

Lewisville Independent School District

Memorial Elementary School

2023-2024 Improvement Plan

Accountability Rating: A



Vision

Memorial STEM Academy students will be positive, productive learners who will engage completely, collaborate creatively, and communicate effectively.

Value Statement

Every student matters. Every minute counts.

Our Core Beliefs:

At Memorial, we value...

All staff members, students, and their families.

The whole child.

Student engagement.

The uniqueness of every student.

Positive relationships and interactions with all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Elementary, located in Carrollton, Texas, is one of 39 elementary campuses Lewisville ISD. We were proudly named as 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 roughly 730 students in grades Pre-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 in order 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, school events, and participate in our parent organizations. Through their unwavering encouragement and collaboration, they play a pivotal role in fostering a positive and enriching learning environment for all Mavericks!

Campus Ethnicity & Race	
Asian	45.43%
White	17.60%
African American	17.05%
Hispanic	12.96%
Two or More Races	6.28%
American Indian	0.68%

Our campus serves students' diverse needs through a wide variety of instructional programs. 14% of our student body receives support through Special Education. 5% of our students receive support through the Gifted and Talented program. 26% of our students participate in targeted learning as they are learning English as a Second Language. All K-5 students participate in STEM learning and opportunities for engineering daily.

Other Demographics		
Category	Yes	No
At Risk	34%	66%
Economically Disadvantaged	17% (Free) 3% (Reduced)	80%
Special Education	14%	86%
504	3%	97%

Other Demographics		
Dyslexia	4%	96%
GT	5%	95%

Memorial Elementary is a split-feeder campus, with most students zoned for middle and high school in The Colony High School feeder pattern while other students will attend middle and high school in the Hebron High School feeder pattern. We currently have 39 general education classroom teachers in grades Pre-Kindergarten through Fifth grade. We have 5 Enrichment teachers including 2 PE teachers, 1 Music teacher, 1 Computer Science teacher, and 1 Art teacher. We have 1 Library Media Specialist. In addition to these, we have 3 SDI (Specially Designed Instruction) teachers, 1 speech teacher, and 1 permanent substitute. Memorial has one Gifted and Talented teacher, two Language Science (dyslexia program) teachers, and two Language Acquisition Specialists. We currently have 7 instructional paraprofessionals, 3 office paraprofessionals, a counselor, a nurse, two assistant principals, and principal. We are fortunate to also have access to a variety of specialists depending on student need, including a diagnostician, occupational therapist, school psychologist, and special education counselor. Our school has the support of an amazing custodial and cafeteria staff.

Demographics Strengths

Memorial Elementary is well sought out as a STEM Academy providing students with the opportunity to engage in STEM-based instruction each 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 student enrollment has grown by over 300 students.

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, and Kindness Club. We have a highly qualified staff that 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 special volunteer roles including Maverick Men, Mystery Readers, and holiday party hosts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 2022-2023 school year 85 students were chronically absent, meaning missed more than 10% of the school year. **Root Cause:** The number of students absent in Pre-Kindergarten and the number of students who take extended trips during the school year have had a major impact on the number of students who were chronically absent.

Problem Statement 2: Some students at Memorial have behavioral challenges that make learning difficult. **Root Cause:** Some students at Memorial have displayed challenging behaviors due to trauma, learning difficulties, and various cultural aspects. These challenges require appropriate training in differentiated behavior strategies training for staff.

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 assessment, guides teachers in providing all students with the interventions necessary for success. To support teachers in this process, Memorial Elementary utilizes a Multi-Tiered System of Support (MTSS) to 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 2022 - 2023.

Student Learning Summary		
3rd Grade Math	2022	2023
Approaches:	23.72%	13.26%
Meets:	27.12%	26.53%
Masters:	30.51%	47.96%
3rd Grade Reading	2022	2023
Approaches:	13.55%	17.34%
Meets:	18.64%	31.63%
Masters:	52.54%	43.88%
4th Grade Math	2022	2023
Approaches:	28%	16.25%
Meets:	12%	35%
Masters:	24%	22.5%
4th Grade Reading	2022	2023
Approaches:	22%	23.45%
Meets:	24%	27.16%
Masters:	40%	39.51%
5th Grade Math	2022	2023
Approaches:	24.4%	24.24%
Meets:	26.5%	21.21%
Masters:	38.8%	34.85%
5th Grade Reading		
Approaches:	22.5%	19.17%
Meets:	10.2%	21.21%

Student Learning Summary		
Masters:	63.3%	45.45%
5th Grade Science		
Approaches:	28.6%	27.69%
Meets:	20.6%	26.15%
Masters:	32.7%	16.92%

Student Learning Strengths

Memorial's overall rating from TEA in 2022 was an A. We have continued to make academic progress since our first year. Our instruction is aligned with our state standards. Teachers follow the LISD curriculum and provide engaging opportunities that encourage problem solving and critical thinkings.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers need to utilize curriculum resources, checkpoints, and formative assessments that yield the data necessary for them to reflect, adjust, and deliver instruction prior to 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.

Problem Statement 2: Students in special education have made lower minimal progress on grade level TEKS in reading and math as evidenced in grades and performance on district and state assessments. **Root Cause:** Many special education students are multiple grade levels behind. Intervention is provided following IEP goals, and identified SPED programs for reading and math. Our campus is still working to develop appropriate interventions for classroom teachers to target identified gaps with in the classroom that support the work being done by support staff with this group of students.

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 by the National Institute for STEM Education. Almost 50% 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 lesson as grade level teams to ensure students across the grade level are receiving the same high levels of instruction daily and they work as Professional Learning Communities to unpack grade level standards and design formative assessments.

Professional development is provided for Memorial teachers on a regular basis and the focus has included reading instruction, math instruction, PLC, small group intervention, student engagement, and meeting the needs of ESL learners.

Social-emotional learning is of high importance 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 the Summer 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 program including LovePacs and the North Texas Food Bank. Our families are very involved in the learning process. 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 very specific areas designed to meet their students' needs. The LISD District and Campus mentor programs are very supportive both aiding and assisting First Year Teachers and New to Polser teachers learn the culture and feel supported on a new campus/district. Implementation of district curriculum with fidelity and the use of content area facilitators ensure curriculum is being delivered with fidelity. Implementation of Engineering instruction following the district model and curriculum ensure 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 PLC's 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 collaborative planning beyond the 45 minute planning period and district calendar, have not been scheduled within the school day or after school. **Root Cause:** The master schedule does not allow for coverage. Limited subs available to cover classroom for an additional hour. Student growth has presented challenges with combining classes for additional time for staff.

Problem Statement 2: Memorial needs all team leaders and members of the guiding coalition to be trained through Solution tree to lead additional PLC's weekly among their grade level peers. **Root Cause:** The training takes place during the summer when teachers are off contract.

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; this creates a community-driven approach to learning for all. The Memorial staff is committed to providing all students with inclusive experiences. As a STEM Academy, students are consistently required to 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 own unique skills.

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. The commitment of our staff to provide a welcoming and nurturing environment for 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 always working to find ways to enhance student and staff experience at our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers do not feel that they have a trusting relationship at work. **Root Cause:** Teachers have limited time to connect with one another. Our staff has grown in size and we have welcomed many new teachers to our campus which requires intentionally from both administrators and staff members to build connections throughout the building.

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	Formative Reviews		
<p>Strategy 1: Enhance collaboration by enhancing PLC structure to ensure that teachers will have regular opportunities to collaborate with colleagues to improve student learning outcomes.</p> <p>Strategy's Expected Result/Impact: Staff will make data informed decisions regarding curriculum, instruction, and interventions. Ongoing professional development with PLCs will help teachers enhance their instructional practices. Through collaborative efforts to enhance instruction, the overall academic performance of students is expected to improve.</p> <p>Staff Responsible for Monitoring: Administrators, Members of Guiding Coalition, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The percentage of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in reading will increase according to targets for each student group shown in addendum by June 2024.</p> <p>Staff Responsible for Monitoring: Campus Principal and Assistant Principals, Campsus Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The percentage of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in math will increase according to targets for each student group shown in addendum by June 2024.</p> <p>Staff Responsible for Monitoring: Campus Principal and Assistant Principals, Campus Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Additional time built into the master schedule to provide intervention and enrichment for all grade level students.</p> <p>Strategy's Expected Result/Impact: All students will improve academically, there will be a focus on targeted enrichment in all content areas.</p> <p>Staff Responsible for Monitoring: Classroom teachers.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
 No Progress  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.

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.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the number of students who feel comfortable talking to all staff members by implementing Restorative Practices throughout the building.</p> <p>Strategy's Expected Result/Impact: Implementing restorative practices will create a positive and inclusive school climate where students feel safe, connected, respected, and valued. By addressing the root cause of behaviors we aim to reduce disparities in discipline outcomes among different student groups.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principals, Campus Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide frequent and intentional opportunities for Memorial staff members to celebrate students exhibiting Memorial P.R.I.D.E. as a way of building connections through positive reinforcement.</p> <p>Strategy's Expected Result/Impact: Increase the number of positive responses regarding student to staff relationships on the LISD student survey and/or campus surveys.</p> <p>Continued implementation of restorative practice with treatment agreements in all classrooms.</p> <p>Increased student recognition with the Maverick Store.</p> <p>Students recognized in monthly meetup and through positive referral cards.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Administrators, Classroom Teachers and SPED teachers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of classroom teachers will implement Morning Meetings and Restorative Practices (Greeting students at the door, treatment agreements, mood meters, relate breaks, et) into their daily practice.</p> <p>Strategy's Expected Result/Impact: Building a culture of restorative practices will create a more welcoming and inclusive classroom environment. Greeting students at the door will set a positive tone for the day and the creation and intentional use of treatment agreements will promote respectful interactions. These practices encourage stronger student-teacher relationships and promote peer-peer relationships. Restorative practices will also equip students with valuable conflict resolution skills which can reduce disruptive behavior.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principals, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attendance rate will improve from 94% to 97%, specifically targeting chronically truant students.</p> <p>Strategy's Expected Result/Impact: Improved attendance means students will be present for instruction which can lead to better academic performance. Addressing chronic truancy can also close achievement gaps between different student groups. Improved attendance also contributes to a positive school culture where students are motivated to come to school...this can help to create a sense of belonging and pride.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principals, Attendance Clerk, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselor will attend counseling conference in February, 2024.</p> <p>Strategy's Expected Result/Impact: Our counselor will learn and apply strategies to support student well being. The percentage of students who feel comfortable talking to staff will increase by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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	Formative Reviews		
<p>Strategy 1: Decrease inappropriate student physical and verbal aggression. Staff will be trained on verbal de escalation strategies.</p> <p>Strategy's Expected Result/Impact: A decrease in the frequency and severity of physical and verbal aggression incidents within the school community will contribute to a safer learning environment for all students, teachers, and staff. Fewer disruptions will allow students to focus on instruction and students to engage effectively. Lastly, this will enhance school climate and increase the trust and respect among students and staff.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principal, Teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide TEPSA Membership for Campus Administrators.</p> <p>Strategy's Expected Result/Impact: Provide learning, insurance, and collaboration between administrators in Texas to 100% support for the Memorial administration team for the 2023-24 school year.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff/content groups will participate in monthly Grub and Grow lunches with campus administrators and team mates to build collaboration and connection amongst teams and campus administration.</p> <p>Strategy's Expected Result/Impact: Foster stronger collaboration among teams and staff. Provide an informal setting to enhance open communication between principal and staff members and an increase in staff morale which will promote a positive work environment. This can also improve job satisfaction and staff retention.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Positive notes and affirmations from administration to recognize teachers, teacher of the month nominated by peers, and Recognize Someone submission by administrators and staff and community.</p> <p>Strategy's Expected Result/Impact: 10% increase on teacher survey in the area of teacher well-being and staff feeling energized at work.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create ways to give back time to the teachers throughout the school day to allow for more collaboration and class preparation.</p> <p>Strategy's Expected Result/Impact: Provide teachers additional time during the day which leads to less time off of contract for class preparation and an additional time for planning.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
<p>Strategy 1: Provide opportunities to ensure all staff members feel seen and heard, and have input in campus wide policies through intentional committee development, and leadership opportunities to achieve a 10% growth on our campus scorecard.</p> <p>Strategy's Expected Result/Impact: Staff members will feel involved in the decision making process and pulse check favorable percentage ratings will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

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

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

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





High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide flexible parent meetings, 4 coffee talks (1 in person and 1 virtual) and at least 3 parent participants on campus BLT.</p> <p>Strategy's Expected Result/Impact: Parents will have many opportunities to collaborate on campus goals and participate in the decision making process.</p> <p>Staff Responsible for Monitoring: Campus Administrators.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Polar Express Literacy Event for all students on our campus to increase parent involvement and engagement.</p> <p>Strategy's Expected Result/Impact: This event will provide read alouds and hands on crafts for all students to improve parent involvement, reading, and student engagement. Improve community engagement and community satisfaction by 10%</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principals, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
 No Progress  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.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey





Customer Service survey

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

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





Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

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

Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

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

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

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

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

Staff Responsible for Monitoring: All staff



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

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

aligned with state requirements.

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

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

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

Campus personnel utilize appropriate interventions for students with special needs.

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

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


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


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


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

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

Staff Responsible for Monitoring: All staff

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

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