment Agreements in K-5 classrooms.</p> <p>Strategy's Expected Result/Impact: Increase student connections to staff See campus scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Counselor General Education Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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 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: Decrease office referrals for students with special needs exhibiting minor behavior as determined by the campus Behavior Management Plan.


* 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: Ensure student behavior is responded to with the appropriate level of support based on frequency, duration, intensity, and individual student need.</p> <p>Strategy's Expected Result/Impact: Reduce repeated visits to office for students served through Special Education Reduce number of SpEd students receiving 5+ Disciplinary Referrals Increase General Education staff use of BASE for student support Increase student ability to self-refer to BASE for emotional regulation Decrease time out of learning environment for disciplinary purposes Provide opportunities to refine behavior data collection and review practices Ensure students are placed in the appropriate LRE based on their academic, behavior, and social needs</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal General Education Teachers Special Education Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation





Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Reframe campus strategies for engaging staff in providing input regarding campus procedures through a variety of individualized and group methods.</p> <p>Strategy's Expected Result/Impact: Increase staff engagement in campus initiatives Deepen collaborative relationships among staff Strengthen sense of community among campus</p> <p>Staff Responsible for Monitoring: Campus Administration Grade Level/Department Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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: Reformat campus expectations for communication from campus staff to stakeholders in order to increase parent engagement in student learning.</p> <p>Strategy's Expected Result/Impact: See campus scorecard for targeted outcomes Increased positive feedback on Parent Surveys Increased parent participation in campus programs including more diverse participants</p> <p>Staff Responsible for Monitoring: Campus Administration Department/Grade Level Team Leads Campus BLT Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - 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;">  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 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 series 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	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue