Lewisville Independent School District

Lakeview Middle School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 6, 2023

Demographics

Demographics Summary

Lakeview Middle School continues to strive for excellence as we work to build a community of care and provide high quality instruction that is individualized to meet the diverse needs of our studetns. Our teachers are privileged to educate and empower our students by attending to the social, emotional, and academic needs of our students.

Demographics Strengths

Our student body is made up of a diverse community of learners. Our campus has an inclusive environment with a variety of programs that support students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The total number of students enrolling at Lakeview has steadily declined over the last 4 school years **Root Cause:** The families in our attendance zone are aging. New residents to The Colony are moving into new construction areas which are not zoned to Lakeview.

Student Learning

Student Learning Summary

Lakeview staff works collaboratively to design learning experiences that positively impact student achievement. We continuously monitor student academic progress in all core subjects. Students demonstrated growth throughout the school year in all core areas.

Student Learning Strengths

Our campus has developed a common lesson plan template that attends to individualized student learning, rigor, and is focused on the 4 PLC questions:

1.   What do students need to know?

2.   How do we know that they know it?

3.   What do we do for students who don't demonstrate mastery?

4.   What do we do for students who already understand the learning objective?

This lesson planning format has improved teachers' data literacy and ability to design learning that has resulted in student academic growth in ELAR, Math, Science, and Social Studies.

As a result of our commitment to the 4 critical questions, Lakeview was recognized as a 2022 Solution Tree Model PLC School.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers are leaving the profession and seeking employment in other industries at higher rates than in the past   **Root Cause:** Low employee engagement and disjointed partnerships with community stakeholders inspire teachers to seek employment in less demanding professions.

School Processes & Programs

School Processes & Programs Summary

Lakeview Middle School provides structured PLC time to collaborate, analyze data, and improve learning to meet the needs of ALL students using the district PLC framework. Lakeview has adopted a Blended Learning model in all ELA classes, focusing on literacy development and individual student growth in reading and writing.

Teachers participate in continual professional development based on campus needs and campus/district goals.

Students at Lakeview are provided with a variety of elective options and extracurricular activities to increase alignment with student interest and their social-emotional learning needs.

Students are provided before and after school tutoring to address learning needs.

School Processes & Programs Strengths

Assign campus mentors and buddy teachers to new-to-campus teachers and staff.

Staff implements Restorative Practices at all grade levels and in all settings.

Our campus collects and distributes LovePacs to students and families in need throughout the year as appropriate.

Lakeview has Kindness Ambassadors (student leaders) which will enhance strong leadership skills with a focus on spreading kindness and building relationships with peers and community.

Our campus provides academic interventions, study skills instruction during Advisory.

Our AVID program provides students with high academic potential an opportunity to build the skills needed for college readiness.

Several multicultural events are planned throughout the year such as our Hispanic Heritage Month, Black History Month assemblies, and door decorating contests to celebrate the unique diversity at Lakeview Middle School.

Faculty Meetings are held monthly to collaboratively discuss campus culture and instruction.

Our staff collaborates within weekly PLC meetings to discuss data and best practices to optimize student learning.

Our counseling program has received CREST designation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions. **Root Cause:** Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations

Perceptions

Perceptions Summary

Lakeview Middle School strives to foresee and design an engaging climate where students feel safe and proud of their middle school experiences and accomplishments. LVMS fosters opportunities for students and staff to work to make a positive difference through meaningful involvement and by purposefully designing the campus atmosphere to be all-inclusive, nurturing, and safe. This is accomplished with real-world experiences in diversity of thought, people and experience by offering programs and opportunities such as clubs, Leading Leopards, spirit days, announcements, STUCO, NJHS, school website, school pep rallies, campus signage, etc.

LVMS is purposeful and committed to building positive relationships on our campus so that all staff, students, and community members find the support they need to maximize their potential. This is done through networking, collaboration, programs and resources to support learning, and helping all stakeholders make real-world connections by building positive rapport throughout the campus and community.

All interactions are done with a polite and supportive customer service strategy in place in order to build positive rapport campus-wide, through the implementation of Restorative Practices.

Parent engagement is encouraged and promoted through Building Leadership Team, PTSA, Voly, parent surveys, The City of the Colony Student Leadership Program, & Campus Volunteers in Partnerships.

Community involvement and service are evident through 8th grade career day and service opportunities. NJHS students continue to make connections and maintain serving their community a priority (averaging over 600 hours of school/community service).

Lakeview staff is committed to providing meaningful learning experiences that prepare students for the future they create.

Perceptions Strengths

Students in our fine arts program, electives, and athletics programs received recognition for their success by winning numerous awards

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need increase parent and community involvement to support student learning. **Root Cause:** Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school.

Priority Problem Statements

Problem Statement 1: The total number of students enrolling at Lakeview has steadily declined over the last 4 school years

Root Cause 1: The families in our attendance zone are aging. New residents to The Colony are moving into new construction areas which are not zoned to Lakeview.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers are leaving the profession and seeking employment in other industries at higher rates than in the past

Root Cause 2: Low employee engagement and disjointed partnerships with community stakeholders inspire teachers to seek employment in less demanding professions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions.

Root Cause 3: Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We need increase parent and community involvement to support student learning.

Root Cause 4: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 6, 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		
Strategy 1: Counselors & Teachers connect with 5th grade feeder pattern to understand impact and importance of advanced courses. Vertical PLC with 5th grade & 6th grade teachers. Intentional Recruitment efforts provided by counseling department. **Strategy's Expected Result/Impact:** 65% of LVMS students will be registered for an advanced level course. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, teachers. **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1	**Formative**		
	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The total number of students enrolling at Lakeview has steadily declined over the last 4 school years   **Root Cause**: The families in our attendance zone are aging. New residents to The Colony are moving into new construction areas which are not zoned to Lakeview.

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		

Strategy 1: Provide opportunities and learning experiences for students to attend clubs & have designated times before, during, and after school.
 	
    Strategy's Expected Result/Impact: Measurement through student survey data.
    Staff Responsible for Monitoring: Administration, Counseling, Teaching Staff
 	
    Problem Statements: School Processes & Programs 1
	Formative		

	Nov	**Feb**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions.   **Root Cause**: Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations

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: Reduce the number of disruption to the learning environment by 10% (167 for 2023)

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide teachers with professional development on classroom management and student engagement.	**Formative**		
Strategy's Expected Result/Impact: 10% decrease in discipline referrals designated as "disruption to the learning environment"	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leaders			
Title I: 2.5, 2.6			
Problem Statements: School Processes & Programs 1			
0% No Progress　　　100% Accomplished　　　➡️ Continue/Modify　　　❌ Discontinue			

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions. **Root Cause**: Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: See district scorecard for targeted outcomes
Maintain fund balance
Balanced budget
Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes
Financial dashboard visits
Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

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

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

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation

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

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement regular feedback sessions where staff can share their ideas and concerns, and various perspectives.	**Formative**		
Staff Responsible for Monitoring: Campus Administration	**Nov**	**Feb**	**May**
TEA Priorities: Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers are leaving the profession and seeking employment in other industries at higher rates than in the past   **Root Cause**: Low employee engagement and disjointed partnerships with community stakeholders inspire teachers to seek employment in less demanding professions.

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

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

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

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will promote a connected culture through proactive communication with families through a weekly newsletter, social media updates, monthly video, and hosting events on campus to promote family engagement and partnerships.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Maintain/ Increase positive communication as indicated from parent surveys and attendance at parent engagement events **Staff Responsible for Monitoring:** Administration, Counselor **Title I:** 2.6, 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The total number of students enrolling at Lakeview has steadily declined over the last 4 school years   **Root Cause**: The families in our attendance zone are aging. New residents to The Colony are moving into new construction areas which are not zoned to Lakeview.
Perceptions
Problem Statement 1: We need increase parent and community involvement to support student learning.   **Root Cause**: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school.

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

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

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**

Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.
 	
As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.
    Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %
    Staff Responsible for Monitoring: All staff			

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

Goal 6: Federal and State Mandates

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

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Formative Reviews		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.	**Nov**	**Feb**	**May**
Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.	**Formative**		
	Nov	**Feb**	**May**
Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually. Campus personnel will be trained in violence prevention and intervention.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	**Formative**		
	Nov	**Feb**	**May**

Students receive public acknowledgement for non-academic achievement.

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.

Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.

A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.

Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.

Civic responsibility and community service and community involvement are encouraged.

Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.

Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.

    Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.

    Staff Responsible for Monitoring: All staff

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

LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention

and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.

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

Staff Responsible for Monitoring: All staff

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

Goal 6: Federal and State Mandates

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

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

    Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**Nov**	**Feb**	**May**

aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).

Teachers receive training and support to differentiate instruction to meet the needs of all students.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

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

Goal 7: Student Achievement/Safeguards

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

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

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

Strategy 1 Details	Formative Reviews		

Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .
 	
 Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.
     Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
     Staff Responsible for Monitoring: Learning and Teaching
 Chief of Schools
 Accountability and Evaluation
 Campus administrators and appropriate staff.
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
	Formative		

	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			