

Lewisville Independent School District
Independence Elementary School
2023-2024 Improvement Plan

Mission Statement

Mission Statement: To ensure students and staff's academic and well-being needs are met individually and collectively.

Vision

Vision statement: We will empower and inspire students to embrace learning, achieve their personal best and build their emotional, social, and physical well-being.

Value Statement

Creed: We are Eagles. We care for one another, we will grow and earn each other's trust. Soar like an eagle!

Mantra: ONE, LISD

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Comprehensive Needs Assessment

Revised/Approved: September 28, 2023

Demographics

Demographics Summary

Independence Elementary is a Two Way Dual Language, a campus that serves students from Early Childhood Education (3-year-old) to fifth grade. Our school opened in 2008 with an enrollment of four hundred and seven. As of September 2023, our enrollment is eight hundred and fourteen students.

Independence has a diverse student population. Eight hundred and twenty students are enrolled. Based on Edugence data **Asian: 24.6%, Afr. Am.: 7.62%, Am. In.: 0.12%, Hispanic: 55.3%, Pacific. Is.: 0.25%, Two or More 3.19%, White: 8.97%**. Of those students, 46.32% are Economically Disadvantaged with 41% eating Free and 6% eating at a reduced rate.

Independence Elementary has a mobility rate of **9.4%**, which is below the state average of 13.8%. Independence Elementary attendance has maintained at a constant rate of 97% (a little higher than the district average, and about 1% higher than the state average) for the past six years. Independence attributes this achievement to dedicated parents, staff, and student body. Consistent communication is provided to inform parents about attendance laws, procedures, and expectations, as well as the implementation of different student incentive programs to boost attendance.

Our school works diligently to attract volunteers to mentor students, serve as Career Day presenters, and build community partnerships with support organizations such as churches.

Demographics Strengths

IES has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area to attend schools in the East zone schools and participate in our Dual Language program. Because our families value education, bilingualism and biliteracy, we have many supportive parents and students who are committed to success.
2. Our school has a diverse population, which brings awareness and sensitivity to diversity.
3. Independence Elementary has a large number of committed parents who are always willing to volunteer.
4. Our school continues to serve all stakeholders and communicate LISD restrictions and guidelines throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parents have not had as many opportunities to be involved in school events. **Root Cause:** COVID related school closures and shut downs were

the initial cause. After COVID, parent events were not as common.

Student Learning

Student Learning Summary

Students at Independence Elementary continue to show gains in academic achievement and social-emotional health. We measure progress academically with benchmarks, Istation, STAAR results and teacher-designed formative and summative assessments. Students participate in a survey to give feedback on their experience in the school.

Student Learning Strengths

STAAR results show that the campus was able to maintain a B which is an 88 Scaled Score performance average. The school received a "B" in closing the achievement gap. See STAAR Scores below

3rd Grade Reading (English)	3rd Grade Reading (Spanish)	3rd Grade Math (English)	3rd Grade Math (Spanish)
83% Approaches	82% Approaches	78% Approaches	73% Approaches
61% Meets	73% Meets	54% Meets	36% Meets
39% Masters	5% Masters	29% Masters	9% Masters
82.5%- Passing average for STAAR Reading- 03		76%- Passing average for STAAR Math- 03	

4th Grade Reading (English)	4th Grade Reading (Spanish)	4th Grade Math (English)	4th Grade Math (Spanish)
78% Approaches	38% Approaches	70% Approaches	38% Approaches
53% Meets	13% Meets	49% Meets	13% Meets
30% Masters	0% Masters	26% Masters	0% Masters
Passing average for STAAR Reading- 04		% - Passing average for STAAR Math- 04	

5th Grade Reading(English)	5th Grade Reading (Spanish)	5th Grade Math (English)	5th Grade Math (Spanish)	5th Grade Science (English)	5th Grade Science (Spanish)
85% Approaches	67% Approaches	88% Approaches	42% Approaches	80% Approaches	44% Approaches
60% Meets	33% Meets	61% Meets	25% Meets	42% Meets	0% Meets
39% Masters	0% Masters	34% Masters	0% Masters	29% Masters	0% Masters

Passing average for STAAR Reading- 05	Passing average for STAAR Math- 05	Passing average for STAAR Science- 05	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students are making one years growth or are not on grade level in reading. **Root Cause:** Change in home and educational structures, emergent bilingual, socio economic status.

School Processes & Programs

School Processes & Programs Summary

PLC time is scheduled once in the fall and once in the spring to focus primarily on teacher data and assessments. Teachers meet in the fall and spring for literacy check-ins which center around Istation monthly results. RtI recommendations, and SPED/504 accommodations occur quarterly. Leadership teams consist of the Building Leadership team and team leaders. Team leaders meet to share information with their teams to discuss upcoming events, and check on student progress in classes. PLCs also include lessons from the data coach, ESL liaison, librarian, counselors, and district instructional coaches.

Developing growth mindset focusing on staff health and wellness are a focus this year. Morning announcements, checking in on teachers and recognizing teachers for accomplishments are important factors this year. Teachers also integrate digital citizenship lessons throughout the week. Students in grades 3-5 are able to participate in an experience survey to give feedback on their experience in school.

During the day, our counselors provide lessons such as suicide prevention, cultural proficiency, diverse cultures, and character development. These are provided to staff by the counseling team on a weekly basis. Every academic teacher has posted a day card and provides tutorial times for students to attend when/if they need help on work.

School Processes & Programs Strengths

We develop student growth mindset and celebrate our diversity and talents. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child and recognize the importance of growing students academically as well as supporting social-emotional learning. We are devoted to helping every student discover his/her individual strengths and talents through goal setting using a data binder.

At Independence, we build a strengths-based on individual strengths to enhance professional capacity in staff and ensure growth for all learners. We utilize the House Bill three Adaptive Action Cycle and implement the science of teaching reading strategies. Our staff embraces and models a growth mindset and lifelong learning. Everyone learns from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Vertical planning and collaboration did not occur between grade levels. **Root Cause:** Collaborative structures and systems of support in the previous year did not allow teachers and staff to provide input and suggestions on decisions that impacted the school.

Perceptions

Perceptions Summary

Our campus has been recognized as a Digital Common Sense campus, our counselors have received the Crest award four times and our PTA has been awarded the PTA award of excellence.

We at Independence Elementary share the same values and beliefs when educating students. Students, staff, and parents partner together in order to help students find success. We have a very dedicated staff that focuses on making sure ALL students reach their capacity. Student safety continues to be a priority as systems and procedures are put in place. Professional learning opportunities are offered to staff to help support growth and instructional practices. Conferences are held with teachers at least 2 times throughout the year to focus on teacher goals and progress. Restorative practices are implemented at Independence to help support and create positive relationships among students, teachers, and parents. Our campus focuses on creating a positive safe environment for students to thrive both academically and emotionally.

Perceptions Strengths

Independence participates in a variety of events to include the community and establish a collaborative partnership. Events include: Multicultural Night, Career Day, College Day, Parent Engagement Nights, Book Fair, Parent University, Acceleration tutoring, National Elementary Honor Society, Student Council, and a variety of community service projects. We encourage all teachers to focus on self-care for mental and physical wellness and to engage in peer modeling, and lesson design with district facilitators to become experts in their field of study. We collaborate with our Hebron feeder schools to be inclusive and promote a unified community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On the Staff Survey, 50% of staff felt communication from administration was not clear. **Root Cause:** Staff not receiving information that was shared with parents. There was not one landing page with specific information for staff to refer to.

Priority Problem Statements

Problem Statement 1: Vertical planning and collaboration did not occur between grade levels.

Root Cause 1: Collaborative structures and systems of support in the previous year did not allow teachers and staff to provide input and suggestions on decisions that impacted the school.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: On the Staff Survey, 50% of staff felt communication from administration was not clear.

Root Cause 2: Staff not receiving information that was shared with parents. There was not one landing page with specific information for staff to refer to.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Not all students are making one years growth or are not on grade level in reading.

Root Cause 3: Change in home and educational structures, emergent bilingual, socio economic status.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Parents have not had as many opportunities to be involved in school events.

Root Cause 4: COVID related school closures and shut downs were the initial cause. After COVID, parent events were not as common.

Problem Statement 4 Areas: Demographics

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

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
- Other additional data

Goals

Revised/Approved: September 28, 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: Each student will make one year academic growth or be on grade level in reading in their dominant language by May 2024. Istation, guided reading and other data will be used to monitor the results and student progress.</p> <p>Strategy's Expected Result/Impact: At least one years growth in reading per student.</p> <p>Staff Responsible for Monitoring: Laura Sherer</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize PLC's and vertical planning to foster a culture of collaboration between teachers and staff.</p> <p>Strategy's Expected Result/Impact: Increase student achievement through collaboration and planning.</p> <p>Staff Responsible for Monitoring: Team leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Not all students are making one years growth or are not on grade level in reading. Root Cause: Change in home and educational structures, emergent bilingual, socio economic status.</p>
School Processes & Programs
<p>Problem Statement 1: Vertical planning and collaboration did not occur between grade levels. Root Cause: Collaborative structures and systems of support in the previous year did not allow teachers and staff to provide input and suggestions on decisions that impacted the school.</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

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.

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: Use restorative practices, positive office referrals, and leadership tickets to build relationships amongst students and staff and help build a positive culture.</p> <p>Strategy's Expected Result/Impact: Increase student well-being and student comfortability measured on survey.</p> <p>Staff Responsible for Monitoring: Carly Morris</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: Vertical planning and collaboration did not occur between grade levels. Root Cause: Collaborative structures and systems of support in the previous year did not allow teachers and staff to provide input and suggestions on decisions that impacted the school.</p>

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:

* 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: Use restorative practices to work with students through discipline incidents. Strategy's Expected Result/Impact: Increase in positive office referrals per classroom. Decrease in discipline office referrals. Staff Responsible for Monitoring: Carly Morris</p> <p>Title I: 2.4, 2.6 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 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Vertical planning and collaboration did not occur between grade levels. Root Cause: Collaborative structures and systems of support in the previous year did not allow teachers and staff to provide input and suggestions on decisions that impacted the school.</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 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).

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate with staff via a weekly newsletter. During team leader meetings, include team leads in inputting their ideas for decisions. Use a Google Form to have staff vote on an initiative.</p> <p>Strategy's Expected Result/Impact: Increase staff survey by 10% in decision making.</p> <p>Staff Responsible for Monitoring: Laura Sherer</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: On the Staff Survey, 50% of staff felt communication from administration was not clear. Root Cause: Staff not receiving information that was shared with parents. There was not one landing page with specific information for staff to refer to.</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: Send weekly staff newsletters and monthly parent newsletters to keep the community up to date on important and relevant information. In one newsletter I will invite parents to create and provide feedback for a parent and family engagement policy. Staff will have access to a Independence Landing Page to have easy access to important links.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement in events. Increase in recognize someone submissions. Increase in parent survey positive responses.</p> <p>Staff Responsible for Monitoring: Laura Sherer</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold a Multicultural Night to involve families in sharing about their culture.</p> <p>Strategy's Expected Result/Impact: Family connections, partnership and family involvement.</p> <p>Staff Responsible for Monitoring: Cayla Bennett</p>	Formative		
	Nov	Feb	May

Title I:

4.1, 4.2

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1

Funding Sources: Multicultural Night Supplies and snacks - 211 - Title I, Part A - \$894



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Parents have not had as many opportunities to be involved in school events. **Root Cause:** COVID related school closures and shut downs were the initial cause. After COVID, parent events were not as common.

Perceptions

Problem Statement 1: On the Staff Survey, 50% of staff felt communication from administration was not clear. **Root Cause:** Staff not receiving information that was shared with parents. There was not one landing page with specific information for staff to refer to.

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
<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 districtwide. 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

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing 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.	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

 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>			