

Lewisville Independent School District
Heritage Elementary School
2021-2022 Campus Improvement Plan

Table of Contents

- Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 3
- School Processes & Programs 4
- Perceptions 5
- Goals 6
- 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. 7
- 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. 9
- 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. 12
- 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. 14
- Goal 5: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews. 16
- 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. 17

Comprehensive Needs Assessment

Demographics

Demographics Summary

Heritage ES is a PreK-5 campus located in Highland Village, TX. The PreK program operates under the name Discovery Academy and the curriculum is STEM focused. The campus opened in 1993. Currently Heritage has 512 students and 49.3 full time staff members. Over the past 5 years, enrollment has gradually declined due to students aging out of elementary and families not moving out of the zone. The current demographic distribution is as follows: African American 4%, Hispanic 14%, White 67%, Asian 10%, Two or More Races 4%. Heritage has 7.1% economically disadvantaged, 2.7% English Language Learners, 11.6% At Risk, 3.8% mobility rate and 18.9% of students in Special Education

Heritage is known for continued high levels of academic achievement, community service work, WatchDOGS Program for dads, the Texas Our Heritage Outdoor Learning Area, The Dribbling Hawks, The Hawkfest community carnival, Family Fitness Day, and award winning boys and girls choirs.

Extra-curricular clubs at Heritage include Recycling Club, Dribbling Hawks, Young Rembrandts, Choir, Student Council, Running Club, Creative Writing Club, Little Bit of Broadway, Student Council and Safety Patrol

Demographics Strengths

Heritage Elementary has many strengths. Some of the most notable demographic strengths are:

1. Attendance rates have consistently stayed above 97% over the past several years
2. Heritage continues to meet/exceed standards in all content areas
3. Focus on building relationships with students/families has allowed a warm and welcoming environment at Heritage
4. Community partnerships and parental involvement is at a very high level
5. Heritage typically maintains 100% staff membership in PTA
6. Heritage routinely maintains an equivalent of 1 PTA member for every child enrolled

Student Learning

Student Learning Summary

STAAR data results show continued progress in grades 3-5. Istation data is utilized in grades k-2 to monitor student progress of reading. Grades 3-5 use CBA, benchmark, istation data as well as summative and formative assessments.

According to the 2018-2019 STAAR data, our students performed at the following levels (scores represent combined campus passing scores)

Reading 95%

Math 92%

Science 93%

Writing 85%

According to the 2020-2021 istation data, over 90% of all students were performing at, or above, grade level in Reading (Tier 1) by the end of the school year.

Student Learning Strengths

Overall performance in reading, math, writing and science continue to be high in all areas as measured by STAAR and other sources. Scores exceed the district and state averages in all areas. Tutoring and interventions are available for all students who may be struggling. Small group and intensive instruction takes place in the classrooms. Multiple data points are utilized throughout the year during Literacy Check-ins, PLC meetings and data digs. With the assistance of Learning Facilitators, teachers identify gaps and trends and adjust instruction as needed.

Additionally, students as young as kinder are being taught how to identify individual learning goals and how to track them using charts and graphs.

School Processes & Programs

School Processes & Programs Summary

Running Club

Little Bit of Broadway

Student Council

Creative Writing Club

Recycling Club

Junior Librarians

Boys and Girls Choir

WatchDOGS

Safety Patrol

School Processes & Programs Strengths

Heritage has a very high participation rate with extra-curricular clubs and parental involvement. Our focus on community and parental involvement over the past two years has greatly increased the small town, family atmosphere and overall safety of our school grounds. Heritage boasts the first, and largest, WatchDOG program in the feeder pattern. In the last few years, our lead WatchDOGS have consulted with father figures from other local schools to help them begin their own programs.

Due to COVID19, The 2020-2021 school year was one in which no extra-curricular clubs and after school gatherings were permitted so one of the goals for next year is to rejuvenate these clubs and organizations for our students and parents.

Perceptions

Perceptions Summary

Heritage is a place where all students feel welcome. Staff are trained in Cultural Proficiency ideology in efforts to be sensitive to all student needs. Heritage maintains one of the highest participation rates in PTA membership garnering awards at the local and state levels.

According to the 2018-2019 parent survey parents responded stating:

Are satisfied overall 96%, The school staff cares 96%, Students know how to get help 92%, I know about my child's grades 94%, School is safe 98%, Students are happy 96%, Staff is encouraging 98%, Students who fall behind can get help 89%, School work is important 96%, Students feel welcomed 95%, School communicates effectively 92%, The staff is approachable 90%, They value culture and individual needs 89%.

The 2021 Spring Panorama Survey completed by Heritage staff showed the greatest increases in the area of School Leadership and School Climate.

Perceptions Strengths

Heritage continues to out perform the local and state averages on state standardized tests. Our outdoor learning classroom, Texas Our Heritage, is a one of a kind environment making Heritage very unique. Staff turnover is at an all-time low giving our students consistency and stability. Our PTA is a notable strength earmarking the majority of their budget for student programs and functions that directly correlate with student learning. Heritage maintains the largest number of business partnerships in the area. Over 50 community businesses sponsor our Heritage Hawkfesst Community Carnival every year.

We value parent and family involvement with a focus on WatchDOGS (for dads). By partnering with local retirement community down the street, honoring our Veterans every year and completing service work around the community, our students learn to be servant leaders.

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: Minimum of 2 Literacy Check Ins Strategy's Expected Result/Impact: Track and Identify potential students for growth areas and small group instruction Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Math and Reading istation data will be charted monthly. Targeted intervention strategies will be used for tutoring and small group instruction Strategy's Expected Result/Impact: identify and close the gaps in math curriculum Staff Responsible for Monitoring: math teachers admin learning facilitator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monthly PLC meetings will be held. Book Study of Leader Shift, tracking math and reading data will be the focus of work. Strategy's Expected Result/Impact: Adapting to change as leaders/teachers, identified target students for direct small group instruction in reading and math. Staff Responsible for Monitoring: all staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<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 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 model lifelong learning Strategy's Expected Result/Impact: Book Talk around Leader Shift will help staff adapt to ever changing educational setting due to challenges and covid 19 protocols. Staff Responsible for Monitoring: all staff	Formative			Summative
	Nov	Jan	Mar	June
<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 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			
<p>Strategy 1: Implement Restorative Practices routines into our daily schedule. Staff participated in RP training at the beginning of this school year.</p> <p>Strategy's Expected Result/Impact: Building relationships w/ students and staff to ensure the student experience is maximized</p> <p>Staff Responsible for Monitoring: classroom teachers admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Second Steps and designated SEL time in the master schedule to intentionally implement in every day work.</p> <p>Strategy's Expected Result/Impact: mental health awareness and overall well-being of students and staff</p> <p>Staff Responsible for Monitoring: all staff counselor admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Complete all safety/security drills on time and debrief with staff/students Strategy's Expected Result/Impact: create a safe environment for students/staff Staff Responsible for Monitoring: admin teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement and adapt Restorative Practices, SEL and Second Step curriculum into the daily routine in our classrooms. Strategy's Expected Result/Impact: Create a safe and more inclusive environment for all students and staff Staff Responsible for Monitoring: all staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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: Support new teachers by identifying a mentor teacher that meets with new staff monthly and has ongoing check ins to support their growth and acclimation to campus. Strategy's Expected Result/Impact: New staff feel supported and cared for. Long term retention of new staff Staff Responsible for Monitoring: Dani Pinckard Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Support staff in their professional growth and have staff present at PLC and staff meetings. Strategy's Expected Result/Impact: build a collective professional learning environment using our own staff instead of paying outside presenters. Staff Responsible for Monitoring: admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate learning facilitators into our conversations and data digs in order to best meet the needs of timely instruction for identified groups of students in various content areas. Strategy's Expected Result/Impact: targeted instruction provided to our students that need it most. Staff Responsible for Monitoring: all	Formative			Summative
	Nov	Jan	Mar	June
<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 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			
<p>Strategy 1: We will continue to learn and implement Restorative Practices strategies to impact campus climate/culture and continue to build relationships with students/staff.</p> <p>Strategy's Expected Result/Impact: reduced discipline, trust, kindness</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 send weekly email updates "Friday Roundup" to community about current and upcoming events. Learning Targets for the campus are included. Strategy's Expected Result/Impact: Open lines of communication. Recruit parents to help with campus goals/initiatives. Staff Responsible for Monitoring: admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Recruit community partners to help with campus safety, climate, culture, outdoor classroom. Strategy's Expected Result/Impact: inclusive environment where all feel welcome and take part in the educational experience of our students Staff Responsible for Monitoring: Admin PTA	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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			
<p>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.</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/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.</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> <p>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</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June

 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			
<p>Strategy 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> <p>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</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress

 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			
<p>Strategy 1: 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>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>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>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>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>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</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 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			
<p>Strategy 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.</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>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>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>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</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>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				