Lewisville Independent School District

Garden Ridge Elementary School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garden Ridge Elementary is a small school surrounded by a wonderful community. The campus serves around 380 students. We have an amazing staff that is dedicated to serving students.

Staff Data and Demographics include:

- 18 CLASSROOM TEACHERS (K-5)

- AVERAGE TEACHER TO STUDENT RATIO ABOUT 18:1

- 3 FINE ARTS TEACHERS (PE, ART, MUSIC)

- 1 LIBRARIAN

- 4 SPED SELF-CONTAINED TEACHERS (1 FUNCTIONAL LIFE SKILLS, 3 COMMUNICATIONS)

- 3 SDI TEACHERS

- 1 GIFTED AND TALENTED TEACHER

- 1 LANGUAGE SCIENCE TEACHER

- 8 INSTRUCTIONAL PARAPROFESSIONALS

- 3 OFFICE PARAPROFESSIONALS

- 1 COUNSELOR

- 1 NURSE

- 1 ASSISTANT PRINCIPAL

- 1 PRINCIPAL

STUDENT DEMOGRAPHICS

Total Staff: 49

Total Population: 378

Special Education: 22.87%

Economically Disadvantage: 18.35%

Gifted and Talented: 10.11%

18.62% Asian, 4.79% African American, .27% American Indian, 17.55 % Hispanic, and 54.52 % Caucasian.

Clubs offered: Coding Club, Art Club, Student Council, Choir, Running Club

Demographics Strengths

Attendance rates at Garden Ridge Elementary continue to stay above 96.9%. Low teacher-to-student ratios have allowed the staff the ability to create strong and lasting relationships with students and parents. This is a strong focus on our campus through intentional teaching and students supports. Building strong partnerships along with high parent participation has helped teachers continue to find ways to help students be successful. Communication continues to be encouraged to help support families and students with attendance at school.

Student Learning

Student Learning Summary

Garden Ridge Elementary students are successful in school. All staff is committed to supporting students' growth and focusing on educating the whole child. Conferences are held with parents and administration regarding student progress and how to best meet their needs to improve student achievement. Data is analyzed and reviewed through PLCs to impact instructional practices and lesson design. 95% of students were rated on a tier 1 or tier 2 as measured in iStation reading by the end of the school year. Students in all grades continue to demonstrate their learning in a variety of ways. Other sources of data used to measure student growth include writing samples, performance tasks, CBAs, various summative assessments, observations, and formative assessments. 2 Literacy Check-Ins are conducted each year to analyze data and the implications to small groups and instruction.

Student Learning Strengths

Overall performance in reading, math, writing, and science continues to be high in all areas as measured by STAAR. Intervention processes on campus are implemented throughout the year to target specific skills for those students who are struggling. Tutoring is made available to students who are in need. In addition, staff supports students through reteaching, small group intensive instruction, and hands-on learning experiences. Additional summer programs were offered last year to help support students' growth in reading and math.

School Processes & Programs

School Processes & Programs Summary

Garden Ridge Elementary continues to be a learning organization that is focused on student growth and achievement in all content areas. Our foundation is built on the four cornerstones of LISD: Student Learning, Student Experience, Community Engagement, and Resource Stewardship. There are systems in place to consistently monitor student growth and to ensure that interventions are implemented with fidelity. The administration continues to focus on conducting informal and formal walkthroughs to ensure the alignment of instructional practices to the district's scope and sequence. District curriculum facilitators meet periodically with grade-level teachers to help plan for instruction, analyze student data, model lessons, and support their overall growth in the different content areas. PLC meetings are held multiple times throughout the year to analyze data to help drive instruction. Multiple professional learning opportunities are provided to all staff to encourage talent development in order to continue to utilize best practices during instruction. Our goal is to provide and maintain student programs before, during, and after school in order to nurture each learner as an individual and as a citizen of the community. Garden Ridge Elementary provides a variety of programs for both students and parents to get involved. We believe that we can best meet student needs by partnering with the parents and the community.

School Processes & Programs Strengths

*All grade levels implement intentional problem-solving.

*Effective PLCs are held to allow staff to analyze data and adjust instructional practices to meet student needs.

*Professional learning opportunities are consistently offered to support staff growth throughout the year.

*Daily learning objectives are posted on the board.

*Restorative practices are implemented with fidelity in all classrooms throughout the campus.

*Second Steps program is used daily in classrooms to help support students' social and emotional health.

*Walkthroughs are consistently conducted by the administration throughout the year.

*An increase in a variety of experiences are provided to parents and students. Programs will be implemented following safety guidelines.

   a. College Spirit days are encouraged each month to support college and career readiness.

   b. GRE will host 2 Counseling Corners for families.

*Other clubs/programs that continue to be offered at GRE per safety guidelines.:

Running Club, Broadcast Team, Safety Patrol, Student Council, Choir, Coding Club, Art Club, Coding Club

Perceptions

Perceptions Summary

At Garden Ridge Elementary we share the same values and beliefs when educating students.   Students, staff, and parents partner together in order to help students find success. We have a very strong parent involvement which continues to help create the family-like atmosphere that is promoted. Student safety continues to be a priority as systems and procedures are put in place. Professional learning opportunities are offered to staff to help support growth and instructional practices. Conferences are held with teachers at least 2 times throughout the year to focus on teacher goals and progress. Restorative practices are implemented at GRE to help support and create positive relationships among all stakeholders. Our campus focuses on creating a positive safe environments for students to thrive both academically and emotionally.

Perceptions Strengths

The staff is committed to professional growth to meet the variety of needs at Garden Ridge. Restorative practices are implemented to continue to support a positive campus culture.

Goals

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 1: Board Goals:
* HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
* HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
* HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
* Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

Superintendent Goals:
* Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
* Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
* Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
* Utilize readiness dashboard to identify and target students for readiness as the campus level
* Provide support to campuses in creating intervention programs for summer 2021 and beyond

DIP Goals:
* Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
* Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
* Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
* Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

HB3 Goal

Evaluation Data Sources: BOY and EOY assessments, dashboard data, walk data including TREND and content walks

Strategy 1 Details	Reviews			

Strategy 1: 2 Literacy Check-Ins will be conducted for all K-5 teachers to analyze data to support classroom instructional designs to support student needs.
 	
    Strategy's Expected Result/Impact: Student reading levels will increase as evidenced through Istation, TX-Kea, and benchmark data.
    Staff Responsible for Monitoring: Administration and teachers
	Formative			**Summative**

	Nov	Jan	Mar	June
	25%			

Strategy 2 Details	Reviews			
Strategy 2: 3 PLCs will be conducted every nine weeks. **Strategy's Expected Result/Impact:** PLCs will be conducted to allow teachers to collaborate on instructional practices to impact student learning as evidence through our CIP reading and math goals.	**Formative**			**Summative**
	Nov	Jan	Mar	June
	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 2: Student Learning I Statements:

* I ensure learning is based on defined standards.
* I model lifelong learning.
* I create an environment optimal for learning.
* I ensure that learners are actively engaged in meaningful and relevant work.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: *I ensure learning is based on defined standards. Teachers will create 1 formative assessment every nine weeks in a content area of their choice to monitor student progress. **Strategy's Expected Result/Impact:** Formative assessments will be given and the results will be analyzed in PLCs to determine how to address skills that students have not mastered and how to address those needs during instruction as evidence through their progress monitoring. **Staff Responsible for Monitoring:** Administration and staff	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%			

Strategy 2 Details	Reviews			
Strategy 2: *I ensure learning is based on defined standards. 100% of teachers participating in the Reading Academy will complete the course. **Strategy's Expected Result/Impact:** An increase in teacher professional knowledge of best practices for reading strategies to support student needs as evidenced in iStation reading data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Cornerstone 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: Board Goals:
* Ensure students are college and career-ready based on LISD readiness indicators
* Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

Superintendent Goals:
* Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
* Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
* Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

DIP Goals:
* Complete all campus emergency drills and scheduled safety and security audits
* Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
* Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
* Ensure all students receive support and guidance from a counselor through a minimum of two touch points
* Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
* Identify and utilize performance tasks at specific grade levels and content areas
* All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

    Evaluation Data Sources: Readiness dashboard, counselor data, student survey, discipline data

Strategy 1 Details	Reviews			
Strategy 1: Daily implementation of Second Steps curriculum and the rhythm app (grades 2-5) in the classroom setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their self-awareness, recognition of feelings, and ability to use effective coping skills which will result in a reduction of discipline data. **Staff Responsible for Monitoring:** Teachers and administration.	**Nov**	**Jan**	**Mar**	**June**
	10%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Cornerstone 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: Student Experience I Statements:
* I create safe and inclusive opportunities.
* I nurture each learner as an individual and as a citizen of the community.
* I seek and encourage talent development.
* I collaborate, communication, and persevere.
* I engage in work that directly and indirectly creates positive experiences for learners.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details			Reviews			
Strategy 1: *I create safe and inclusive opportunities.			**Formative**			**Summative**
100 percent of classroom teachers will implement restorative practices with fidelity within their classrooms.			**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be a reduction in discipline data from the previous year.						
Staff Responsible for Monitoring: Staff and administration			25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 3: Cornerstone 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: Board Goals:
* Review and implement agreed upon findings from current and future internal audit reports when completed
* Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

Superintendent Goals:
* Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
* Develop short-term and long-term calendar of various efforts

DIP Goals:
* Maximize the use of technology investment and resources to enhance student learning and experience
* Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
* Respond to new 87th legislative session requirements

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: survey data, views on resources, leadership opportunities

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in professional learning throughout the year to support all staff needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will make progress on their goals. **Staff Responsible for Monitoring:** Administration and staff	**Nov**	**Jan**	**Mar**	**June**
	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: Cornerstone 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: Resource Stewardship I Statements:
* I embrace innovation with a flexible, relevant, and solution-oriented mindset
* I have a mind for practicing efficient use of resources
* I use resources in an effective and efficient way that serves others

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: *I have a mind for practicing efficient use of resources. Academic vocabulary will be implemented in all classrooms k-5.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Trend data will reflect an increase in the use of academic vocabulary as evidenced through trend walkthroughs in the classroom setting for student learning. **Staff Responsible for Monitoring:** Teachers and administrators	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Cornerstone 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 strategies 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: Board Goals:
* Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
* Continue to enhance cultural proficiency within the organization through authentic engagement

Superintendent Goals:
* Administer surveys to various groups to gain feedback
* Hire a consultant for a new Strategic Planning process
* Increase opportunities for authentic stakeholder engagement and measure engagement levels
* Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
* Implement common learning expectation in every summer professional learning opportunity about student health and well-being

DIP Goals:
* Increase student participation in job-embedded learning opportunities and engage with local businesses
* Conduct student survey to obtain feedback on schoolwide experience and campus culture
* Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
* Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
* Continue to implement Restorative Practices with fidelity to impact discipline and culture

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: attendance records, views, and shares
surveys, discipline data

Strategy 1 Details		Reviews		
Strategy 1: Increase opportunities for authentic stakeholder engagement (staff, parents, community members)		**Formative**		**Summative**
Strategy's Expected Result/Impact: An increase in our school climate portion of our Panorama survey.	**Nov**	**Jan**	**Mar**	**June**

		25%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Cornerstone 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 strategies 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: Community Engagement I Statements:

* I go above and beyond to serve
* I seek out accurate information to represent my classroom
* I communicate with all stakeholders to understand diverse perspectives
* I actively involve community partners in campus and district initiatives

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details			Reviews			
Strategy 1: *I communicate with all stakeholders to understand diverse perspectives. 2 counselor corners/administrative talks will be held this year for families. **Strategy's Expected Result/Impact:** Increase in parent awareness and input for campus initiatives as evidenced through the end of the year parent survey.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
			25%			
	0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: 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; family and community involvement records

Strategy 1 Details		Reviews			
Strategy 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc. Parent/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand. Failure rates will be used to identify students' needs, and students at risk. 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.		25%			

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement
     Staff Responsible for Monitoring: All staff
 	
     Title I Schoolwide Elements: 2.4, 2.6					

0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 6: State and Federal 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; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.	**Formative**			**Summative**
A process is used to refer students with excessive absences to the counseling and/or health services departments.	**Nov**	**Jan**	**Mar**	**June**
Truancy charges are regularly filed when appropriate.	25%			
Parent notification is given when students are absent.				
Student residency is verified.				
Strategies are implemented to increase parental involvement.				
Training is provided for parents regarding how to utilize technology to monitor student progress and achievement. **Strategy's Expected Result/Impact:** Student attendance records demonstrating appropriately high levels **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: State and Federal 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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: At-risk students will be identified using available data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Students will be provided opportunities to explore career options.				
Procedures will be used to ensure accurate coding/tracking of withdrawals.				
The RtI process is utilized to provide early intervention for struggling students.				
Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.				
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: State and Federal 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: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: A proactive plan identifies and helps troubled youth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Students receive public acknowledgement for non-academic achievement.				
Students participate in activities that foster positive teacher/student relationships.				
The student code of conduct is available online and copies are available to students and reviewed with students by teachers.				
Orientation is held.				
Civic responsibility and community service and community involvement are encouraged.				
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.				
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.				
Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.				
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.				
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.				
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. **Strategy's Expected Result/Impact:** 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				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 6: State and Federal 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; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. 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.) Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students. Campus personnel will be trained in violence prevention and intervention. 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. The campus will demonstrate integration of technology in instructional and administrative programs to support student learning. Strategies will be implemented for recruiting highly effective teachers 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. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				