

Lewisville Independent School District
Huffines Middle School
2023-2024 Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders.

Vision

All students are confident, equipped with the knowledge and skills to thrive and adapt for their future.

Core Beliefs

Students' needs are the center of our learning community.
Education is the shared responsibility of students, staff, and community.
High quality staff are the heart of a culture of learning.
A safe and nurturing environment is essential for a sense of well-being.
Continuous improvement informs and inspires future growth.
Students are more than a test score.

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Comprehensive Needs Assessment

Revised/Approved: October 2, 2023

Demographics

Demographics Summary

Huffines Middle School is a public school in Lewisville, Texas, within the Lewisville ISD, serving grades six through eight. Currently, we have 615 students enrolled this is significant because our enrollment has declined by approximately 50 students. Our enrollment broken down by Ethnicity indicates African American 19%, Asian 7%, Hispanic 50% Two or More Races 5 %, and White 18%. There have been no significant changes in demographics by Ethnicity from the previous year. Our enrollment by Student Groups indicates Economically Disadvantaged 66%, English Learner 34%, Special Education 26%, and Section 504 7%.

Demographics Strengths

At Huffines Middle School, our strength lies in the diversity of our student body. We strive to support the whole child to engage and inspire learners and leaders. We offer grade-level gifted and talented classes, beginner ESL classes, special education classes, orchestra, band, choir, art, theater, and athletics to meet students' educational needs and interests. Additionally, we partner with Communities in School to ensure students have the support and resources they need to succeed in the classroom and beyond.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 66% of students are economically disadvantaged resulting in greater academic, social, and emotional needs. **Root Cause:** We serve a diverse community in Lewisville, Texas. Community residencies include non-homeowners, mobile homes, apartment dwellings, and single-family homes. Languages spoken by parents are primarily English, Spanish, Burmese

Student Learning

Student Learning Summary

The Texas Education Agency (TEA) provides all Texas schools with an annual accountability rating based on STAAR test results. As of September 2023, the TEA had delayed the release of the 2023 A to F Accountability ratings. Despite this delay, STAAR test results were released. Of the nine STAAR tests taken, increases in meeting standards were made in 7 of the tests. In 7th-grade English, 27% of students did not meet the performance indicator this was a 10% increase from last year. In 7th-grade Math, 61% of the students did not meet the performance standard, this was a 9% increase from the last year. In regard to advanced academics, 55% of students are currently in advanced courses. Additionally, 85% of students meet the LISD middle school readiness indicator.

Student Learning Strengths

The number of all Huffines students who met the standard in STAAR English, Math, Science, and Social Studies increased across most grade levels for the 2022-23 school year. One of the greatest indicators of student learning success can be seen in the progress made in our Targeted Improvement Plan (TIP). Last year, Huffines met the targets. If we meet the targets again this year, we will no longer be on a TIP

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 55% of students are taking at least one advanced-level class. **Root Cause:** Students struggle with the level of rigor and higher level of expectations in advanced courses.

School Processes & Programs

School Processes & Programs Summary

Huffines provides professional development based on identified campus needs as well as our campus and district goals. Teachers have received LEAD professional development sessions and continue to align district and campus goals. New teachers are assigned both campus and district mentors and continue to receive training in Restorative Practices. Departments hold weekly PLCs to collaborate, analyze data, and discuss instructional strategies to best meet the needs of our students. We offer a variety of programs to address student needs, as well as recognize students for academic and behavioral achievement. We also offer a variety of clubs and extracurricular activities before and after school including morning and afternoon tutorials. HFMS has a school-wide discipline program that allows for parent involvement and school/home communication.

School Processes & Programs Strengths

Instructional time is maximized by a strategic master schedule, morning and afternoon tutorials, double-blocked English for all students, and Math via Math Lab for students exhibiting a need for extra instructional time. HFMS purchased IXL licenses for all grade levels so that they can practice ELAR, Math, Social Studies, and Spanish strategies inside and outside of school hours. Huffines is a restorative practices campus, this system is designed to minimize the removal of students from the classroom for disciplinary reasons. Our school safety plan includes a suicide prevention curriculum, anti-drug programming during Red Ribbon Week, and an anti-bullying guidance curriculum. Safety drills are carried out in accordance with district policy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 64% of staff feel they are given the opportunity to be involved in decisions that affect them. **Root Cause:** With a recent change in leadership, students and staff are adjusting, and an increase the staff engagement is needed.

Perceptions

Perceptions Summary

Overall, Huffines has a positive perception among the students, staff, parents, and community. Surveys are conducted and data is collected from parents, students, and staff to create better systems on campus. Student surveys indicate that 78% of students are comfortable talking to a staff member and 70% feel Huffines has a positive environment. Staff surveys indicate that 64% are involved in the decision-making process and 48% believe positive change occurs as a result of survey data being collected. Retention data indicates 20 new staff members were hired to start the 22-23 school year. Parent surveys Our most recent parent survey included 101 responses. 84% are overall satisfied with Huffines. 82% believe their child is glad to come to school.

Perceptions Strengths

Huffines is building a strong community by increasing student, staff, parent, and community involvement and communication. Our parent newsletter (Husky Howl) yields over 1,000 weekly views. Our Facebook and Twitter pages currently have over 1,700 and 1,000 followers respectively. For positive staff data, our staff indicates that 92% have effective training. In regard to events, we host a Back to School event, student dances, a fall festival, book fairs, open houses, recognition ceremonies, pep rallies, a Veteran's Day ceremony, and a Black History Month Celebration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 70% of students feel Huffines is a positive environment. **Root Cause:** We are still working on an overall system to address a diversity of needs and build a sense of connection.

Priority Problem Statements

Problem Statement 1: 66% of students are economically disadvantaged resulting in greater academic, social, and emotional needs.

Root Cause 1: We serve a diverse community in Lewisville, Texas. Community residencies include non-homeowners, mobile homes, apartment dwellings, and single-family homes. Languages spoken by parents are primarily English, Spanish, Burmese

Problem Statement 1 Areas: Demographics

Problem Statement 2: 55% of students are taking at least one advanced-level class.

Root Cause 2: Students struggle with the level of rigor and higher level of expectations in advanced courses.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 64% of staff feel they are given the opportunity to be involved in decisions that affect them.

Root Cause 3: With a recent change in leadership, students and staff are adjusting, and an increase the staff engagement is needed.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 70% of students feel Huffines is a positive environment.

Root Cause 4: We are still working on an overall system to address a diversity of needs and build a sense of connection.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 2, 2023

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

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes





ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will engage in PLCs to evaluate student academic progress, analyze data, and implement targeted learning strategies to students. Data sources include but are not limited to STAAR, CBA's, and IXL.</p> <p>Strategy's Expected Result/Impact: Student STAAR scores will improve by 5% in each content area.</p> <p>Staff Responsible for Monitoring: All Faculty</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: IXL Learning Platform - 211 - Title I, Part A - \$15,750</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the percentage of students taking advanced placement courses.</p> <p>Strategy's Expected Result/Impact: 56% of students will be enrolled in an advanced course for the 23-34 school year.</p> <p>Staff Responsible for Monitoring: Administration and Counselors.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 55% of students are taking at least one advanced-level class. Root Cause: Students struggle with the level of rigor and higher level of expectations in advanced courses.</p>

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide snacks, water, transportation, and tutors for students who attend tutorials or clubs. Strategy's Expected Result/Impact: 5% increase in STAAR test results. Staff Responsible for Monitoring: Administration.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Tutors - 211 - Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Poster/Banner Printer and supplies used to print teaching aides and other materials for classrooms to surround students with higher learning visuals to enhance their learning environment. Reinforce lessons with poster-size visuals to increase student's retention. Enlarge rubrics, standards, assessments and schedules to set clear expectations of students. This includes copier paper, calculators, ink, and library books for additional resources for students. Strategy's Expected Result/Impact: 5% increase in STAAR test results. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6 Problem Statements: Demographics 1 Funding Sources: Paper - 211 - Title I, Part A - \$0</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 66% of students are economically disadvantaged resulting in greater academic, social, and emotional needs. **Root Cause:** We serve a diverse community in Lewisville, Texas. Community residencies include non-homeowners, mobile homes, apartment dwellings, and single-family homes. Languages spoken by parents are primarily English, Spanish, Burmese

Perceptions

Problem Statement 1: 70% of students feel Huffines is a positive environment. **Root Cause:** We are still working on an overall system to address a diversity of needs and build a sense of connection.

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and well-being, 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 well-being, 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.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish clubs and club time schedules for students in the morning and afternoon.</p> <p>Strategy's Expected Result/Impact: 5% increase in the student experience as evidenced by students' comfort in talking to staff, student involvement, and a positive school environment.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 70% of students feel Huffines is a positive environment. Root Cause: We are still working on an overall system to address a diversity of needs and build a sense of connection.</p>

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

Performance Objective 5: Increase collaborative interventions to identify and support the well-being 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 well-being, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal:

* 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		
<p>Strategy 1: Utilize a campus-wide behavior management system that employs Restorative Practices. Strategy's Expected Result/Impact: 5% reduction in office referrals. Staff Responsible for Monitoring: All Faculty</p> <p>Title I: 2.6 Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: 66% of students are economically disadvantaged resulting in greater academic, social, and emotional needs. Root Cause: We serve a diverse community in Lewisville, Texas. Community residencies include non-homeowners, mobile homes, apartment dwellings, and single-family homes. Languages spoken by parents are primarily English, Spanish, Burmese</p>

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 well-being.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Employ two additional staff members, an AP and an aide to decrease staff workload. Strategy's Expected Result/Impact: Maintain an 80% staff well-being rating. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1 Funding Sources: Assistant Principal - 211 - Title I, Part A - \$0, Part-Time Office Staff - 211 - Title I, Part A - \$0</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 64% of staff feel they are given the opportunity to be involved in decisions that affect them. Root Cause: With a recent change in leadership, students and staff are adjusting, and an increase the staff engagement is needed.</p>

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).

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and Implement frequent teacher committee meetings, department/team lead meetings, admin meetings, ACE meetings, and BLT meetings in an effort to gain diverse perspectives and provide each teacher a voice in campus decision-making.</p> <p>Strategy's Expected Result/Impact: 2% increase in staff involvement in decision-making.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 64% of staff feel they are given the opportunity to be involved in decisions that affect them. Root Cause: With a recent change in leadership, students and staff are adjusting, and an increase the staff engagement is needed.</p>

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		
<p>Strategy 1: Organize, engage, and host parent meetings/events including Title 1 Meetings, BLT Meetings, PTA meetings, Block Party, Open Houses, Harvest Fest, Black History Night, and at least 2 parent university-type events.</p> <p>Strategy's Expected Result/Impact: 5% increase in parent satisfaction</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Involvement - 211 - Title I, Part A - \$2,728.88</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 70% of students feel Huffines is a positive environment. Root Cause: We are still working on an overall system to address a diversity of needs and build a sense of connection.</p>

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		
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
	Empty cells for formative reviews		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District Behavior Management Plan is implemented district-wide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>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>Campus personnel will be trained in violence prevention and intervention.</p>	Formative		
	Nov	Feb	May
	Empty cells for data entry		

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student well-being and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>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 academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

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



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 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. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	Formative		
	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





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
 You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			