

**Lewisville Independent School District
Highland Village Elementary School
2021-2022 Campus Improvement Plan**



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Village Elementary is one of 41 elementary campuses in the Lewisville Independent School District. It is also the oldest of three elementaries in the City of Highland Village, Texas. Highland Village Elementary serves approximately 370 students in grades K-5. Kindergarten through 2nd grade students are served in self-contained classrooms. 3rd - 5th grade students rotate to three teachers for instruction in the core content areas (1 - ELAR; 2 - Math; and 3 - Science/Social Studies). Highland Village Elementary also has two self-contained special education classrooms, that serve students with behavioral challenges.

The student population of Highland Village Elementary includes: 16.8% - Hispanic/Latino; .5% - American Indian or Alaska Native; 3.0% - Asian; .5% - Black or African American; 75.6% - White; 3.5% - Two or More Races; 16.3% - Economically Disadvantaged; 2.4% - English Language Learners; 27.1% - At-Risk; 22.5% - Special Education; and 6.2% - Gifted/Talented.

The staff population of Highland Village Elementary includes: 3.5% - Black or African American; 96.2% - White; and .3% - American Indian. The staff has an average of 17.1 years of experience. HVE employs 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

Highland Village Elementary has a Mobility Rate of 5.0%. The Average Daily Attendance rate for students is 97.6%

Demographics Strengths

- Relatively Stable Demographics for students
- Stable staff/very low turn over
- Staff that is willing to be self-reflective and change teaching strategies to meet the needs of students
- Many of Highland Village's students' parents were also students at HVE, which helps establish mutually supportive relationships between home and school

Student Learning

Student Learning Summary

Students at HVE continue to show gains in academic achievement and social emotional health. For the past five years, HVE has put systems and procedures in place to address the academic growth in the two areas of Economically Disadvantaged and Special Education. These two areas have grown, especially the Economically Disadvantaged group in all academic areas. The Special Education group has also grown in most core subject areas.

GRADE LEVEL ISTATION READING DATA

Kindergarten	BOY Tier 1 - 67% BOY Tier 2 - 19% BOY Tier 3 - 14% EOY Tier 1 - 77% EOY Tier 2 - 12% EOY Tier 3 - 12%
1st Grade	BOY Tier 1 - 71% BOY Tier 2 - 20% BOY Tier 3 - 9% EOY Tier 1 - 71% EOY Tier 2 - 19% EOY Tier 3 - 10%
2nd Grade	BOY Tier 1 - 76% BOY Tier 2 - 12% BOY Tier 3 - 12% EOY Tier 1 - 85% EOY Tier 2 - 13% EOY Tier 3 - 1%
3rd Grade	BOY Tier 1 - 77% BOY Tier 2 - 12% BOY Tier 3 - 12% EOY Tier 1 - 82% EOY Tier 2 - 10% EOY Tier 3 - 8%
4th Grade	BOY Tier 1 - 69% BOY Tier 2 - 17% BOY Tier 3 - 14% EOY Tier 1 - 75% EOY Tier 2 - 15% EOY Tier 3 - 11%
5th Grade	BOY Tier 1 - 82% BOY Tier 2 - 10% BOY Tier 3 - 7% EOY Tier 1 - 90% EOY Tier 2 - 1% EOY Tier 3 - 6%

STAAR RESULTS FOR THE 2020-2021 SCHOOL YEAR

Reading Math Writing Science

STAAR RESULTS FOR THE 2020-2021 SCHOOL YEAR

3RD GRADE	82%	85%	
4TH GRADE	81%	78%	69%
5TH GRADE	87%	97%	90%

Highland Village earned a distinction in the area of Science. The overall accountability rating for Highland Village Elementary is an A.

Student Learning Strengths

- Economically Disadvantaged numbers continue to be at the 80% mark or higher with the exception of writing
- All but 2 students passed the 5th grade math STAAR assessment
- Strong scores in all demographics on the STAAR Math, Reading, and Science assessments

School Processes & Programs

School Processes & Programs Summary

Highland Village Elementary is first and foremost a learning organization. We have systems in place that allow us to continually monitor and improve student performance that meet both state and district requirements. The relationship between learning standards, district-designed curriculum, data analysis, and assessment has been a major focus the last six years. These past six years, the staff of HVE has emphasized cultural differences, GRIT, and Restorative Practices to help students be successful.

In the year 2019, HVE began using the 2nd Step model for SEL learning to help meet the changing behavioral and social/emotional needs of our students. The overall goal is to address the safety, well-being, and success of our students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. HVE began this process in the 2019 school year with the campus-wide participation in Restorative Practices training and circles/connections. For the 2nd Step model, all HVE staff members are assigned a co-teach classroom; both teachers teach sequential and developmentally appropriate lessons in the general education classroom. Each lesson targets specific areas of need: welcoming, empathy, safe behaviors, etc.

Personnel

There are 5 special education teachers and 6 paraprofessional who work with special education students. There is one Language Science (dyslexia) teacher, one Gifted and Talented teacher and one Language Acquisition Specialist and a paraprofessional. There is one principal, one assistant principal, and one counselor. Other staff members include: Physical Education, Art, Music and Librarian.

School Processes & Programs Strengths

- Analysis of Istation Math and Reading data to help inform instruction in and intervention
- Implementation of Intentional Problem Solving across all grade levels
- Implementation of Tapping Out Tiles in K-1 to help with phonics
- Tapping Out Tiles will continue to be utilized in 2nd Grade for intervention
- Implementation of Goal setting for students
- Growth Mindset/GRIT studies/SEL Daily Emphasis
- Viking to Viking Career Day opportunities (former students return to discuss their careers with current students)
- Positive outlook on relationships
- Belief that all students can learn and grow

Perceptions

Perceptions Summary

Five years ago, Highland Village Elementary put processes in place to create a culture of goal-setting, independence, GRIT, and resiliency. The staff of HVE incorporated a professional study about cultural differences, GRIT, and character education to help inform and enhance our teaching. The staff will continue to study processes that help build success into every student's day. Viking Valor is a weekly time in which students who demonstrate goal-setting, resilience, GRIT and independence are recognized at lunch with a certificate.

Our motto is Life is Good at HVE. All staff members diligently work at creating and maintaining positive relationships with all of our customers.

Personnel Perceptions

The Panorama survey results show that teachers' perceptions of our resources, school climate, school leadership and teaching efficacy are higher than the district and overall elementary school comparisons. The area of educating all students was slightly lower than the district and overall elementary school comparisons.

SUMMARY	Results	Comparison
<i>Educating All Students</i>	83%	84% Elementary Schools 82% Lewisville Independent School District
<i>School Climate</i>	83%	77% Elementary Schools 70% Lewisville Independent School District
<i>School Leadership</i>	89%	76% Elementary Schools 74% Lewisville Independent School District

28 Responses

Parent Survey

The 2020-21 parent survey indicates that most parents are satisfied with all areas surveyed. They are comfortable with their ability to discuss issues with staff and feel that overall communication is good.

HIGHLAND VILLAGE PARENT SURVEY - 2018-2019

TOTAL STRONGLY STRONGLY
RESPONSES AGREE DISAGREE DISAGREE

HIGHLAND VILLAGE PARENT SURVEY - 2018-2019

	TOTAL RESPONSES	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I am satisfied with my child's school.	88	76.1%	21.6%	1.1%	1.1%
The staff members care about my child.	88	81.8%	17%	1.1%	0%
If my child has a problem they can't solve on their own, they know they can go to a staff member at this school (e.g. teacher, counselor or principal) for help.	88	69.3%	28.4%	1.1%	1.1%
My child's school informs me about my child's grades and learning throughout the year.	88	70.5%	23.9%	4.5%	1.1%
My child generally feels safe at this school.	88	81.8%	17%	1.1%	0%
My child is glad to come to this school most of the time.	88	76.1%	20.5%	3.4%	0%
The staff members encourage my child to do their best.	88	77.3%	21.6%	1.1%	0%
Teachers do a good job of making sure my child knows how they can get help if they fall behind.	88	70.5%	29.5%	0%	0%
My child believes that the work they do in this school is important.	88	63.6%	31.8%	4.5%	0%
Parent/families who visit the school are welcomed, treated with respect, and encouraged to be involved.	88	72.7%	25%	1.1%	1.1%
The school/staff does a good job of communicating with parents/families.	88	75%	22.7%	1.1%	1.1%
If I had concerns about my child or about my school I would feel comfortable discussing the situation with a staff member (e.g. teacher, counselor, principal).	88	81.8%	17%	0%	1.1%
My child's culture and individual needs are recognized by school personnel.	88	69.3%	27.3%	2.3%	1.1%

Perceptions Strengths

- HVE has begun to serve as a model school for strong academic practices and growth and SEL Learning
- Viking Valor recognitions
- Strong sense of teamwork by staff and strong PLCs that are showing student growth
- Community/District feedback that HVE is becoming known as a great school/community

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: Every ELAR teacher of record will have two Literacy check-ins (one by December and one in April). Strategy's Expected Result/Impact: 90%of all students will be on Tier 1 on Istation Reading by EOY. Staff Responsible for Monitoring: Campus Administration ELAR Teachers of Record	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Every Math teacher of record will have two Math check-ins (one by December and one in April). Strategy's Expected Result/Impact: 90%of all students will be on Tier 1 on Istation Math by EOY. Staff Responsible for Monitoring: Campus Administration Math Teachers of Record	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 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			
<p>Strategy 1: Focus on differentiated Reading instruction through guided Reading groups; focus on differentiated Math instruction through guided math groups.</p> <p>Strategy's Expected Result/Impact: 50% of all 3rd, 4th, and 5th grade students will achieve a score of Meets or Masters on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Campus Administration General Education Teachers Special Education Teachers Dyslexia Teacher Gifted and Talented Teachers Learning Facilitators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will conduct consistent Trend Walkthroughs and all required LEAD observations/walkthrough and conferences.</p> <p>Strategy's Expected Result/Impact: Effective instructional practices and curriculum alignment will occur.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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			
<p>Strategy 1: Staff will utilize a variety of methods to address the social-emotional needs of students (Restorative Practices, Second Step, SEL, Bullying Prevention Unit, Principal Tool Kit, Rhythm App., relationship building strategies, crisis prevention strategies).</p> <p>Strategy's Expected Result/Impact: Student referrals will decrease and student engagement will increase as evidenced by walkthroughs.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Completion of safety protocols and drills per district expectations.</p> <p>Strategy's Expected Result/Impact: 100% of all safety protocols will be conducted on schedule and reported to the district.</p> <p>Staff Responsible for Monitoring: Campus Administration</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>				

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			
<p>Strategy 1: Student social/emotional well-being will be addressed through regular contact with the school counselor. Strategy's Expected Result/Impact: Observed social and emotional well-being of students. Staff Responsible for Monitoring: General Education Counselor All classroom staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of classrooms will have Treatment Agreements posted and implemented. Classroom teachers will conduct circle meetings and greet students at the door (90 second spark). Strategy's Expected Result/Impact: Closer relationships between staff and students. Fewer student to student problems. Staff Responsible for Monitoring: All classroom teachers.</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>				

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			
<p>Strategy 1: Maximize the use of technology investment and resources through the use of effective technology integration into the students' learning experiences.</p> <p>Strategy's Expected Result/Impact: Lesson plans and walkthrough data will demonstrate effective integration of technology into the learning environment.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate and learn the importance of Digital Citizenship, online etiquette, and leaving a safe and positive digital footprint.</p> <p>Strategy's Expected Result/Impact: Reduced violations of AUP agreements; safer online presence of all</p>	Formative			Summative
	Nov	Jan	Mar	June

students.

Staff Responsible for Monitoring: Librarian
Classroom Teachers



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Cornerstone 3/ Resource Stewardship

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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			
<p>Strategy 1: All staff will promote positive communication within the community and on social media about the LISD district and Highland Village Elementary.</p> <p>Strategy's Expected Result/Impact: Continued increase in enrollment at HVE and positive feedback on parent surveys.</p> <p>Staff Responsible for Monitoring: Campus Administration Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support job-embedded professional learning and capacity building for teachers through the use of learning and technology facilitators.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize support from learning and technology facilitators in the area of lesson design, PLC, classroom observation and feedback to obtain new information/learning that will transfer to the classroom and student learning.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<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 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: HVE will utilize former HVE Vikings to speak at the "Viking to Viking" career day event. Strategy's Expected Result/Impact: Current HVE Vikings will gain knowledge of career opportunities through Viking Alumnae.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Campus Administration
Counselor



No Progress



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: Provide parent input form to all parents for additional information on students before creating class lists for the following year. Strategy's Expected Result/Impact: Collaboration with parents and the school for best possible student placement in classrooms.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will hold a Fall semester Coffee Talk. Strategy's Expected Result/Impact: Provide the HVE community with a forum to ask questions and give input into our programming. The overall target is to help parents feel respected, included, and heard. Staff Responsible for Monitoring: Campus Administration	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
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: State and Federal Mandates

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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			

 0% No Progress

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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

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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
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