

Lewisville Independent School District
Old Settlers Elementary School
Campus Improvement Plan
2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary: Old Settlers (OSE), built in 1994, is an elementary school in the thriving suburban community of Flower Mound, Texas. OSE enjoys a strong PTA representation and an active and supportive parent base. In regard to student enrollment, OSE has experienced a slight decline the last few years, dropping from 636 students in 2014-2015 to 583 in the 2015-2016 school year (per respective TAPR Reports). Enrollment has been consistent between 565-575 for the last several years. For the 2018-2019 school year, OSE is projected to have approximately 555 students, with an current enrollment exceeding that at 572 students.. The Old Settlers student body has gradually become more diverse over the last several years. While the majority of the student population is white (61%), the percentage of Asian students has increased by approximately 1% each year, being 19% at the end of the 2015-2106 school year and declining to 18% at the end of 2016-2017 and increasing to 20% for the 2019-2020 school year. African-American students make up approximately 1% of students enrolled, Hispanic 10%, Pacific Islander 1%, and students identifying as 2 or more races 8%, respectively (per 2017-2018 TAPR Report). Additional student population information includes (2016-2017 TAPR Report): Economically Disadvantaged: 8% English Language Learners (ELL): 5% At-Risk Students: 7.0% Mobility: 5.8% Student Enrollment by Program: Bilingual/ESL: 5% Gifted & Talented: 9% Special Education: 20%. The average years of teaching experience for the OSE staff is 14.3, with approximately 29% of teachers holding a Masters Degree. 11% of the staff is considered minority.

Demographics Strengths

- Strong PTA support and parental involvement
- Attendance rate consistently above 97% for 5+ year and above district and state norms
- Over 1/2 of teachers have 10+ years of experience
- Over 1/4 of teachers have Masters degrees
- Little to no staff turnover

Student Learning

Student Learning Summary

Old Settlers Elementary students perform well overall. Data from on-going formative assessments, CBAs, benchmark tests, as well as campus common assessments are analyzed in bi-weekly PLC meetings to identify focus areas and to improve instructional practices. Istation scores at the end of the 2018-2019 school year show that the following percent of students were on grade level or showed at least 6 months of growth:

Kindergarten - 86%

1st Grade - 96%

2nd Grade - 96%

5th Grade - 94%

STAAR results for the 2018-2019 School Year are reflected below:

Grade	Reading	Math	Writing	Science
3rd	91%	89%		
4th	89%	81%	88%	
5th	91%	91%		86%

Student Learning Strengths

- * Students start school with a strong foundation
- * Students are technologically savvy
- * Involved in multiple extra-curricular activities
- * Strong home support

School Processes & Programs

School Processes & Programs Summary

Old Settlers is a learning organization that believes in building strong relationships with all students in an effort to meet the social/emotional needs of each individual student. We have systems in place that monitor student growth and help provide the appropriate support and intervention to improve student performance.

We offer multiple programs on campus such as Gifted and Talented, Language Science, and ESL that meet the diverse needs of our students. Additionally, we have 3 Behavior Intervention classrooms and an AVLS classroom, which serves all students from within the west zone who qualify for these services.

The entire OSE staff is now trained in Restorative Practices and in taking a proactive rather than a punitive approach to consequences and discipline. Additionally, several years ago, we adopted a set of core values for teachers and students which serves as the basis of how we function as a staff and school family. The student core values serve as the criteria for the selection of the OSE Student of the Month.

Perceptions

Perceptions Summary

At Old Settlers Elementary, we are proud to be the start of a child's education as we prepare them for their journey to college or a career of their choice. The OSE staff is dedicated to academic achievement while developing strong student/teacher relationships based on our OSE Core Values:

S - Spirit of Gratitude

T - Treasured Relationships

A - Academic Achievement

R - Respectful Communication

S - Supportive Community

Our successes are a result of boundless positive energy, genuine dedication, and an amazing commitment toward teaching and learning from the Old Settlers students, staff, parents, and community. We acknowledge our responsibility to nurture and develop each individual child so they acquire the essential skills needed to solve real-world problems while working collaboratively in a rapidly changing and diverse world.

Perceptions Strengths

There is very little turnover at Old Settlers. When staff leave, it is usually due to retirement or relocation. Faculty and staff take an active role in building and sustaining the tight-knit, familial cultural of which OSE is proud. Additionally, the OSE Teacher Core Values serve as the common belief system for faculty and staff.

Parents believe Old Settlers is:

- A safe place to be
- Encouraging
- Caring
- A happy place for their children
- Helpful to students

Students' perception of Old Settlers:

- They feel safe
- Teachers make them feel their schoolwork is important
- Teachers care about them
- They have a best friend at school

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 1: I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others.

Evaluation Data Sources: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation: Met Objective

Strategy 1: Continue implementation of PLC's aligned to district expectations, including Canvas learning Strategy's Expected Result/Impact: Professional learning will be aligned to TEKS and student learning outcomes, achievement data increase Staff Responsible for Monitoring: Campus Admin, teachers and support staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 2: I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

Evaluation Data Sources: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Classroom instruction will be aligned with LISD District Curriculum Strategy's Expected Result/Impact: Classrooms will have evidence of strong alignment to district curriculum and/or TEKS Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus leadership will conduct classroom walkthroughs Strategy's Expected Result/Impact: Classrooms will show consistent evidence of strong alignment to district curriculum (using TREND data) Staff Responsible for Monitoring: Campus leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Student performance in math and reading standard mastery will be measured through HB3 goals. Strategy's Expected Result/Impact: Reading targets by student group can be found in the Addendum section. Math targets by student group can be found in the Addendum section. Staff Responsible for Monitoring: Administration, Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 3: I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.

Evaluation Data Sources: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: Every elementary teacher will have a literacy check-in by December 2019.</p> <p>Strategy's Expected Result/Impact: Content alignment with new ELA TEKS,90% of all students will be on a Tier I or Tier II in reading as measured by Istation.</p> <p>Staff Responsible for Monitoring: Learning & Teaching Leaders, Campus Admin., Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Through restorative practices, the implementation of Second Step social-emotional curriculum, and the use of the Rithm app we will encourage the use of the the taught strategies so that students can identify feelings and be able to successfully and proactively regulate their emotions and express them in a healthy way.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners.

Evaluation Data Sources: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation: Met Objective

<p>Strategy 1: Teachers will continue to be intentional with their lesson design to create meaningful and relevant lessons that engage students.</p> <p>Strategy's Expected Result/Impact: Teachers will create and deliver meaningful and relevant lessons</p> <p>PLC time and time with Instructional Coaches will address lesson design to accomplish goal.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols.

Evaluation Data Sources: Safety and security reports; drill logs; discipline data

Summative Evaluation: Met Objective

Strategy 1: Implementation of safety response protocols Strategy's Expected Result/Impact: 100% of all required drills will be conducted on schedule and be reported to the district Staff Responsible for Monitoring: Campus Administration and staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Restorative practices will continue to be implemented school-wide Strategy's Expected Result/Impact: 100% of classrooms will have treatment agreements posted, will conduct weekly circles, will greet students at door (90 second spark), and will utilize classroom mood meters Staff Responsible for Monitoring: All campus staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 2: I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; Find and promote students' passion and interests.

Evaluation Data Sources: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

Summative Evaluation: Met Objective

<p>Strategy 1: Staff will continue to develop as culturally proficient educators through participation in a minimum of 2 cultural proficiency opportunities throughout the school year.</p> <p>Strategy's Expected Result/Impact: Cultural proficiency survey responses will increase in the 4-5 range of "Able To" and "I Know."</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Staff and students will participate in monthly assemblies to build a sense of community and beliefs.</p> <p>Strategy's Expected Result/Impact: Campus connection/unity among in-person/virtual students/families</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 3: I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission.

Evaluation Data Sources: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation: Met Objective

Strategy 1: Continue to provide authentic learning experiences that acknowledge and build upon talents and strengths of staff through PLC's and campus and district leadership opportunities Strategy's Expected Result/Impact: Continue implementation of PLC's aligned to district expectations Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 4: I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

Evaluation Data Sources: ePortfolios; performance tasks; maker-spaces; community showcases; open houses

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Create formal and informal opportunities to communicate student learning Strategy's Expected Result/Impact: Students will continue to showcase work through eportfolios (K & 1: Class portfolio, 2 - 5: Individual) and events such as Open House, Evening with the Stars, etc. Staff Responsible for Monitoring: Campus Administration, teachers, and support staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.

Evaluation Data Sources: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation: Met Objective

Strategy 1: Provide opportunities for students to learn about college and career opportunities Strategy's Expected Result/Impact: Students will be exposed to career and education options once they leave elementary, middle, and high school during Careers on Wheels for K-2 and Career Day for 3-5 Staff Responsible for Monitoring: Counselor, Campus Admin, teachers, and support staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Directly and indirectly create positive experiences for learners Strategy's Expected Result/Impact: PAWS Data, implementation of Restorative Practices, Red Ribbon Staff Responsible for Monitoring: Counselor, Campus Admin, teachers, and support staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Faculty & Staff will make at least 4 positive contacts home (phone, email, WebEx, snail mail, etc.)for each student during the school year. Strategy's Expected Result/Impact: Create and/or strengthen positive student/family relationships Staff Responsible for Monitoring: Faculty & Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 1: I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

Evaluation Data Sources: Staff meeting agendas

Summative Evaluation: Met Objective

Strategy 1: Support growth of all staff by maximizing access to campus professional resources Strategy's Expected Result/Impact: Provide optimal location for teachers to access and utilize professional resources to support their growth as educators Staff Responsible for Monitoring: Admin	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support staff physical and emotional well-being by offering optional self-care strategies and activities Strategy's Expected Result/Impact: Promote staff awareness of their individual physical and mental health Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.

Evaluation Data Sources: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation: Met Objective

<p>Strategy 1: Teachers will continue their learning of WebEx and Canvas resources to improve efficiency through district provided monthly Canvas topics and ITF support</p> <p>Strategy's Expected Result/Impact: Effective use of both platforms by teachers to engage students</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

Evaluation Data Sources: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Develop OSE Garden into an interactive outdoor classroom through the creation of QR codes for the newly planted native Texas trees and plants Strategy's Expected Result/Impact: Increase the usage of the OSE Garden as an outdoor learning area/classroom Staff Responsible for Monitoring: Administration, teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 1: I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community service to students.

Evaluation Data Sources: Campus profile survey results; volunteer records; business partner database

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: LISD Back to School Fair, LEF Strategy's Expected Result/Impact: Contribute money to LEF, United Way, support the Back to School Fair Staff Responsible for Monitoring: Students, Staff, and Community	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Virtual family engagement activities will be planned to keep all OSE families, virtual and in-person, connected to the campus. Strategy's Expected Result/Impact: Maintain OSE's family culture, keep all families connected Staff Responsible for Monitoring: Administration, Faculty & Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 2: I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.

Evaluation Data Sources: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Foster a culture of voting Strategy's Expected Result/Impact: Serve as an advocate for public education - offer incentives to get teachers to go vote Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff will communicate frequently and effectively with parents through conferences, email, phone, social media, post card, websites, newsletters, etc. Strategy's Expected Result/Impact: Staff will continue to positively communicate with community in a variety of ways to maintain parent/teacher/school relationships Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 3: I communicate with all stakeholders to understand diverse perspectives; Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.

Evaluation Data Sources: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation: Met Objective

Strategy 1: Campus BLT will meet 3 times throughout the year to monitor campus growth and allow all stakeholders the opportunity to provide input. Strategy's Expected Result/Impact: Meet goals on Campus Improvement Plan Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 4: I actively involve community partners in campus and district initiatives: Recognize and appreciate community contributions to the schools, students and district.

Evaluation Data Sources: VOLY (volunteer management system)

Summative Evaluation: Met Objective

Strategy 1: Actively involve community partners in campus and district initiatives Strategy's Expected Result/Impact: Build and maintain positive relationships with all stakeholders through various school events hosted throughout the year. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Student Achievement/Safeguards

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; family and community involvement records

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: Met Objective

<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: State and Federal Mandates

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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: Met Objective

<p>Strategy 1: At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</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>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; 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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: State and Federal Mandates

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: Met Objective

<p>Strategy 1: The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress		100% Accomplished		
Continue/Modify		Discontinue		

Goal 6: State and Federal Mandates

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: Met Objective

<p>Strategy 1: Special program students are accurately identified and appropriately served.</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>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.).</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>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.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				