

Lewisville Independent School District

Parkway Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Mission Statement

Our Parkway family works together to focus on student learning, by providing a multi-tiered system of support that provides equitable instruction for all students.

Vision

All of our students enjoy thriving, productive lives in a future they create.

Value Statement

Dream, Believe, Achieve

At Parkway, we dream big; we believe in ourselves; and we achieve Great Expectations!

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Comprehensive Needs Assessment

Revised/Approved: October 5, 2022

Demographics

Demographics Summary

Parkway Elementary serves 560+ students in grades K-5. The demographics of Parkway students are 56.35% Hispanic, 19.88% are White, 8.6% are Asian, 10.04% are African American, 4.51% are two or more races, .41% American Indian or Alaska Native, and .20% are Pacific Islanders. 51.96% of the students are male and 48.04% are female, 54.29% are Emerging Bilinguals, 29.29% participate in the Dual-Language program. 64.29% are economically disadvantaged, 52.68% are at-risk.

Parkway staff consists of:

30 regular education classroom teachers

2 communications teachers

1 art, 1 music, 1 PE, 1 stem teacher, 1 librarian

5 SDI teachers

2 LAS teachers

2 GT teacher

2 MTA teachers

1 counselor

10 instructional aides

2 speech and language teachers

3 office staff

1 nurse

1 permanent sub

1 CIS staff member

1 technology staff

Demographics Strengths

At Parkway Elementary:

- 94.5% of students showed regular attendance in 2021-22 school year
- Chronic absentism decreased from 11.3% to 7.24%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Improve parent involvement to improve the overall experience for staff, student, and families. **Root Cause:** Covid related communication/issues kept families from participating in school events. PTA disbanded during the past 2 years and is in a rebuilding phase.

Student Learning

Student Learning Summary

STAAR Scores

- 81% of students scored approaches or higher on 5th grade Reading STAAR 2022
- 86% of students scored approaches or higher on 5th grade Math STAAR 2022
- 61% of students scored approaches or higher on 5th grade Science STAAR 2022
- 81% of students scored approaches or higher on 4th grade Reading STAAR 2022
- 67% of students scored approaches or higher on 4th grade Math STAAR 2022
- 74% of students scored approaches or higher on 3rd grade Reading STAAR 2022
- 75% of students scored approaches or higher on 3rd grade Math STAAR 2021

iStations Results: % of students that showed 6 months growth or were on grade level:

- 80% of Kindergarten
- 92% of First Grade
- 90% of Second Grade
- 92% of Third Grade
- 82% of Fourth Grade
- 88% of Fifth Grade

Student Learning Strengths

Teachers at Parkway Elementary participate in a weekly PLC where they create common formative assessment for established essential standards. This is a continual process where they come back together to look at student samples, sort data and establish interventions and extensions for students. Allowing all students at Parkway Elementary success. A tier 2 intervention and/or extension is built into the master schedule which limits the amount of missed TIER 1 instruction for students in specialized services and giving general education students the content that is needed to be retaught and/or extended. The dual language program allows students access content in both English and Spanish with a goal of students being bilingual and biliterate.

2022 STAAR Score Strengths:

- 33% of economically disadvantaged students in 3rd grade score Masters on Reading STAAR
- 33.8% of all students enrolled 4th grade score Masters on Reading STAAR

- 34.15% of all student enrolled in the 3rd Grade ovrall scored Masters on Reading STAAR
- 37% of students enrolled in 5th Grade overall scored Masters on Reading STAAR
- 53% of students in the DL program in 5th scored MAsters on Reading STARR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The delivery of standards and level of engagement across grades is not consistent.
teaching and new to grade level teachers are unfamiliar with the LISD pacing guide and TEKS

Root Cause: New to

School Processes & Programs

School Processes & Programs Summary

Parkway utilizes a campus-based Multi-Tier System of Supports (MTSS), developed by the former principal, which integrates PLCs and a Standard-Protocol Approach to RTI (STP/RTI) to ensure that all students receive differentiated instruction to help students be successful. A Master schedule is developed each year to ensure that all instructional minutes for each content area is delivered according to district guidelines. Tier 1 lessons and common formative assessments (CFAs) are developed during grade level PLCs to drive instructional practices. During PLCs CFAs, CBAs and iStation scores are used to determine Tier 2 STP/RTI interventions and enrichment that are needed for each child.

Title One tutors, LAS aides, LAS teachers, SDI teachers, and SDI Aides are used to provide targeted intervention to students that fall in the Tier 2 or Tier 3 category. If a student continues to struggle after STP/RTI interventions are administered 4 times a week, 30 minutes a day, then more specialized, Tier 3 interventions are added to provide additional support.

School Processes & Programs Strengths

Parkway uses iStation to deliver monthly Computer Adapted Testing which provides reading data that can be used to regroup students for STP/RTI Tier 2 interventions administered during Panther Time. LLI by Fountas and Pinnell and Estrellita are two of the research-based standard-protocol reading programs used to deliver Tier 2 instruction. Grade level PLC developed CFAs for Math, Reading and Grammar on a routine basis. The results of these assessments are used to guide Tier 1 and small group instruction. RTI meetings are held on a monthly basis to review student data and ensure effective interventions are in place. Title One tutors are used to provide Tier 2 and Tier 3 intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We do not have access to a research based math intervention that can be used to Standard Treatment Protocol. **Root Cause:** We do not have access to researched math intervention.

Perceptions

Perceptions Summary

A large part of the Multi-Tier System of Support (MTSS) used at Parkway includes the Great Expectations program and new School Wide Behavior Implementation Plan. Great Expectations is a program that promotes Social and Emotional Learning (SEL) through 8 expectations for student behavior. The MTSS system also provides a focus specifically on the Social aspect of school through the use of PBIS that provides specific guidelines for how a student is supposed to act in the classroom and different common areas of the school. Parkway also uses Restorative Practices that bring together both the Social and Emotional Learning through restorative circles, mood meters, classroom greetings, and treatment agreements. The Parkway Behavior Implementation Plan provides a rubric with expectations for student behavior throughout the building.

Perceptions Strengths

The Great 8 and school wide expectations are recited together as a whole school on the announcements. In addition, all teachers recite the Teacher's creed on announcements together. Also, each classroom has a class creed. Staff members of Parkway will build relationships with students using restorative practices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): When asked how interesting do you find the things you learn in your classes (Qualitrics)? 19.5% of students find learning extremely interesting, 73.4% say somewhat interesting, and 7.1% not interesting at all **Root Cause:** Teachers were focused on closing learning gaps and SEL. Teachers often felt as if time was not on their side regarding lessons because the students were so far behind.

Priority Problem Statements

Problem Statement 4: Improve parent involvement to improve the overall experience for staff, student, and families.

Root Cause 4: Covid related communication/issues kept families from participating in school events. PTA disbanded during the past 2 years and is in a rebuilding phase.

Problem Statement 4 Areas: Demographics - Demographics

Problem Statement 1: The delivery of standards and level of engagement across grades is not consistent.

Root Cause 1: New to teaching and new to grade level teachers are unfamiliar with the LISD pacing guide and TEKS

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We do not have access to a research based math intervention that can be used to Standard Treatment Protocol.

Root Cause 2: We do not have access to researched math intervention.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: When asked how interesting do you find the things you learn in your classes (Qualitrics)? 19.5% of students find learning extremely interesting , 73.4% say somewhat interesting, and 7.1% not interesting at all

Root Cause 3: Teachers were focused on closing learning gaps and SEL. Teachers often felt as if time was not on their side regarding lessons because the students were so far behind.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 5, 2022

Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

Performance Objective 1: Board and Superintendent Goals:

- *Increase early childhood literacy reading - % of 3rd graders that score meets grade level on Istation indicators of Progress will increase
- *Increase early childhood math levels - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- *Increase the % of graduates that engage in CCMR related indicators





DIP Strategies:

- *Through a collaborative approach with PLCs, support teachers in understanding effective instructional practices
- *Utilize district resources and coaching to customize campus support
- *Utilize readiness dashboard to monitor student progress and discuss response
- *Provide professional learning and support to campus leaders to increase understanding of practices and data analysis with Edugence
- *Utilize dashboards to identify students who have not engaged in CCMR related activities to provide targeted interventions
- *Provide academic guidance and counseling to assist students in course selections and encouragement in CTE pathways, AP and dual credit when applicable

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct content alignment walks with campus leadership, BLT, and district leadership in order to identify trends in standards alignment, fidelity to pacing, and student engagement.</p> <p>Strategy's Expected Result/Impact: 80% of content walks will indicate alignment to standards alignment, fidelity to pacing, and student engagement. Content walks will be conducted every 3 weeks.</p> <p>Staff Responsible for Monitoring: Principal, Assitant Principal, BLT, school chief if available</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All 3rd grade students will participate in Istation monthly.</p> <p>Strategy's Expected Result/Impact: The percent 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 as shown in the table below by June 2024. The percent of 3rd grade students that score 494 or higher on Istation Math or achieve goals set in IEP's in mathematics will increase according to targets for each student group as shown in the table below by June 2024.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will participate in Istation and be monitored monthly. We will use Istation to organize intervention groups.</p> <p>Strategy's Expected Result/Impact: 65% of 1st Graders, 75% of Second graders, and 85% of Third through 5th Graders will be TIER 1 on iStation reading.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning	
<p>Problem Statement 1: The delivery of standards and level of engagement across grades is not consistent. new to grade level teachers are unfamiliar with the LISD pacing guide and TEKS</p>	<p>Root Cause: New to teaching and</p>
School Processes & Programs	
<p>Problem Statement 1: We do not have access to a research based math intervention that can be used to Standard Treatment Protocol. Root Cause: We do not have access to researched math intervention.</p>	

Goal 2: Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.

Performance Objective 1: Board and Superintendent Goals:

- *Ensure students are college and career-ready based on LISD readiness indicators - increase % readiness based on grades, discipline, attendance, successful completion of benchmark courses, etc.
- *Ensure students have an environment conducive to learning by increasing the % of students that report they have a trusting relationship with staff on student survey





DIP Strategies:

- *Through a collaborative approach with PLCs, utilize dashboard data to identify and respond to students who are not on track to meet district created readiness indicators
- *Provide campus leadership with learning to best support students based on their individual readiness pathway
- *Provide learning for staff to increase awareness and necessity for building strong relationships
- *Continue to support campuses in effective implementation of Restorative Practices
- *Provide opportunities for students to tell their stories and have a voice
- *Celebrate successes and provide opportunities for students to connect with each other and staff

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p>Strategy 1: Use tutors to increase % readiness based on deficits in subject areas. Ensure students have an environment conducive to learning by increasing the % of students that report they have a trusting relationship with staff on student survey</p> <p>Strategy's Expected Result/Impact: 80% of students who are being pulled into tutoring groups will increase their tier performance by at least 1 tier by the end of the school year. 90% of students in tutoring will advanced in their identified deficit area at each RTI meeting (every 6 weeks).</p> <p>Staff Responsible for Monitoring: tutors, principal, assistant principal, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 3 tutors - 211 - Title I, Part A - \$36,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that learners are actively engaged in meaningful and relevant work. Increase percent of students who find learning extremely interesting from 19% to 25%. Include a weekly strategy in the principals newsletter each week. During trend walks, watch for a no fault implementation of strategies presented.</p> <p>Strategy's Expected Result/Impact: Student response to "how interesting do you find work" will increase from 19% to 25% for "very."</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We do not have access to a research based math intervention that can be used to Standard Treatment Protocol. Root Cause: We do not have access to researched math intervention.</p>
Perceptions
<p>Problem Statement 1: When asked how interesting do you find the things you learn in your classes (Qualitrics)? 19.5% of students find learning extremely interesting , 73.4% say somewhat interesting, and 7.1% not interesting at all Root Cause: Teachers were focused on closing learning gaps and SEL. Teachers often felt as if time was not on their side regarding lessons because the students were so far behind.</p>

Goal 3: Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive.





Performance Objective 1: Board and Superintendent Goals:

- *Ensure high quality staff are employed to provide the best learning experiences for students - maintain retention rate & turnout rate
- *Provide technology resources that prepare students to be future ready and equip staff for organizational effectiveness and efficiency
- *Ensure the financial health of the district through frequent and regular monitoring of financial indicators
- *Prioritize and allocate resources to ensure safety and security of students and staff

DIP Strategies:

- *Provide opportunities for staff to be heard and have a voice in finding solutions
- *Cultivate a culture of connectedness and positive recognition
- *Expand recruiting sites to reach a larger diverse population of possible applicants
- *Utilize results from device evaluation process to determine student technology needs
- *Implement cybersecurity training to maintain low risk rating
- *Determine key indicators for financial health to develop a dashboard
- *Provide campuses with tools to assist in ensuring and monitoring safety
- *Implement protocols to improve security in collaboration with local agencies

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p>Strategy 1: Quarterly one on one meeting with staff members to allow each member to address concerns and share ideas. Monthly meeting with new to campus and new to teaching staff to ensure understanding of Parkway procedures, culture, and climate.</p> <p>Strategy's Expected Result/Impact: 95% retention of all staff, 100% retention of new teachers, 100% of teachers will choose to meet with the principal quarterly</p> <p>Staff Responsible for Monitoring: principal , new teacher mentors, LISD mentors, teacher buddies</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The delivery of standards and level of engagement across grades is not consistent.
new to grade level teachers are unfamiliar with the LISD pacing guide and TEKS

Root Cause: New to teaching and

Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.

Performance Objective 1: Board and Superintendent Goals:





*Ensure the desired LISD culture of connectedness is communicated and felt internally and by key stakeholders - increase parent survey responses for communicating with parents and feeling welcomed.

DIP Strategies:

- *Provide clear and proactive communication commitments for engaging with stakeholders and resolving concerns
- *Provide opportunities for staff and stakeholders to engage with and connect at the campus and district level
- *Increase opportunity to provide feedback through pulse surveys

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase and build stronger partnerships with local businesses. Increase the number of businesses that will serve as partners to support school programs</p> <p>Strategy's Expected Result/Impact: Increase community partnerships by adding 2-3 new partners to our school community.</p> <p>Staff Responsible for Monitoring: principal, school counselor</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - Demographics 1</p> <p>Funding Sources: resources needed for a community multi-cultural night. Supplies needed are napkins, Plastic spoons, Plastic cups, and Stampers - 211 - Title I, Part A - \$93.12, light snacks for Veterans Day program - 211 - Title I, Part A - \$270</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will ensure that canvas/website is up to date in order for parents to have current information. Principal will send out a monthly parent newsletter along with Skylert and Dojo messages as needed.</p> <p>Strategy's Expected Result/Impact: 100% of families will feel as if they have all of the school information needed. Parent involvement and connection will increase.</p> <p>Staff Responsible for Monitoring: principal, all staff</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Improve parent involvement to improve the overall experience for staff, student, and families. Root Cause: Covid related communication/issues kept families from participating in school events. PTA disbanded during the past 2 years and is in a rebuilding phase.</p>

Goal 5: 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; STAAR scores, local grades and assessments; campus staff observations and reflections; 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.</p> <p>RaaWee will be used to monitor excessive absences and a process is used to refer students to the counseling and/or health services departments. 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>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
<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 5: 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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: 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>	Formative			Summative
	Nov	Jan	Mar	June
<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 5: 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: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 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>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</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>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>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>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 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>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 5: 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; family and community involvement records

Strategy 1 Details	Reviews			
<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>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>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>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</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>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: 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; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD Assessment and Accountability Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Learning and Teaching Schools and Student Activities</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 7: Federal and State Mandates

Performance Objective 1: Coordinated Health - School Health Advisory Council (SHAC) Strategies

Evaluation Data Sources: Annual Report to the Board of Trustees

Goal 7: Federal and State Mandates

Performance Objective 2: Comprehensive School Counseling Program, Positive Behavior Supports and Trauma Informed Care

Evaluation Data Sources: Staff training data, local partnerships, counselor data and logs, student assistance counselor data and logs, behavior interventionists logs.

Goal 7: Federal and State Mandates

Performance Objective 3: Continuous Improvement Resulting in Equitable Access

Evaluation Data Sources: LEAD data, trend walkthrough data

Goal 7: Federal and State Mandates

Performance Objective 4: Federal & State Program Strategies

Evaluation Data Sources: 2022-2023 Every Student Succeeds Act (ESSA) Application for Federal Funding, other LISD grant applications

Goal 7: Federal and State Mandates

Performance Objective 5: Homeless Children and Youth Strategies.

All students served under McKinney-Vento Act will receive identified services as required by law. Services include zero barriers to enrollment and zero out of school suspension or truancy filing due to absences related to McKinney-Vento qualifiers. In addition, students served by the McKinney-Vento Act are eligible for funding support related to needs such as: cost of AP testing and participation in extracurricular activities.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kara Sneed	Instructional Coach		