

Lewisville Independent School District
Indian Creek Elementary School
2024-2025 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Goals	13
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.	13
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.	17
Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.	25
Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.	29
Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.	32
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. ..	34
Goal 7: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews.	41
Building Leadership Team	42

Comprehensive Needs Assessment

Demographics

Demographics Summary

At Indian Creek Elementary, we are a dedicated community of learners that take pride in building relationships with students, families and community to support all learners academically, and emotionally. Staff members are committed to reaching and growing ALL students, not just the ones that enter their classrooms. We have a diverse group of students and staff and currently serve 485 students PK - 5th grade, with a demographic breakdown as follows: White: 29.28%, Hispanic: 22.27%, African American: 22.27%, Asian: 20.41%, Pacific Islander: .21%, American Indian: .21%, Two or More Races: 5.36%, At Risk: 30.52%, Special Education: 25.77%, English Language Learners 19.38%, and Economically Disadvantaged: 41.44% (Free 34.02%, Reduced 7.22%). Our overall attendance rate is 94.64%

Each morning we welcome and greet our students and have morning meetings to reconnect each day and to nurture relationships. We believe capturing the hearts of our students is crucial to learning and building genuine relationships is our first and foremost priority in education. We take pride in creating safe learning environments that provide the foundation for students to feel safe taking risks and collaborating with others. While engaged in all content areas throughout the day, students strive to SOAR. SOAR represents our campus-wide expectations to strive for excellence; Show self control and be safe, Own my actions and offer support to others, Always do my best, and Respect everyone. Students get to explore their strengths and passions not only in academic areas, but also in the arts and clubs. Our PTA is active and supports our students and staff needs, as well as, community needs.

Our school is located at 2050 Arbor Creek, Carrollton, TX close to the intersection of Josey and Arbor Creek. Our school was the first elementary in our Hebron HS feeder pattern and is diverse both culturally and socioeconomically. We currently have 65 staff members which include 26 classroom teachers, PK-5th grade, 5 enrichment teachers (PE, STEM, Art, Music, and Library), 2 Early Childhood Special Education (ECSE) teachers that co-teach with the 2 general education Pre-K teachers, 2 self-contained special education teachers (2 Behavior Intervention), 4 SDI (specially designed instruction - special education) teachers. Indian Creek also is supported by a Gifted and Talented facilitator, Dyslexia/Language Specialist, and Language Acquisition Specialist. Indian Creek is also served by two speech paths, a diagnostician, an occupational therapist, and physical therapist. We have 10 instructional paraprofessionals, 3 office paraprofessionals, a registered nurse, a counselor, a full time assistant principal, a half time assistant principal (split with another campus), and principal.

Demographics Strengths

Indian Creek Elementary has many strengths some of which are:

- A highly-engaged and collaborative community of learners.
- An active PTA that includes a large number of committed parents.
- A diverse population that brings awareness and sensitivity to diversity.
- Various clubs and organizations to enrich students' learning experiences such as: Student Council, NEHS, and The Early Bird Show.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our overall campus attendance rate is 94.64%. This percentage should be closer to 96%. **Root Cause:** Pre-K and Kindergarten students have higher rates of absences during their first year in school and chronically absent students in all grade levels contribute to a lower percentage.

Student Learning

Student Learning Summary

Istation is a district online reading assessment used with Kindergarten through 5th grade as a resource to monitor students' reading growth. Istation scores are ranked in Tiers. Tier 5 is considered above grade level, Tier 3 and 4 is on grade level, Tier 2 is struggling and Tier 1 is below grade level.

TOTAL & PERCENTAGE OF STUDENTS ON ISTATION ISIP LEVELS 3, 4, & 5

	# of Students	Level 5		Level 4		Level 3		Levels 4 & 5		Levels 3, 4, & 5	
5th Grade	106	25	23.58%	21	19.81%	20	18.87%	46	43.40%	66	62.26%
4th Grade	75	17	22.67%	23	30.67%	9	12.00%	40	53.33%	49	65.33%
3rd Grade	82	21	25.61%	14	17.07%	20	24.39%	35	42.68%	55	67.07%
2nd Grade	81	17	20.99%	18	22.22%	16	19.75%	35	43.21%	51	62.96%
1st Grade	72	16	22.22%	12	16.67%	10	13.89%	28	38.89%	38	52.78%
Kinder	65	13	20.00%	12	18.46%	15	23.08%	25	38.46%	40	61.54%

TOTAL & PERCENTAGE OF STUDENTS MAKING 1 YEAR OF GROWTH & 6 MONTHS OF GROWTH ON ISTATION ISIP

	# of Students	1 year growth	6 months growth	6 months - 1 year growth

TOTAL & PERCENTAGE OF STUDENTS ON ISTATION ISIP LEVELS 3, 4, & 5

5th Grade	106	67	63.21%	14	13.21%	81	76.42%				
4th Grade	75	39	52.00%	14	18.67%	53	70.67%				
3rd Grade	82	52	63.41%	11	13.41%	63	76.83%				
2nd Grade	81	52	64.20%	16	19.75%	68	83.95%				
1st Grade	72	35	48.61%	26	36.11%	61	84.72%				
Kinder	65	32	49.23%	20	30.77%	52	80.00%				

STAAR scores indicate growth in all performance levels in both 4th grade Reading and Math. 3rd Grade scores dropped in both Reading and Math in all performance levels. Science scores are an area of need as they are the lowest scores in all tested areas.

STAAR RESULTS

READING LANGUAGE ARTS

	3rd Grade		4th Grade		5th Grade	
APPROACHES	66/84	79%	68/76	89%	91/107	85%
MEETS	36/84	43%	42/76	55%	58/107	54%
MASTERS	14/84	17%	17/76	22%	36/107	34%
DID NOT MEET	18/84	21%	8/76	11%	16/107	15%

STAAR RESULTS

MATH

	3rd Grade		4th Grade		5th Grade	
APPROACHES	58/83	70%	49/76	65%	80/107	75%
MEETS	25/83	30%	27/76	36%	49/107	46%
MASTERS	11/83	13%	8/76	11%	14/107	13%
DID NOT MEET	25/83	30%	27/76	36%	27/107	25%

SCIENCE

	5th Grade					
APPROACHES	54/107	50%				
MEETS	18/107	17%				
MASTERS	2/107	2%				
DID NOT MEET	53/107	50%				

Student Learning Strengths

After reviewing data from STAAR scores, Istation reports and district CBAs, 4th and 5th grade Indian Creek students have grown the most in the area of reading. This growth is due to our teacher's collaboration through PLCs, planning and ongoing data collections to determine best practices to not only reach struggling learners but to also challenge students who read above grade level.

We acknowledge that our students are more than a test score and strive for academic excellence through hands-on learning, small group instruction, and educating the whole child by supporting academic, social, emotional, behavioral, and mental awareness. Our teachers develop quality lessons following LISD's rigorous curriculum, assessments, and scope and sequence.

Multi-Tiered Systems of Support (MTSS) processes are used to target specific skills for those students who are struggling.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Meets and Masters performance level scores are below the district and state average in the majority of grade levels and content areas. **Root Cause:** Lack of opportunities for extended learning and targeting students who are above grade level for growth opportunities.

Problem Statement 2 (Prioritized): Drop in 3rd grade scores in both Reading and Math. **Root Cause:** These students were in Kindergarten and 1st grade during the pandemic and lost critical instruction time for foundational skill development.

Problem Statement 3 (Prioritized): Science scores are lowest overall and dropped in each performance level. **Root Cause:** Science is not prioritized in non-tested grades which produces gaps in instruction and academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

Indian Creek Elementary is a Professional Learning Community dedicated to serving all of our students. Staff members are committed to implementing best practices such as the Academic Vocabulary Program, Writing Process, IPS for math, and Guided Reading/small group instruction to best serve our students. Providing on-going learning and collaborative planning time ensures focus on instruction and student needs. Classroom teachers collaborate to monitor current student data to guide next practices/interventions for student success. With a diverse community, students are not only provided academic excellence but also learn about the many cultures that make up our Indian Creek population.

Indian Creek Elementary School continues to be a learning organization that is focused on student growth and achievement in all content areas. There are systems in place to continue to monitor student growth and ensure that the proper interventions are implemented. Administration will increase walk-throughs to monitor the alignment of the district curriculum to assure best instructional practices are being implemented while providing formal and informal feedback to teachers. District Instructional Facilitators meet monthly with grade level teachers to support teacher's understanding of standards, develop lessons, and model lessons to help the overall growth of teachers. Collaborative planning and Data meetings are held through Professional Learning Community (PLC) by each grade level to analyze data and design learning for students based on their needs. Continued Professional Learning opportunities are provided for staff to meet our campus needs. Indian Creek takes pride in building relationships with all stakeholders. Our school is a Restorative Practice community that works on building relationships with all of our students through Morning Meetings and truly getting to know our students. We focus on creating and maintaining a positive school environment where feedback is welcomed to help improve our school.

Team Leads meet monthly with campus administration to address campus needs and provide input for solutions. We have a PBIS Committee, with representatives from each grade level, that focuses on discipline and positive reinforcement strategies. We have implemented Class Dojo school wide and use this tool for positive reinforcement of campus and classroom expectations. Our BLT committee, comprised of teachers, administrators, parents, and community members reviews the campus improvement plan and survey data and aids in planning for school programs and areas of need.

School Processes & Programs Strengths

- *All grade levels implement intentional problem-solving (IPS).
- *PLC meetings, both grade level and vertical, are scheduled and held to allow staff to analyze data and adjust instructional practices to meet student needs.
- *Professional learning opportunities are offered to support staff growth throughout the year.
- *Daily learning objectives are posted on the board.
- *Restorative practices are implemented with fidelity in all classrooms throughout the campus and Morning Meetings are held each morning.
- *All classrooms have a Falcon Friends buddy classroom which meets twice per month to build relationships and strengthen community within our student population.

*The Second Steps program is being utilized and monitored to help support students' social and emotional health.

*Walkthroughs are consistently conducted by administration.

*PTA is committed to providing more programs to benefit the whole student population during the school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Leveled readers and the leveled library has not been utilized to its full potential. **Root Cause:** Leveled library is not in a convenient or accessible location for all grade levels

Problem Statement 2 (Prioritized): All team leads have not attended Solution Tree PLC to have the knowledge and level of expertise to lead and facilitate PLCs in grade level and vertical teams. **Root Cause:** Training not offered to all team leads in prior years.

Problem Statement 3 (Prioritized): Time for PLC meetings and collaborative planning have not been scheduled as part of the school day and/or after school (other than district PL days). **Root Cause:** Master schedule and staffing did not allow for coverage and shortage in subs limits ability to schedule lengthier time during the school day.

Perceptions

Perceptions Summary

At Indian Creek Elementary School we share the common values and beliefs about educating students. Students, staff, and parents partner together to help students find success. Our parents are very supportive of our school and want to help create a family like atmosphere for all students. Students engage in morning meetings daily to build community and ownership of student learning. Treatment Agreements are built with student's voice to set expectations of behavior in their classrooms. Student safety and development continues to be our priority when campus decisions are made. Each grade level holds a Parent Orientation at the beginning of the year and ongoing communication is provided in the weekly Falcon Forecast parent newsletter.

We have a very involved and supportive PTA that provides opportunities to be involved with our campus throughout the school year such as the Back to School Bash, Fall Festival, Spirit Nights, and Student Membership parties, We also have a Falcon Fathers group for male family members to provide an opportunity for our dads and other male family members to build relationships and support the campus.

In Spring 2024, 117 parents responded to the District Parent Survey. Overall, 93% of parents are satisfied with the education their child is receiving at Indian Creek. 99% of parents who completed the survey reported they feel Indian Creek is safe. 92% of parents feel staff are encouraging at Indian Creek, and 96% of parents feel Indian Creek school staff care about their child(ren).

In a Spring 2024 student survey administered to 166 students in grades 4-5, 90% of students responded that they feel safe at school.

Perceptions Strengths

According to survey data:

- Parents feel that their children are safe at Indian Creek.
- Parents are satisfied with the education their children are receiving at Indian Creek and believe that the staff cares about their child.
- Parents believe that the staff at Indian Creek is encouraging of their child's success.
- Students feel safe at school and feel they can talk to a teacher or another adult if they have a problem.
- Students feel their teachers treat them with kindness and respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 89% of students feel like they have a trusted adult on campus. **Root Cause:** High staff turnover in 23-24 resulted in many new staff members who students did not have a prior relationship with and who were learning the campus, students, and working to build relationships.

Problem Statement 2 (Prioritized): 81.2% of students felt as if the learning environment is positive. **Root Cause:** High staff turnover in 23-24 resulted in many new staff members working to develop relationships and positive classroom culture. New and existing teachers need additional training in positive behavior supports.

Priority Problem Statements

Problem Statement 1: Drop in 3rd grade scores in both Reading and Math.

Root Cause 1: These students were in Kindergarten and 1st grade during the pandemic and lost critical instruction time for foundational skill development.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Science scores are lowest overall and dropped in each performance level.

Root Cause 2: Science is not prioritized in non-tested grades which produces gaps in instruction and academic vocabulary.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Meets and Masters performance level scores are below the district and state average in the majority of grade levels and content areas.

Root Cause 3: Lack of opportunities for extended learning and targeting students who are above grade level for growth opportunities.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Time for PLC meetings and collaborative planning have not been scheduled as part of the school day and/or after school (other than district PL days).

Root Cause 4: Master schedule and staffing did not allow for coverage and shortage in subs limits ability to schedule lengthier time during the school day.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: All team leads have not attended Solution Tree PLC to have the knowledge and level of expertise to lead and facilitate PLCs in grade level and vertical teams.

Root Cause 5: Training not offered to all team leads in prior years.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 89% of students feel like they have a trusted adult on campus.

Root Cause 6: High staff turnover in 23-24 resulted in many new staff members who students did not have a prior relationship with and who were learning the campus, students, and working to build relationships.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 81.2% of students felt as if the learning environment is positive.

Root Cause 7: High staff turnover in 23-24 resulted in many new staff members working to develop relationships and positive classroom culture. New and existing teachers need additional training in positive behavior supports.

Problem Statement 7 Areas: Perceptions

Goals

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

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and 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	Reviews			
<p>Strategy 1: Professional learning and training will be provided to all instructional staff to increase effective use of data to drive instruction and navigating the Eduphoria Aware platform.</p> <p>Strategy's Expected Result/Impact: Teachers will develop an understanding of the reporting features available in Eduphoria Aware, the most effective reports to use, and how to analyze and examine student data.</p> <p>Staff Responsible for Monitoring: Lead Teachers, Campus Administration</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Literacy Check-ins every nine weeks to review ISIP reading data to monitor student progress.</p> <p>Strategy's Expected Result/Impact: A minimum of 65% of 3rd Grade students will show 1 year's growth and 83% of 3rd Grade students will show 6 months to 1 year growth as evidenced by May ISIP reports.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Math Check-ins will be held at least twice per year to review ISIP data to monitor student progress in math.</p> <p>Strategy's Expected Result/Impact: 86% of 3rd Grade students will be on grade level as reported by May ISIP results.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	May	
Strategy 4 Details	Reviews			
<p>Strategy 4: To function as a campus Professional Learning Community (PLC), grade level teams will meet weekly and vertical teams will meet monthly to review campus academic data - student evidence, assessments, CBA's, and campus data to identify targets and monitor academic progress and plan instruction, implementing collaborative planning processes, shared agendas, and campus protocols.</p> <p>Strategy's Expected Result/Impact: Increased Reading and Math scores on STAAR and ISIP and 89% of students will meet campus scorecard Readiness target.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
	Nov	Feb	May	
Strategy 5 Details	Reviews			
<p>Strategy 5: Regular MTSS meetings will be held to monitor and track student growth, progress, and interventions for academics and behavior.</p> <p>Strategy's Expected Result/Impact: Students struggling academically and/or behaviorally will receive appropriate supports to help ensure success.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Meets and Masters performance level scores are below the district and state average in the majority of grade levels and content areas. Root Cause: Lack of opportunities for extended learning and targeting students who are above grade level for growth opportunities.</p>

Student Learning

Problem Statement 2: Drop in 3rd grade scores in both Reading and Math. **Root Cause:** These students were in Kindergarten and 1st grade during the pandemic and lost critical instruction time for foundational skill development.

Problem Statement 3: Science scores are lowest overall and dropped in each performance level. **Root Cause:** Science is not prioritized in non-tested grades which produces gaps in instruction and academic vocabulary.

School Processes & Programs

Problem Statement 2: All team leads have not attended Solution Tree PLC to have the knowledge and level of expertise to lead and facilitate PLCs in grade level and vertical teams. **Root Cause:** Training not offered to all team leads in prior years.

Problem Statement 3: Time for PLC meetings and collaborative planning have not been scheduled as part of the school day and/or after school (other than district PL days). **Root Cause:** Master schedule and staffing did not allow for coverage and shortage in subs limits ability to schedule lengthier time during the school day.

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.





*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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	Reviews			
<p>Strategy 1: Campus PBIS Committee will meet each nine weeks to review campus behavior data, review positive behavior supports, and monitor campus positive behavior initiatives.</p> <p>Strategy's Expected Result/Impact: Overall referral numbers will decrease by a minimum of 10% (from 501 to 451).</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Student award assemblies and reward rallies will be held at the end of each nine week grading period to recognize positive behavior, attendance, grades, and meeting campus SOAR expectations.</p> <p>Strategy's Expected Result/Impact: Decrease in overall Skyward referrals by at least 10% (to less than 451)</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: All classrooms will be paired with a Falcon Friend buddy classroom and Falcon Friends morning meetings will be held twice per month with the buddy classroom.</p> <p>Strategy's Expected Result/Impact: Student survey responses indicating a positive campus environment will increase to 83% or more.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	
Strategy 4 Details	Reviews			
<p>Strategy 4: Morning meetings and relationship building circles will be held daily to develop positive relationships between students, staff, and peers.</p> <p>Strategy's Expected Result/Impact: Student survey results will indicate at least 89% of students are comfortable talking to staff and have at least one trusted adult on campus.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	May	
Strategy 5 Details	Reviews			
<p>Strategy 5: Training in positive behavior strategies provided to staff during August inservice and embedded in ongoing monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: Student survey results will indicate at least 89% of students are comfortable talking to staff and have at least one trusted adult on campus and Skyward referrals will decrease by at least 10%.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	May	
Strategy 6 Details	Reviews			
<p>Strategy 6: RaaWee will be monitored consistently by campus administration to reduce truancy and chronically absent students.</p> <p>Strategy's Expected Result/Impact: Overall campus attendance rate will be 95% or higher and Elementary Readiness percentage will be 89% or higher.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Feb	May	

Strategy 7 Details	Reviews			
<p>Strategy 7: Using the PLC process and regular grade level data meetings, students in need of additional behavioral supports will be identified and referred to the appropriate committee: MTSS, 504, or ARD.</p> <p>Strategy's Expected Result/Impact: Skyward referrals will decrease by at least 10% to 451 or less.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	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: 89% of students feel like they have a trusted adult on campus. Root Cause: High staff turnover in 23-24 resulted in many new staff members who students did not have a prior relationship with and who were learning the campus, students, and working to build relationships.</p> <p>Problem Statement 2: 81.2% of students felt as if the learning environment is positive. Root Cause: High staff turnover in 23-24 resulted in many new staff members working to develop relationships and positive classroom culture. New and existing teachers need additional training in positive behavior supports.</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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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: Overall referral numbers (classroom and office) entered in Skyward, will decrease by at least 10% (from 501 in 23-24 to 451 in 24-25).

* 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	Reviews			
<p>Strategy 1: Campus team will attend Safe and Civil Schools trainings to acquire skills in positive behavior supports and interventions.</p> <p>Strategy's Expected Result/Impact: Overall decrease in Skyward discipline referrals by a minimum of 10% (451 or fewer).</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Safe and Civil School Team will provide professional development and share information learned in Safe and Civil Schools training with campus staff to provide additional knowledge, strategies, and tips to reduce negative behavior in classrooms and provide positive behavior supports.</p> <p>Strategy's Expected Result/Impact: Skyward discipline referrals will decrease.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Nov	Feb	May	
<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 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.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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 5.1 ON SCORECARD.





High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly grade level and campus newsletters will be sent to parents communicating campus events, activities, and classroom learning.</p> <p>Strategy's Expected Result/Impact: Campus scorecard communication goal of 92.4% or higher will be met through positive survey responses regarding communication from school to parents.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Class Dojo will be used school-wide by teachers to communicate regularly with parents and share classroom updates and photos.</p> <p>Strategy's Expected Result/Impact: Campus scorecard communication goal of 92.4% or higher will be met through positive survey responses regarding communication from school to parents.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Nov	Feb	May	
<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 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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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	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			Summative
	Nov	Feb	May	

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	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			Summative
	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	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>Campus personnel will be trained in violence prevention and intervention.</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>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	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 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>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>Students receive public acknowledgement for non-academic achievement.</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			Summative
	Nov	Feb	May	
Strategy 3 Details	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 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.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</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			Summative
	Nov	Feb	May	
<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 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	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. 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. The RtI team is in place and appropriately trained to serve students.</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.). Teachers receive training and support to differentiate instruction to meet the needs of all students.</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>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>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 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	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			Summative
	Nov	Feb	May	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Building Leadership Team

Committee Role	Name	Position
Parent Member	Jen Bachman	Parent
Campus Representative	Julie Bartley	Teacher
Campus Administration	Krista Brown	Assistant Principal
Campus Administration	Jennifer Driver	Principal
District Representative	Amy Dorman	District Administrator
Campus Representative	Jessica Ginn	Teacher
Campus Representative	Robbin Herring	Teacher
Campus Representative	Michelle Kelly	Teacher
Parent Member	Chris McAlpine	Parent
Campus Representative	Leah Pacheco	Counselor
Campus Representative	Sarah Park	Teacher
Campus Representative	Patrick Parker	Teacher
Campus Administration	Richard Raleigh	Assistant Principal