Lewisville Independent School District

Memorial Elementary School

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Elementary, located in Carrollton, Texas, is one of 39 elementary campuses in Lewisville ISD. We were proudly named the 5th elementary STEM Academy in 2021 and hold the honor of being the only elementary STEM Academy built from the ground up. Our dedicated staff serves 750 students in Kindergarten through 5th grade, and we are committed to providing a high-quality education that fosters innovation, critical thinking, and STEM skills among our diverse student population. While a percentage of our student body lives in the community surrounding our school, approximately 20% of our students have electively transferred to our campus to participate in the interdisciplinary and project-based STEM curriculum found only at LISD STEM Academies. Our students and staff are supported by a very active community, including parents and guardians who demonstrate unwavering commitment to our school. Our families attend parent-teacher conferences and school events and participate in our parent organizations. Through their steadfast encouragement and collaboration, they play a pivotal role in fostering a positive and enriching learning environment for all Mavericks!

Campus Ethnicity & Race	
Asian	47%
White	17.04%
African American	15.31%
Hispanic	12.25%
Two or More Races	7.86%
Ameican Indian	0.53%

Our campus provides a range of instructional programs to meet the diverse needs of our students. 13% of our student body receives support through the Special Education program, while 5% are enrolled in the Gifted and Talented program. Additionally, 25% of our students are emergent bilingual and receive support to enhance their language proficiency. In addition, all K-5 students take part in daily STEM learning and have opportunities for engineering.

Other Demographics		
Category	**Yes**	**No**
At Risk	31%	69%
Economically Disadvantaged	18% (Free) 3% (Reduced)	80%
Special Education	13%	87%
504	4%	96%

Other Demographics		
Dyslexia	3%	97%
GT	5%	95%

Memorial Elementary is a split-feeder campus, with most students being zoned for middle and high school in The Colony High School feeder pattern. In contrast, others will attend middle and high school in the Hebron High School feeder pattern. Currently, we have 35 general education classroom teachers from Kindergarten through Fifth grade. Additionally, we have five Enrichment teachers, including two PE teachers, one Music teacher, one Computer Science teacher, and 1 Art teacher. We also have one Library Media Specialist. In addition, we have three SDI teachers for Specially Designed Instruction, one speech teacher, and one permanent substitute. Memorial also has one Gifted and Talented teacher, one Language Science (dyslexia program) teacher, and one Language Acquisition Specialist. We currently have 4 instructional paraprofessionals, three office paraprofessionals, a counselor, a nurse, two assistant principals, and a principal. Additionally, we have access to various specialists based on student needs, such as a diagnostician, occupational therapist, school psychologist, and special education counselor. Our school is supported by a fantastic custodial and cafeteria staff.

Demographics Strengths

Memorial Elementary is well sought out as a STEM Academy that provides students with the opportunity to engage in STEM-based instruction every day. We are a National Certified School of Excellence for STEM Education and a Common Sense Media Certified Campus. Since opening our doors in 2001 with a little over 400 students, our enrollment has grown by over 300.

Our active Student Council regularly supports the campus and community. In three short years, our staff has worked to create various clubs to create unique learning experiences for our Mavericks, including the Maverick Choir, Chess Club, Media Team, Robotics Club, Media Team and Kindness Club. Our highly qualified staff provides an inclusive, accepting, and positive learning environment for our students.

Our surrounding community and the families we serve are the strength of our campus. Each year, our PTA engages students in activities to build them academically, socially, and emotionally, including Fall Festival, Art Nights, Movie Nights, and many other programs and events. In addition to these special events, parents are also encouraged to actively engage in the school community through memorable volunteer roles, including Maverick Men, Mystery Readers, and holiday party hosts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Memorial's attendance rate is 94.55, lower than the district average.   **Root Cause:** Chronic absenteeism. A significant number of students travel out of the country for extended periods of time, and a significant number of kindergarten students miss school frequently.

Student Learning

Student Learning Summary

At Memorial Elementary, teachers engage students in ongoing formative assessment to determine strengths and areas of needed growth. This data, combined with results of district and state assessments, guides teachers in providing all students with the interventions necessary for success. Memorial Elementary utilizes a multi-tiered system of support (MTSS) to support teachers in this process and track student progress in targeted areas when more intensive and individualized interventions are necessary.

Below, you can view a summary of achievement for Memorial students on the State of Texas STAAR Assessments from the 22-23 school year and the 2023-2024.

Student Learning Summary		
3rd Grade Math	**2023**	**2024**
Approaches:	13.26%	26%
Meets:	26.53%	32%
Masters:	47.96%	21%
3rd Grade Reading	**2023**	**2024**
Approaches:	17.34%	20%
Meets:	31.63%	41%
Masters:	43.88%	26%
4th Grade Math	**2023**	**2024**
Approaches:	16.25%	14%
Meets:	35%	30%
Masters:	22.5%	38%
4th Grade Reading	**2023**	**2024**
Approaches:	23.45%	17%
Meets:	27.16%	25%
Masters:	39.51%	54%
5th Grade Math	**2023**	**2024**
Approaches:	24.24%	23%
Meets:	21.21%	35%
Masters:	34.85%	24%
5th Grade Reading	**2023**	**2024**
Approaches:	19.17%	12%
Meets:	21.21%	38%

Student Learning Summary		
Masters:	45.45%	58%
5th Grade Science	**2023**	**2024**
Approaches:	27.69%	41%
Meets:	26.15%	18%
Masters:	16.92%	14%

Student Learning Strengths

Memorial STEM Academy has continued to grow academically since its inception in 2021. The instruction on our campus is aligned with state standards, and our teachers follow the LISD curriculum to provide engaging opportunities that encourage problem-solving and critical thinking.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers must utilize curriculum resources, checkpoints, and formative assessments that yield the data necessary to reflect, adjust, and deliver instruction before the end of the nine-week grading period.   **Root Cause:** Collaborative planning, using rigorous lessons, and planning with the end in mind are not evident in all grade levels

School Processes & Programs

School Processes & Programs Summary

In April of 2022, Memorial Elementary became the 5th elementary campus in Lewisville ISD to receive the National Certificate for STEM Excellence from the National Institute for STEM Education. Almost 75% of the certified staff members at Memorial are NISE STEM Certified, and all teachers are continuously engaged in professional growth centered around STEM instruction. In addition to providing students with engineering-focused instruction daily, our staff members rely on the curriculum resources provided by our district to provide meaningful and hands-on learning experiences. Teachers design lessons as grade-level teams to ensure students across the grade level receive the same high levels of instruction daily, and they work as Professional Learning Communities to unpack grade-level standards and design formative assessments.

Memorial teachers receive regular professional development, which has focused on reading instruction, math instruction, PLC, small group intervention, student engagement, and meeting the needs of ESL learners.

Social-emotional learning is essential at our campus as we strongly believe in educating the "whole child." Our campus counselor supports students with basic needs, behavior concerns, coping skills, guidance lessons, relationship skills, and responsible decision-making. Our campus was trained in Restorative Practices in August of 2022. Teachers implement restorative practices in their classrooms daily and have created treatment agreements with their classes. To support our families in need, we partner with local food programs, including LovePacs and the North Texas Food Bank. The Memorial PTA is focused on providing multiple opportunities to enhance community engagement and student experiences

School Processes & Programs Strengths

High-quality professional development is provided for teachers in particular areas and designed to meet their students' needs. The LISD District and Campus mentor programs are very supportive, aiding and assisting First Year Teachers and those new to Memorial. Teachers learn the culture and feel supported on the campus and in the district. Implementing district curriculum with fidelity and using content area facilitators ensures the curriculum is delivered with fidelity. Implementing Engineering instruction by following the district model and curriculum ensures our students receive quality engineering instruction. New teachers completing STEM certification, STEM model lessons, and curriculum writing support engineering/STEM instruction in our classrooms. Implementation of PLCs to review student data, develop quality instruction, target learning, and develop plans for intervention ensure all of our students make progress

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional time for PLCs beyond the district calendar has not been scheduled during the school day or after school.   **Root Cause:** There is not enough time built into the master schedule for additional PLCs, nor coverage for a full grade-level team. Teams will dedicate a conference time one day a week for PLCs.

Perceptions

Perceptions Summary

Stakeholders of Memorial view the learning community as a family. Students, parents, teachers, support staff, and administration share the same values and ideals related to public education, creating a community-driven learning approach for all. The Memorial staff is committed to providing all students with inclusive experiences. As a STEM Academy, students must consistently push their thinking further through peer collaboration, individual learning, and personal reflection. Our campus is committed to the belief that all children can learn at high levels, and we believe all students deserve an opportunity to develop their unique skills.

Our students follow Maverick PRIDE, which has five standards for behavior: P—Practice Self-Control; Respect People and Property; Identify Safe Choices; Demonstrate Responsibility; Expect to be the BEST. Maverick Meet-Ups are held monthly to encourage positive behavior, student connection, and collaboration between students and teachers!

Perceptions Strengths

Our parents share that their students are glad to come to school. They feel that their children are being supported in all ways. An additional strength of our campus is our PTA and the number of parent volunteer opportunities. A variety of programs are offered to our staff and students. Our staff's commitment to providing a welcoming and nurturing environment to our students is a definite strength of Memorial Elementary. Lastly, a strength is that we are a young school filled with creative staff members who are constantly working to find ways to enhance student and staff experience at our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Since year one, the increase in staff and students has made it more challenging to sustain the personal connections and communication that were once more manageable with a smaller community. **Root Cause:** As the school population grows, it's become harder to ensure that everyone remains connected and engaged in the same way.

Priority Problem Statements

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			
Strategy 1: The percentage of 3rd-grade students that score meet grade level on ISIP or achieve goals set in IEPs in reading will increase according to targets for each student group shown in the addendum by June 2025.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Students' academic performance on grade-level reading standards will improve, as evidenced by their performance on Istation and common formative and summative assessments such as LISD CBA tests. During the 24-25 school year, 90% of 3rd-grade students will score Level 3 or higher on Istation Reading or achieve goals set in IEP by April 2025. K-2 teachers trained by the ELA content facilitators on reading small groups. Campus administrators will complete small group observations with the K-2 ELA Curriculum Supervisor and Learning Facilitator throughout the 24-25 school year. K-5 classroom teachers will participate in literacy checks in the fall and spring. K-2 ELA teachers will participate in campus learning labs with the ELA facilitators at least once. K-5 ELA teachers will have PLCs centered around reading/writing that will focus on small group strategies for intervention and extension. Reading data will be analyzed by the Guiding Coalition and BLT committees throughout the year. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal, Guiding Coalition, and Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Through targeted interventions, consistent monitoring, and enhanced parent communication, the percentage of students with more than 5 tardies and chronic absenteeism will be reduced by 20% and 15% by the end of the year. **Strategy's Expected Result/Impact:** The attendance rate will increase from 94% to 96% for the 2024-25 school year. **Staff Responsible for Monitoring:** Administrators, Teachers, Counselor		**Formative**			**Summative**
		Nov	**Feb**	**May**	
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

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 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			
Strategy 1: Campus Behavior Goal: By the end of the 2024-25 school year, we aim to decrease behavior referrals by 20% by establishing and maintaining consistent classroom expectations through our involvement with the Safe and Civil Committee.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: The following initiatives are in place to improve behavior on campus: We aim to reduce discipline referrals by 25%, particularly during common areas such as recess, lunch, and transitions. In August, campus staff received training on campus behavior and PRIDE expectations. Posters outlining common expectations have been created and displayed throughout the building. Campus administrators will conduct grade-level PRIDE meetings once every nine weeks with the entire grade level. The Safe and Civil Committee will collaborate to analyze campus data and identify priority areas for improvement. **Staff Responsible for Monitoring:** Administrators, Safe and Civil Committee Members, Teachers, Counselor				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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		
Strategy 1: Memorial STEM Academy staff members will communicate with parents through the monthly Maverick Vibes and the Weekly Soundcheck email, grade-level or individual teacher newsletters, social media posts, Class Dojo, and Parent Link alert messages. All students will bring home a Tuesday Newsday Folder containing relevant information and weekly grades/3-week progress reports. Parent newsletters will encourage parents to complete Recognize SomeONE nomination forms, include campus-wide events from the campus and PTA, participate in parent surveys, and keep parents informed of district information. The staff newsletter, "For the Record," will be sent out weekly as well, encouraging the use of Recognize SomeONE nomination forms and Staff Shout Outs. The staff newsletter will also feature Maverick Legends each week, highlighting two Memorial staff members. Additionally, one Memorial Rock Star will be recognized each month, with the staff member being voted on by his/her colleagues.				**Formative**			**Summative**
				Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Increase communication in staff pulse survey responses from 76% to 80%. Increase communication from parents' pulse survey from 80% to 95%. **Staff Responsible for Monitoring:** Administrators and Teachers **ESF Levers:** Lever 3: Positive School Culture							

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

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			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
RaaWee will be used to monitor absences and parent notification given when students are absent. 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	Reviews			
Strategy 1: At-risk students will be identified using available data.	**Formative**			**Summative**
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	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**			**Summative**
	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. Campus personnel will be trained in violence prevention and intervention. 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. 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.				

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

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.
 	
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.
 	
Students receive public acknowledgement for non-academic achievement.
    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	Reviews			
Strategy 3: Dating Violence	Formative			Summative
	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				

Strategy 4 Details	Reviews			
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. A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests. 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 sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **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	**Formative**			**Summative**
	Nov	**Feb**	**May**	

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	Reviews			
	Formative			**Summative**
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.)	**Nov**	**Feb**	**May**	

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 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.

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

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

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 teh 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.

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	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. .	**Formative**			**Summative**
	Nov	**Feb**	**May**	

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				

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