Lewisville Independent School District

Hicks Elementary School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our student population is 590 students and is ethnically diverse with 8% African Americans, 19% Hispanic, 50% White, .3% American Indian, 15% Asian, .2% Pacific Islander and 7% two or more races. Gender representation: 50% males and 50% females.

Our enrollment by school group is 9% Economically Disadvantaged, 4.8% English Language Learners, and 6.6% Special Education

Staff: total staff = 60. Staff ethnicity: African American 2%, Hispanic - 26%, White - 66%, Asian - 4%, Two or more races - 2%

100% of teachers have their college degree. 79% - Bachelors, 19% - Masters.

Teachers by years of experience: Beginning - 4%, 1-5 years - 29%, 6-10 years - 16%, 11-20 years - 28%, 21-30 years 21%.

We have purposefully designed a 21st century learning organization that teaches students to think globally in the digital age. We aspire to authentically engage every student every day to create and learn. We understand that today's digital natives cannot be taught utilizing only lectures, textbooks, chalkboards, and worksheets; rather, students must be challenged through the use of technology to think, plan, create, and collaborate. Our teachers embrace and implement cutting edge programs such as Spanish Immersion, one of only two in the district. We truly believe that "Our Future Starts Here." The elementary years are the foundation for a lifetime of learning. The future of our students, our community, and even our country depends on our success. Together, we will find every child's strengths and enable every student to be the best scholar, and person he or she can be. Our campus initiatives truly prepare our students to find success not only during their school years, but in their lives beyond our hallways. We are very excited to continue learning and designing a school that will enable our students to thrive in a future they create.

Demographics Strengths

Our strengths are in our diversity, as many of our parents are from international backgrounds. There are 28 different languages spoken within our students' homes. We truly have students from every corner of the globe. Most of our parents are educated and employed in professional careers. Our parents value preparing our students for the jobs of tomorrow. Our parents believe that education is a function of the home, the community, and the school. 49% of our teachers have more than 11 years of experience, and 21% have over 21 years of experience! To partner with our parents, we have established multiple means of communication. We provide up to date information through call blasts, e-mail blasts, Facebook, Twitter, Instagram, a parent newsletter, and our school website. The combination of these resources coupled with teacher Canvas sites, teacher websites and newsletters provide parents a framework to partner with the school.

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Student Learning

Student Learning Summary

TEST	21-22			22-23			Growth		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd RLA	95%	79%	59%	95%	81%	34%	0%	2%	-25%
3rd Math	89%	71%	37%	92%	77%	41%	3%	6%	4%
4th RLA	89%	69%	37%	87%	65%	37%	-2%	-4%	0%
4th Math	87%	56%	31%	79%	57%	25%	-8%	1%	-6%
5th RLA	93%	77%	58%	94%	78%	41%	1%	1%	-17%
5th Math	92%	66%	40%	93%	67%	31%	1%	1%	-9%
5th Science	82%	52%	19%	90%	56%	31%	8%	4%	12%

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

Student Learning Strengths

In 2022-23, we increased in every grade level and every subject for STAAR (with the exception of 4th grade RLA) for the percentage of students at Meets grade level or above.

Student Learning Strengths With our combination of a guaranteed and viable curriculum of essential standards and large scale learning experiences, our students are performing very well on STAAR Assessments. As we settle into this year, with our PLC work guaranteeing essential standards for every student,

we have no doubt our scores will remain or exceed current scores. We are very proud that we ARE NOT STAAR focused, we are LEARNING focused; however, it is rewarding to see STAAR scores confirm our hard work.

School Processes & Programs

School Processes & Programs Summary

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

Teachers are involved in PLCs (professional learning communities) and on-going professional development.

Teachers work to integrate technology into their lessons, and students receive digital citizenship lessons. Teachers hold students accountable for their use of technology through these lessons and the Acceptable Use Policy.

School Processes & Programs Strengths

Featured Programs:

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

In addition to Spanish Immersion, we have the following at Hicks: Leader In Me Leadership program based on Steven Covey's 7 Habits, Archery, Safety Patrol, Tom Hicks TV, Watch Dogs, Digital Citizenship, an Outdoor Learning Center, Art Club, Ukulele Club, Choir, Craft for a Cause, book club, Encore kids (theatre), Karate, and Student Council. We also have a Principal's student Advisory Council.

Our PTA is second to none - running major fund raisers for our school such as Fall Festival, Fun Run, Book Fair, Holiday gift gallery, etc.

Perceptions

Perceptions Summary

Last year, LISD implemented Pulse Checks - surveys for staff, parents and students to help collect data to evaluate our progress in several different areas (see ours above) . We are blessed to be part of one of the most active and positive communities in the metroplex. We partner with our parents with an open door policy welcoming parent participation in the education of their children. We have established multiple means of communication with up-to-date information including a bi-monthly newsletter, email blasts, Facebook, Twitter, Instagram, and our website. Our parents are very proud to be connected with and committed to the Lewisville Independent School District and Hebron High School traditions. We have established purposeful connections across the Hebron zone, building trust and pride in our area and in the district. Finally, our PTA is amazing in every way. We have a PTA Board of over 25 parents, each with individual plan of work. PTA sponsors class parties, Fall Festival, Fun Run, Book Fairs, Fun in the Sun, schoodance, and End of Year Moving on Ceremonies. Additionally, the PTA significantly supplements the campus budget to enable us to continue to execute our numerous programs and activities.

Perceptions Strengths

Student Learning
From HB3 reading and math goal chart See addendum - EOY istation results include IEP progress (3rd grade only).
Tier 1 is levels 3-5

- Our students showed growth in MOY (22-23)

Student Experience - from Pulse Checks

- "Students are comfortable talking to staff" - 4th and 5th graders complete the survey
- Parent survey - "my child is glad to come to school" - 180 parent responses
- Over 25% of parents took survey. Want to stay above 20% of parent completing.
- Parent survey - "my child's mental health and wellbeing is supported"

- **Student environment** -
- Treatment agreements - 99.5% - kids know there is a treatment agreement

Resource Stewardship

- Staff wellbeing - "I have trusting relationships at work" - 92.3%
- Parent communication - 94% felt the school does a good job communicating with parents.

Recognize Someone - expanding the reach - 89 during the 22-23 school year. So far as of Sept. 2023, we have 55!

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

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

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximizes 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	Formative Reviews		
Strategy 1: We will use PLCs to analyze student data to impact instructional practices and student grouping for differentiated learning. This will be maximized through the master schedule using WIN time to target identified student needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: During the 23-24 school year, 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 to 85%. (HB 3 goal). See addendum. During the 23-24 school year, 85% of 3rd grade students will be on level (in level 3, 4, 5) from BOY to EOY, as measured by Istation ISIP scores, by April 19, '24. See addendum. **Staff Responsible for Monitoring:** Grade level teachers, administration and SPED staff **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

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.

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.

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

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

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.

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.

> **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:
To develop a schoolwide behavior management plan and to equip teachers to implement and document classroom discipline (in Skyward) utilizing restorative practices (treatment agreements) and relationship building. We would like to decrease office referrals from 22-23 to be less than 368.

* 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	Formative Reviews		
Strategy 1: We will form a campus behavior management team to create a campus wide behavior management plan. Teachers will continue to teach Leader in Me (LIM) lessons, and our student of the 9 weeks award will be presented to students exhibiting a LIM habit (all to reinforce positive behavior). We will continue with principal awards for students showing positive behavior. We will also encourage "practice academies" schoolwide to encourage students to "try again" when a poor behavior has occurred.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Positive behavior will be emphasized, reinforced and celebrated. Teachers will be equipped to handle discipline in the classroom as they build relationships, implement restorative practices and uphold classroom and schoolwide expectations. LIM habits will be taught and celebrated through principal awards and student of the nine weeks awards. Discipline referrals will decrease from 368 (in 22-23) to 300 (23-24).			
Staff Responsible for Monitoring: Administrators, teachers and staff.			
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
0% No Progress 100% 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.

> **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.

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.

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.

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).

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).

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

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

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

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 1.1 ON SCORECARD.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

Strategy 1 Details	Formative Reviews		

Strategy 1: Continue to Improve Culture and Communication with Staff-
Use the long range plan and scorecard to connect district and campus work. The principal will share important info with staff from the principal meetings. In the parent and staff newsletters, a district section will be added with important updates. A graphic will be created showing the school's 3 priorities and alignment with the district as well as our Leader in Me priorities. Our priorities will be discussed at every staff meeting. Continue to encourage the Recognize Someone Program.
 	
    Strategy's Expected Result/Impact: On the pulse check - In the area of Staff Communication - Clear communication/Direction for the district will increase to 68%.
    Staff Responsible for Monitoring: Administrators
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Formative		

	Nov	**Feb**	**May**

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

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.

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	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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.			
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.			
Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % **Staff Responsible for Monitoring:** All staff			
0% No Progress 100% 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 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	Formative Reviews		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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. 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. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students.	**Nov**	**Feb**	**May**

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
    Staff Responsible for Monitoring: All staff
 	
    TEA Priorities:
Connect high school to career and college, Improve low-performing schools			

0% No Progress 100% 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	Formative Reviews		
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. 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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.	**Formative**		
	Nov	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	Formative		
	Nov	Feb	May
Students receive public acknowledgement for non-academic achievement.			
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.			
A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.			
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.			
Civic responsibility and community service and community involvement are encouraged.			
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.			
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 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.			
Staff Responsible for Monitoring: All staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	Formative		
	Nov	Feb	May
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.

Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.

Staff Responsible for Monitoring: All staff

0% No Progress   100% 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 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	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**Nov**	**Feb**	**May**

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.

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.

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 involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

0% No Progress   100% 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	Formative Reviews		
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. . Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware. **Strategy's Expected Result/Impact:** Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate. **Staff Responsible for Monitoring:** Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	**Formative**		
	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2023-2024 Campus BLT

Committee Role	Name	Position
Administrator	Tracy Rehfuss	Principal
Administrator	Alex Kown	Assistant Principal
Counselor	Kristin Migliore	Counselor
Classroom Teacher	Ashley Parnell	teacher - kinder
Classroom Teacher	Kerry Divin	Teacher - 2nd grade
Classroom Teacher	Sydney Southard	Teacher - 1st grade
Classroom Teacher	Sarah Bradshaw	Teacher - 3rd grade
Classroom Teacher	Katie Parson	Teacher - 3rd grade
Classroom Teacher	Savannah Pilson	teacher - 4th grade
Classroom Teacher	Jackie Harris	teacher - 5th grade
Library Media Specialist	Julie Knapp	Librarian
Special Education Teacher	Karina Pasley	SPED teacher
District-level Professional	Adrienne Gall	District Rep.
Business Representative	Ray Braumuller	Business Rep.
Business Representative	Alejandro Rodriguez	Business Rep.
Community Representative	Dustin Crouch	Police Officer - SRO
Parent	Michelle Crowley	parent
Parent	Vicky Ursi	parent
Community Representative	Erika Meade	Community Rep