

Lewisville Independent School District
Morningside Elementary School
2024-2025 Campus Improvement Plan

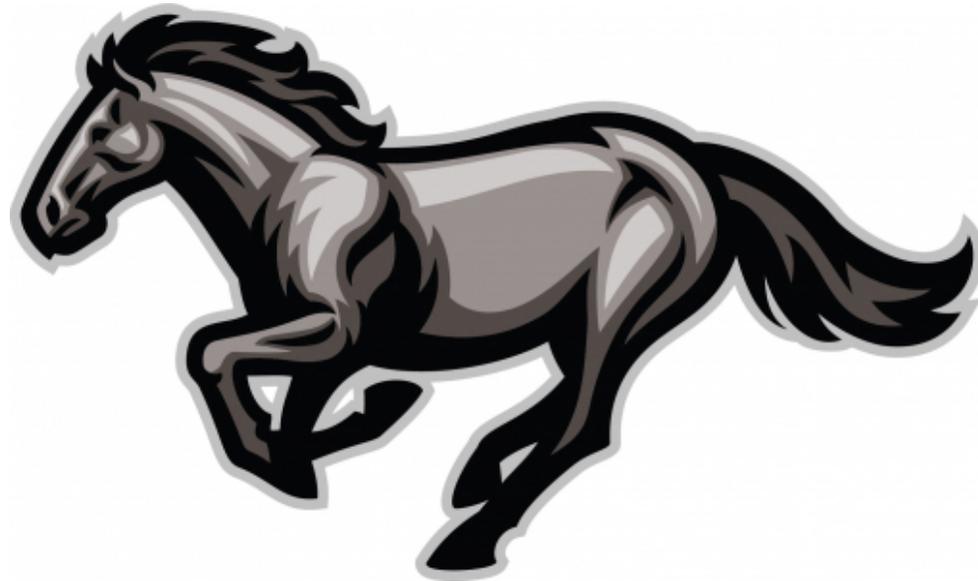


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Comprehensive Needs Assessment

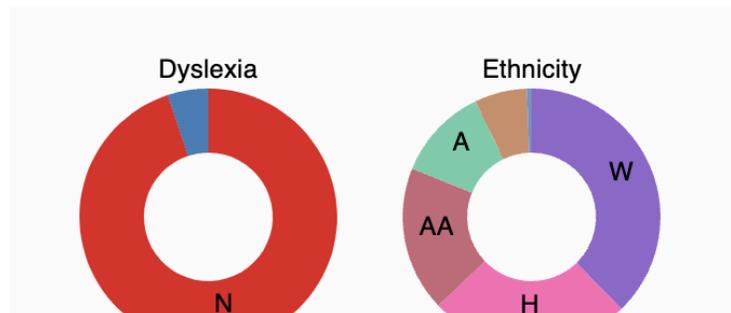
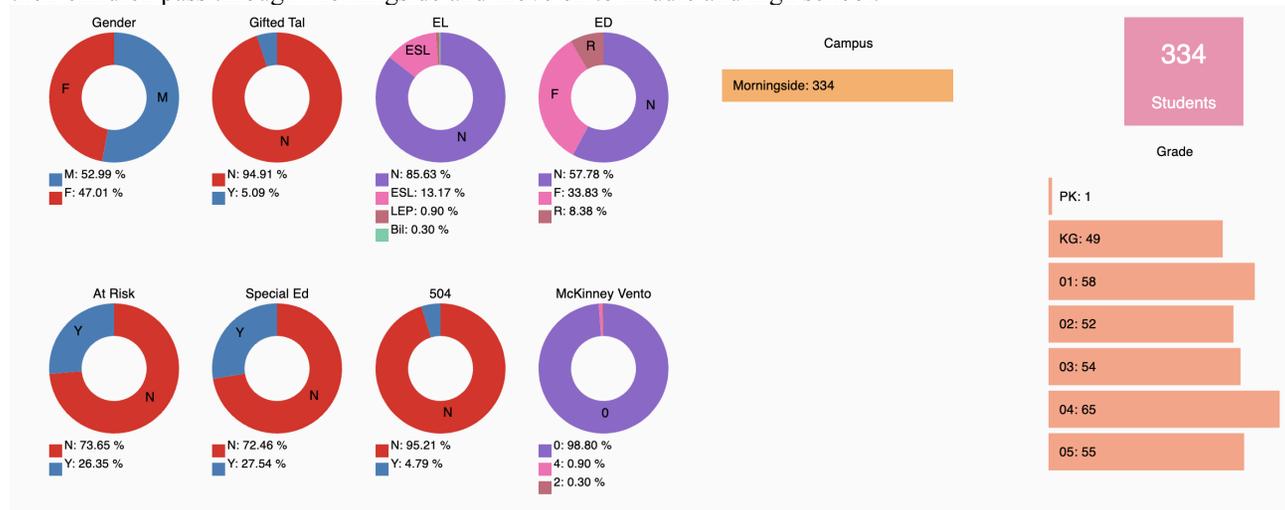
Demographics

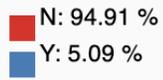
Demographics Summary

Morningside Elementary stands as one of the 41 elementary schools within the Lewisville Independent School District. It caters to an approximate student population of 334, spanning from Kindergarten to 5th grade. While students from Kindergarten to 3rd grade enjoy learning in self-contained classrooms, 4th and 5th graders engage in a unique instructional model where they rotate among two or three teachers for core content areas - ELAR, Math, and Science/Social Studies.

Additionally, Morningside Elementary is equipped with five self-contained special education life skills classrooms, specifically designed to support 44 students facing cognitive challenges.

Morningside Elementary's community boasts diversity in its truest sense, comprising a blend of single-family homes, townhomes, apartments, and leased homes. Our community members represent various backgrounds, speak numerous languages, and hold a wide range of professions. Notably, our community has been evolving as many families have seen their children pass through Morningside and move on to middle and high school.





N: 94.91 %
Y: 5.09 %

White: 37.72 %
Hispanic: 25.15 %
African. Am.: 18.26 %
Asian: 11.68 %
Two or More: 6.59 %
American Ind.: 0.60 %

Demographics Strengths

Morningside Elementary has many strengths some of which are:

- A highly engaged and collaborative community of learners.
- An active PTA that includes a large number of committed parents.
- A diverse population that brings awareness and sensitivity to diversity.
- There are various clubs and organizations aimed at enriching students' learning experiences, including Student Council, Safety Patrol, Mileage Club, Volleyball, Basketball, Kickball, and Choir.
- Highly qualified staff.
- Inclusive, accepting, and positive environment for students and staff.

Student Learning

Student Learning Summary

Istation is a district online reading assessment used with Kindergarten through 5th grade as a resource to monitor students' reading growth. Istation scores are ranked in Tiers. Tier 5 is considered above grade level, Tier 3 and 4 is on grade level, Tier 2 is struggling and Tier 1 is below grade level. The below data shows the percentages of students on Tiers 3-5 as of April 2024 as evidenced by Istation.

Tier 3-5 Percentages:

Kindergarten: 52%

1st Grade: 66%

2nd Grade: 66%

3rd Grade: 73%

4th Grade: 74%

5th Grade: 77%

STAAR Data Summary:

In **Reading Language Arts**, 4th grade demonstrates the strongest improvement across all categories, with notable increases in both the "Approaches" and "Meets" standards, while maintaining stability in the "Masters" level. In contrast, 3rd grade shows a mixed performance, with slight gains in the "Approaches" and "Masters" categories, but a decline in the "Meets" rate.

For **Math**, 4th grade exhibits significant growth, particularly in the "Meets" and "Masters" levels, indicating strong progress overall. However, 3rd grade struggles, particularly in the "Approaches" category, which saw a noticeable decline compared to previous years.

In **Science**, 5th grade shows improvement in both the "Approaches" and "Masters" levels, signaling positive gains. However, the "Meets" rate dropped, indicating there may be room for further growth in that category.

Reading Language Arts				Math				Science			
	Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Meets	Masters
3rd, 2024	81%	48%	15%	3rd, 2024	63%	33%	15%	5th, 2024	68%	23%	7%
3rd, 2023	78%	55%	14%	3rd, 2023	73%	33%	3%	5th, 2023	66%	41%	2%
3rd, 2022	85%	56%	33%	3rd, 2022	72%	40%	21%	5th, 2022	73%	33%	11%
4th, 2024	88%	61%	16%	4th, 2024	81%	63%	31%				
4th, 2023	83%	38%	17%	4th, 2023	60%	25%	4%				
4th, 2022	81%	50%	13%	4th, 2022	66%	29%	11%				
5th, 2024	86%	59%	34%	5th, 2024	80%	63%	23%				
5th, 2023	83%	53%	24%	5th, 2023	88%	56%	12%				
5th, 2022	91%	82%	54%	5th, 2022	86%	53%	33%				

Student Learning Strengths

We remain committed to delivering high-quality learning experiences for our students, both within and beyond the classroom. Our dedicated teachers consistently and effectively implement the LISD curriculum, offering engaging opportunities that foster problem-solving and critical-thinking skills. Our instructional approach is fully aligned with state standards.

School Processes & Programs

School Processes & Programs Summary

LISD has a systematic process for recruiting, interviewing, and hiring qualified candidates to teach in our district as professional teachers and instructional support personnel. Our campus has processes in place to hire and induct new staff to campus and district procedures and acclimate them to their new professional environment. The teachers have the opportunity to meet regularly through team meetings, and PLC meetings. New staff have a campus mentor who also meets with new teachers and staff on a monthly basis.

We are a Restorative Practices Campus and we all strive to help our students understand conflict and how to deal with problems and situations in a productive and solution-oriented mindset.

The administrators review various campus data and collaborate with each other, our staff, instructional facilitators, and community members to work together and determine areas of need that should be addressed. We plan professional development based on campus needs as well as district initiatives. Our BLT works together to be the decision-making team that represents our campus, while grade level and support teams may also make decisions affecting their special areas. We meet with PLC groups bi-weekly and discuss student achievement, data, MTSS, resources needed, progress, etc. We meet with teams as necessary throughout the year and hold staff meetings for the entire campus once a month.

School Processes & Programs Strengths

- Our teams work collaboratively to help each student grow and learn.
- Students have access to a variety of technological devices to enhance their learning experience both on campus and at home.
- We have a campus mentor who assists new teachers in acclimating to their new campus and surroundings.
- PLC groups meet bi-weekly to discuss data, teaching strategies, trends, etc., to help each child be successful.
- Team/grade level meetings occur weekly so teachers can collaborate and plan meaningful, engaging, and authentic lessons for their students.
- We recognize "GenTX Month" in November and promote the importance of higher education, both college and career. Our counselor also creates a Career Day for all Kinder-5th grade students in the spring semester.
- We offer various before and after-school clubs in which students may participate.

Perceptions

Perceptions Summary

Below are the results of our parent survey taken in April 2024. The percentage in front of each question represents those who answered "Agree" or "Strongly Agree" on the survey.

1. 87% Are satisfied overall.
2. 94% Child is glad to come to school
3. 94% Child's well-being is supported by the school
4. 94% Teachers do whatever it takes to help child meet academic standards
5. 93% Parents and families are encouraged to be involved at the school
6. 97% Child feels safe at school
7. 90% Child comfortable with staff members
8. 94% Child's culture and individual needs are recognized by school personnel
9. 92% Have minimal or no concerns regarding child's mental health and well-being
10. 77% Staff does a good job of communicating with parents

Perceptions Strengths

According to the information gathered from Morningside, our parents have a strong sense of security regarding their children. They express contentment with the quality of education their kids receive and believe that the school staff genuinely cares about their well-being. Our parents are confident that their children's needs are being addressed during their time at school.

Goals

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

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes

- ES - Istation reading and math
- MS - enrollment in advanced courses
- HS - GPA 2.7 or higher readiness
- HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: *Implement consistent PLC in order to review academic data, adjust instructional practices, and progress monitor student progress.</p> <p>*Identify at least one day a week for grade-level planning to ensure collaboration on the use of resources and plan effective lessons that target the needs of all learners.</p> <p>*Assess IStation data monthly and plan specific and targeted small-group instruction to be implemented 4 days a week.</p> <p>Strategy's Expected Result/Impact: 83.1 % of third-grade students will increase in reading on Tier 1. 73.6% of third-grade students will increase in math</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Support Staff</p>	Formative			Summative
	Nov	Feb	May	

 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

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance community and staff engagement by implementing regular school programs, and consistent communication through Smore.</p> <p>Strategy's Expected Result/Impact: Increase effective communication from 58.3% to 75%</p> <p>Hold Math, Science, Living Museum, and music programs throughout the year</p> <p>Place campus Smore on Facebook monthly</p> <p>Involve parents in student sports activities (volleyball, basketball, kickball, track) through parent/teacher vs student games at the end of each nine-weeks</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  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 6: Campus Behavior Goal:

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Morningside staff will participate in Restorative Practices and the Implementation of connection tools. Staff will make 100 positive phone calls to families highlighting student behavior.</p> <p>Strategy's Expected Result/Impact: Google form created to track positive phone calls. 60-Second Connect each morning over the announcements.</p> <p>Staff Responsible for Monitoring: Receptionist, Administration, Teachers</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase staff engagement in decision-making by implementing clear communication channels, training sessions, collaborative opportunities, and recognition programs.</p> <p>Strategy's Expected Result/Impact: Increase Pulse Survey data to 60%</p> <p>Implement Opportunities for Improvement staff form</p> <p>Build capacity in team leaders in the problem-solving process for OFI.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Team Leaders</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance community and staff engagement by implementing regular school programs, and consistent communication through Smore, increasing effective communication from 58.3% to 75% by May 2025.</p> <p>Strategy's Expected Result/Impact: Positive social media posts to highlight academic and community events. Send weekly grade level Smore and monthly campus communication. Send out phone calls/texts the day before events. Increase staff participation in Pulse Survey</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Counselor</p>	Formative			Summative
	Nov	Feb	May	
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Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	
	This row is empty for data entry			

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue