

Lewisville Independent School District

Prairie Trail Elementary School

Campus Improvement Plan

2020-2021



Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
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.	15
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.	18
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.	23
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.	26
Goal 5: Student Achievement/Safeguards	30
Goal 6: State and Federal Mandates	31

Comprehensive Needs Assessment

Needs Assessment Overview

Strengths: Prairie Trail's Texas Education Agency rating was met-standard overall. Dual Language will be campus wide with the addition of 5th grade for the 2018-2019 school year.

Prairie Trail provides many extra-curricular opportunities for students to target non-academic talents and skills. Students participate in a variety of extra-curricular activities ranging from No Place for Hate to the Spelling Bee. Student attendance for the 2015-16 school year was at 97.8%. Student population is diverse. Many students (50+ Tier II and Tier III) are brought to committee for RTI. Student action plans are put in place and follow up meetings are scheduled within an average of 4-6 weeks.

Needs: There is a need to increase prescribed tutoring programs and training to staff to target specific needs of individual students for reading and math. Literacy lesson resources are needed for teachers. Although the Texas Academic-Performance Report shows the 2017-2018 Accountability Rating as Met Standard, there is a need to have a campus wide focus on writing. In all content areas, the campus needs to find ways to better reach Special Education students, Limited English Proficient students, and Students At Risk to increase their rate of success to that of all other learners.

There is a need for BIC teachers and aides to continue to receive PBS, ABA, and CPI training to work with the behaviors of some of their learners.

Demographics

Demographics Summary

Our school is located in Flower Mound, TX close to Marcus High School, where our students will one day attend. Since we offer a highly sought after two-way dual language/Spanish immersion program that serves all students who qualify for bilingual Spanish instruction, we have a higher number of transfer students. Our family population is also diverse culturally. Below are the approximate demographics of our student population at the end of the 2018/19 school year:

Ethnicity & Race	Other demographics
52.3% White	27.8% Bilingual/ESL Education
3.8% African American	6.8% Mobility Rate
21.5% Hispanic	11.9% Special Education
15.7% Asian	5.8% Gifted and Talented
6.6% Two or More Races	14% English Language Learners
< 1% Pacific Islander	13.3% Free and Reduced Lunch
< 1% American Indian	97.3% Attendance Rate

At Prairie Trail Elementary School we will:

- Find the value in every child
- Allow for creative, joyful noise
- Be collaborative and willing to share ideas with all stakeholders
- Be innovative and have a growth mindset

We feel that elementary school is a time for exploration. Take a moment to imagine the elementary world: letters, numbers, stories, sharing, experimenting, games, collaborating, reading, problem solving, thinking, puzzles, role-play, reflecting, and the list goes on. Imagination and creativity are everywhere. Learning is accomplished by doing, touching, and experiencing. Each age group is different and unique, yet every child is always growing socially, emotionally, physically, and intellectually. When home, school, and community work together as a team, we can develop the “whole” child. Only through this teamwork will, “All of our students enjoy thriving, productive lives in a future they create.”

Demographics Strengths

PTE teachers have many years of expertise. Below are some teacher demographic strengths:

100% of certified staff are SBEC certified and considered Highly Qualified

50 Teachers hold Bachelor's Degrees

8 Teachers hold Master's Degrees

36 of our teachers have 6 or more years of experience. Due to the number of years of experience, many of our teachers serve in various curriculum writing roles.

100% of all teachers have been trained in Restorative Practices. Teachers have undergone a variety of professional learning including, but most recently have gone through new Language Arts TEKS training along with the training for the new adoption of Language Arts textbooks. Teachers share that implementation of their learning is greatly impacted by ongoing follow-up training.

At PTE we are proud to have a strong partnership with our active PTA and volunteers. You will almost always find numerous parents throughout the building on any given day. From our Watch D.O.G.S to our mystery readers to the Ready, Set, Teach future teacher organization at Marcus High School, we are privileged to have so many active groups in our building making a difference in our students academic success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Understanding our differences in the many cultures of our diverse population. **Root Cause:** Growing enrollment of diverse populations.

Student Achievement

Student Achievement Summary

Teachers use ongoing varied assessments ensure the growth of all students and to identify struggling learners and intervene early, ensuring that the right supports are in place for students. Prairie Trail Elementary School has a Response to Intervention program, where by any students of concern in the areas of academics, speech, or behavior, may be referred to a committee to develop interventions.

CBA/ benchmark data and iStation data are tracked throughout the entire school year to monitor student academic progress.

The below spreadsheet serves as a summary of academic achievement in STAAR scores the 2018/19 school year.

Combined STAAR Summary Scores

	Approaches	Meets	Masters	Did Not Meet
Reading (total tested 378)	(323/378) 85%	(238/378) 63%	(162/378) 43%	(55/378) 15%
Math (376)	(331/376) 88%	(257/376) 68%	(178/376) 47%	(45/376) 12%
Writing (124)	(87/124) 70%	(53/124) 43%	(13/124) 10%	(37/124) 30%
Science (129)	(114/129) 88%	(79/129) 61%	(53/129) 41%	(15/129) 12%
Totals	(855/1007) 85%	(627/1007) 62%	(406/1007) 40%	(152/1007) 15%

5th Grade 2019

	Approaches	Meets	Masters	Did Not Meet
Reading (129)	(121/129) 94%	(90/129) 70%	(61/129) 48%	(8/129) 6%
Math (127)	(124/127) 98%	(100/127) 79%	(73/127) 57%	(3/127) 3%
Science (129)	(114/129) 88%	(79/129) 61%	(53/129) 41%	(15/129) 12%
Totals	(359/385) 93%	(269/385) 70%	(187/385) 49%	(26/385) 7%

4th Grade 2019

	Approaches	Meets	Masters	Did Not Meet
Reading (124)	(97/124) 78%	(65/124) 52%	(36/124) 29%	(27/124) 22%
Math (124)	(99/124) 80%	(73/124) 59%	(52/124) 42%	(25/124) 20%
Writing (124)	(87/124) 70%	(53/124) 43%	(13/124) 10%	(37/124) 30%
Totals	(283/372) 76%	(191/372) 51%	(101/372) 27%	(89/372) 24%

3rd Grade 2019

	Approaches	Meets	Masters	Did Not Meet
Reading (125)	(105/125) 84%	(83/125) 66%	(65/125) 52%	(20/125) 16%
Math (125)	(108/125) 86%	(84/125) 67%	(53/125) 42%	(17/125) 14%
Totals	(213/250) 85%	(167/250) 67%	(118/250) 47%	(37/250) 15%

Student Achievement Strengths

When analyzing growth rates on reading assessments, all reading level groups on campus make a moderate or high level of growth throughout the year. This growth is due to our teachers working together to differentiate for our students through small group instruction. At the end of the year, 90% of all K-5 students either made 6 months of growth or were on Tier 1 (on or above level).

Through the Professional Learning Process, staff work together to create common formative assessments that they give after instruction has been given for a concept. After analyzing the data from the CFA, groups are created based on the data for enrichment or intervention. Then, during WIN (What I Need) time, teachers divide students into their appropriate groups in order to meet their needs based on the data presented from the child on the CFA. This is an ongoing process for essential standards chosen each 9-weeks.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Writing scores are below the averages for other content areas. **Root Cause:** Campus wide instruction for grammar and reflective writing inconsistent.

School Culture and Climate

School Culture and Climate Summary

We continue to strive for all students to feel a sense of unity and respect. Since we are such a diverse population we need to do more to teach all students of the various cultures we have here at Prairie Trail through our multicultural day, class meetings, and discussion in class about our differences. We work with Marcus High School and Lamar Middle School to inform parents regarding the pre-advanced placement and advanced placement courses that will hopefully become real possibilities for students as they move on from Prairie Trail, however, these education nights could be communicated for elementary parents to understand the need for their participation.

School Culture and Climate Strengths

Prairie Trail Elementary School has many strengths. Parents and Staff agree we are a warm, friendly and inviting school. We are a diverse school and we are culturally respectful of each other. We are focused on student academic success and building well rounded students. Our various extra-curricular activities provide growth for students outside of academics. We have been nationally recognized as a No Place for Hate campus, a program which brings awareness to both diversity and anti-bullying. We continue to implement various structures to support a positive climate and build a strong culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Need to do more to teach all students of the various cultures we have here at Prairie Trail through our multicultural day, class meetings, and discussion in class about our differences. **Root Cause:** Growing enrollment of diverse populations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The entire staff (100%) at Prairie Trail Elementary was highly qualified for the 2018-19 school year. 91% of all general education teachers were GT trained, and 85% were ESL certified for the 2018-19 school year. This is an increase from the 2017-18 school year. There are many opportunities for teachers to take on leadership roles through BLT, PBIS, Team Leaders, Scheduling Committee, Campus Representative for District Faculty Council.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a disproportion between the number of students who are a minority ethnicity and the number of staff member who are Caucasian. **Root Cause:** Low turnover and finding highly qualified staff to hire when there is an opening.

Parent and Community Engagement

Parent and Community Engagement Strengths

Prairie Trail Elementary School proudly hosts many events throughout the year that are attended or participated in by many students and their families. Some of these events include Good Afternoon Prairie Trail, various Family Dinner Spirit Nights, Watch DOGS, STEM and Art Night, Family Health and Fitness Night, Fall and Spring Festivals, Veteran's Day Assembly and many more. Last year, 85 dads participated in the Watch DOGS program. Every day was filled for dads to sign up to be at school and more had to be added to accommodate all who wanted to participate. Our PTA is strong with a higher percentage of members this year than last year. The percentage of volunteers has also increased from last year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The Building Leadership Team recognizes a need for our PTA board and volunteers to be more diverse as to more closely match our diverse student body.

Root Cause: Recruitment efforts are usually by word of mouth a friend asking a friend.

School Context and Organization

School Context and Organization Summary

School Context and Organization Strengths

Prairie Trail is a well-organized school that sets clear expectations, and communicates regularly with Prairie Trail families. We have several school/ grade level committees focused on specific, measurable goals. To remain organized in emergency situations we go above the required safety drills to ensure all staff and students are familiar with safety and drill procedures.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: On the parent survey, the question about communication between the teacher and the parent about the child's academic progress decreased. **Root Cause:** Staff have not been provided with a tool to communicate with parents about student's academic progress. i.e. SeeSaw, Google Classroom, ePortfolios, etc.

Technology

Technology Summary

Prairie Trail ES with the support of LISD has been able to make strides in using technology in the classroom. Finding a balance between students using technology and traditional learning is the key. Teachers use it daily in their lessons and find meaningful ways for students to show their learning with technology. All 4th and 5th graders have their own iPad with the district initiative that began several years ago. This year all of our K-3rd grade teachers received an iPad to use in addition to their MacBooks. Apple training was provided this summer to support this additional resource and PTE had at least one teacher from each kinder through 3rd grade attend. This has made a difference already in how technology is being used in the younger classes. The expectation of using technology in the classroom will always be to make learning rigorous and relevant.

Technology Strengths

PTE has done an excellent job making sure 100% of our students go through the Digital Citizenship curriculum that teaches students how to use technology safely. All of our students and professional staff members have ePortfolios that meet or exceed the LISD expectations. Many of our classes are using different forums to communicate with parents such as SeeSaw, Google Classroom and/or Canvas.

Priority Problem Statements

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Goals





Revised/Approved: October 12, 2020

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: None








<p>Strategy 1: Staff will determine, monitor all progress goals, and create an e-Portfolio to organize and provide LEAD goal evidence.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will make progress toward their professional goals.</p> <p>Staff Responsible for Monitoring: Teachers, campus leadership</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 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: None





<p>Strategy 1: Student performance in math and reading standard mastery will be measured through HB3 goals.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level on Istation Reading will increase to 80% by June 2020.</p> <p>The percent of 3rd grade students that perform at TIER 1 on Istation Math will increase to 86.0% by June 2020.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</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 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: None





<p>Strategy 1: We will utilize restorative practices and 2nd step social-emotional skills lessons during class meetings and encourage the use of calm-down strategies so that students can identify their feelings and be able to successfully and proactively express their feelings in a healthy and safe way.</p> <p>Strategy's Expected Result/Impact: Reduction in percentage of office referrals from 2019-2020 three 9-weeks.</p> <p>Staff Responsible for Monitoring: All staff, Teachers, Campus Leadership</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: None





<p>Strategy 1: Campus teachers will collaborate with teammates, instructional facilitators, and campus leadership in order to address lesson design and best practices.</p> <p>Strategy's Expected Result/Impact: Teachers will be intentional in their lesson design to create relevant and meaningful lessons that engage students as evidenced in their lesson plans.</p> <p>Staff Responsible for Monitoring: Teachers, campus leadership</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: None





<p>Strategy 1: By May of 2021 Students and Staff will participate in Second Steps lessons every week on Tuesdays with follow up lessons throughout the week to support the initial Tuesday lesson.</p> <p>Strategy's Expected Result/Impact: Students and staff will feel more connected to each other through participation in Second Steps lessons. Students will talk with teachers about issues they are having. Will be measured with the Rhithm app.</p> <p>Staff Responsible for Monitoring: All staff, PAWS committee, administration</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 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: None





<p>Strategy 1: 100% of students and staff will participate in the No Place for Hate anti-bullying lessons and activities in order to establish a community of kindness and respect.</p> <p>Strategy's Expected Result/Impact: Students understand how to treat all peers fairly especially when differences in culture, religion, beliefs, skin color, etc. exist.</p> <p>Staff Responsible for Monitoring: counselor, administration, all staff, PAWS committee</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 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: None





<p>Strategy 1: Leadership roles will be offered on campus through a variety of venues in order to build on staff members strengths.</p> <p>Strategy's Expected Result/Impact: All staff members will participate on at least one campus committee in order to build a sense of belonging, grow capacity, and encourage talent development.</p> <p>Staff Responsible for Monitoring: Campus leadership, counselor, team leaders, all staff</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 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; makerspaces; community showcases; open houses

Summative Evaluation: None





<p>Strategy 1: Campus teachers will collaborate with teammates, instructional facilitators, and campus leadership in order to address lesson design and best practices.</p> <p>Strategy's Expected Result/Impact: Teachers will be intentional in their lesson design to create relevant and meaningful lessons that engage students as evidenced in their lesson plans.</p> <p>Staff Responsible for Monitoring: Teachers, administration</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 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: None





<p>Strategy 1: Grade levels will pre-plan celebrations for achieving class goals. During celebrations, goals will be verbalized so all know which goals have been reached.</p> <p>Strategy's Expected Result/Impact: Student goals will be set based on student levels. This will determine class goals to reach each month for celebrations.</p> <p>Staff Responsible for Monitoring: All staff, administration, grade level teachers.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Professional staff will make 2 positive contacts home to each child in their class or a targeted list of students for professional support staff without a self-contained classroom by May 1, 2021.</p> <p>Strategy's Expected Result/Impact: 100% of professional staff will make 2 positive contacts home to each child in their class or a targeted list of students for professional support staff without a self-contained classroom by May 1, 2021.</p> <p>Staff Responsible for Monitoring: All professional staff, Admin</p>	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: None





Strategy 1: Staff will determine, monitor all progress goals, and create an e-Portfolio to organize and provide LEAD goal evidence. Strategy's Expected Result/Impact: 100% of teachers will make progress toward their professional goals. Staff Responsible for Monitoring: Teachers, campus leadership	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: None

<p>Strategy 1: We will implement best practices in reading instruction, specifically guided reading, and monitor student reading growth through iStation and DRA/ Running Records and 2 literacy check-ins.</p> <p>Strategy's Expected Result/Impact: At least 85% of K-5 students will track their lead measures to meet their iStation monthly growth goal or be on Tier 1.</p> <p>Staff Responsible for Monitoring: All staff, administration</p>	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 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: None

<p>Strategy 1: Students and staff will continue to be mindful of resources.</p> <p>Strategy's Expected Result/Impact: Continue with our campus Green Team to encourage recycling. Partner with our PTA Environmental Committee. Make staff members aware of the amount of copies we are making as a campus.</p> <p>Staff Responsible for Monitoring: All students and staff members.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


0% No Progress


100% 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: None

<p>Strategy 1: Due to COVID-19 restrictions - Virtual events will be planned and implemented with the input of the PTES community input. (If restrictions are lifted, in person events will be planned following district guidelines).</p> <p>Strategy's Expected Result/Impact: Staff members will continue to build relationships with students, their families, and community members outside the school day through virtual events.</p> <p>Staff Responsible for Monitoring: All staff</p>	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: None

Strategy 1: Staff will continue to positively communicate with community in a variety of ways. Strategy's Expected Result/Impact: Staff members will communicate with parents and community members through conferences, phone calls, emails, newsletters, social media, post cards, websites, etc. Staff Responsible for Monitoring: All staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% 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 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: None

<p>Strategy 1: Once each semester, parents and community members will be invited to the campus to have an opportunity to hear about the latest hot topics in the district and on campus and be given a chance to ask questions.</p> <p>Strategy's Expected Result/Impact: The principal and other staff will invite the community to the campus once each semester to hear about current information from the district and campus. Time for Q & A will be provided.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor,</p>	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 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: None

Strategy 1: Execute a volunteer recognition event to celebrate those who give their time to Prairie Trail. Strategy's Expected Result/Impact: Recognize volunteers at a breakfast or luncheon to show appreciation of their time or other contributions. Staff Responsible for Monitoring: Campus Leadership, all staff, Tender Hearts Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% 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: None





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

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: None





<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
 No Progress		 Accomplished		
		 Continue/Modify		
		 Discontinue		

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: None

<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: None





<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: None

<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				