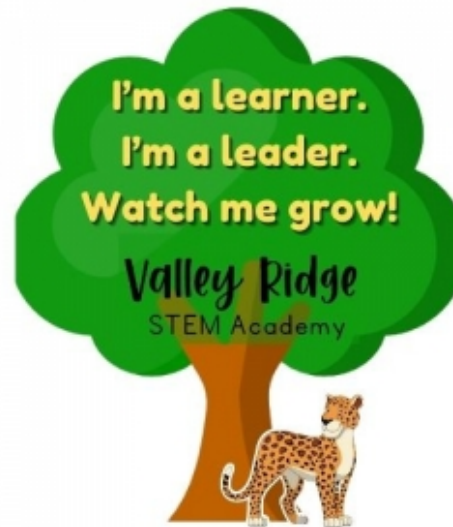


Lewisville Independent School District

Valley Ridge Elementary School

2023-2024 Improvement Plan



Mission Statement

We provide a safe, fun, and nurturing foundation and plant the seeds of lifelong learning to develop and empower the next generation of leaders.

Student friendly mission statement: I'm a learner. I'm a leader. Watch me grow!

Vision

Planting seeds now for future growth.

Core Beliefs

At Valley Ridge Elementary...

We create and provide a safe and loving environment.

Each individual that enters our school doors feels recognized and valued for what they bring to the learning organization.

School is a happy place where we have fun together!

Risk-taking is a vital part of the learning process.

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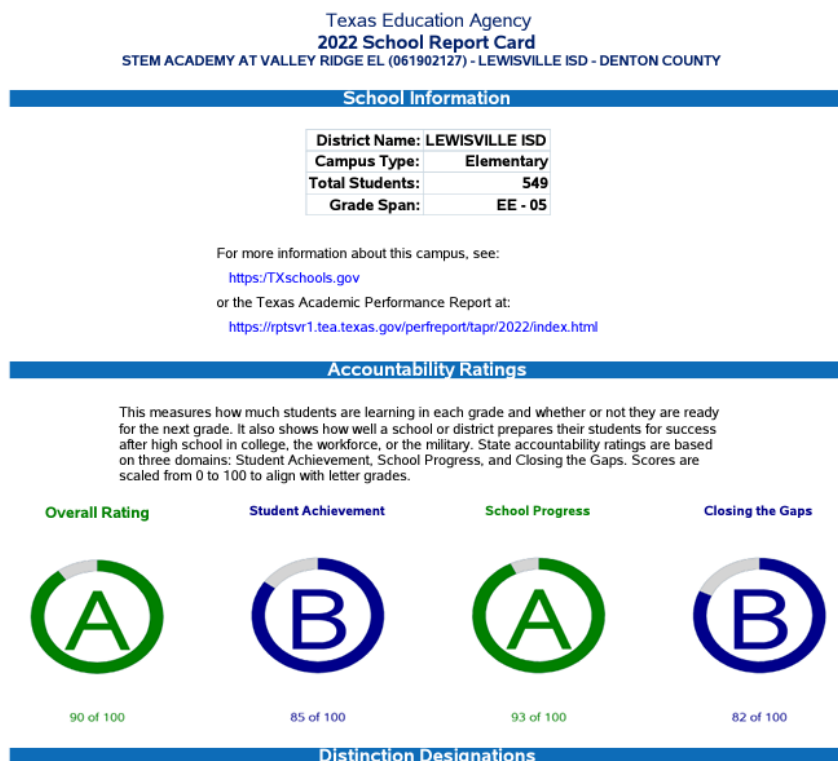
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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

At Valley Ridge STEM Academy, teachers engage students in ongoing formative assessment to determine strengths and areas of needed growth. This data, combined with results of district and state assessment results, guides teachers in providing all students with the interventions necessary for success. To support teachers in this process, VRE utilizes a Multi-Tiered System of Support (MTSS) to track student progress in targeted areas when more intensive and individualized interventions are necessary. Below, you can view a summary of achievement for VRE students.



Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



STAAR 2023 Results

Grade	Subject	2023 Passing Percent
3rd	Reading	81
3rd	Math	74
4th	Reading	78
4th	Math	68
5th	Reading	93
5th	Math	91
5th	Science	79

iStation Reading 2022- 2023		
Grade Level	ISIP iStation Reading BOY Tier 1 Percentages	ISIP iStation Reading EOY Tier 1 Percentages
Kinder	54	64
1	48	67
2	54	56
3	72	74

4	61	77
5	64	81

Student progress is also measured by a variety of other data sources such as writing samples, performance tasks by subject, and curriculum based assessments. PreK students are assessed using the CLI Circle Progress Monitoring assessment tool, and are assessed three times annually in a variety of areas including phonological awareness, math, and social-emotional behaviors.

Student Learning Strengths

Valley Ridge's overall rating from TEA was an A in 2022. We received distinctions in Academic Achievement in Math, Academic Achievement in Science, and Comparative Academic Growth.

After reviewing data from STAAR scores, Istation reports and district CBAs, VRE students have shown growth. This growth is due to our teacher's collaboration through PLCs, planning and ongoing data collections to determine best practices to not only reach struggling learners but to also challenge students who read above grade level. We acknowledge that our students are more than a test score and strive for academic excellence through hands-on learning, small group instruction, and educating the whole child by supporting academic, social, emotional, behavioral, and mental awareness. Our teachers develop quality lessons following LISD's rigorous curriculum, assessments, and scope and sequence.

School Processes & Programs

School Processes & Programs Summary

Valley Ridge STEM Academy is a Professional Learning Community dedicated to serving all students. Staff members are committed to implementing best practices such as Academic Vocabulary Program, Writing Process, IPS for math, CER for science, and guided reading instruction to best serve our students. Providing ongoing learning and collaborative planning time ensures focus on instruction and student needs. Classroom teachers collaborate weekly to monitor current student data to guide actions steps for student success.

VRE continues to be a learning organization that is focused on student growth and achievement in all content areas. There are systems in place to continue to monitor student growth and ensure that the proper interventions are implemented. Administration will increase walk-throughs to monitor the alignment of the district curriculum to assure best instructional practices are being implemented while providing formal and informal feedback to teachers. District Instructional Facilitators meet with grade level teachers to support teacher's understanding of standards, develop lessons, and model lessons to help the overall growth of teachers. Collaborative planning and Data meetings are held through Professional Learning Community (PLC) by each grade level to analyze data and design learning for students based on their needs. Continued Professional Learning opportunities are provided for staff to meet our campus needs. VRE takes pride in building relationships with all stakeholders. Our school is a Restorative Practice community that works on building relationships with all of our students through Morning Meetings and truly getting to know our students. We use practices from the 8 Habits of Highly Effective People to guide our character development and leadership lessons. We focus on creating and maintaining a positive school environment where feedback is welcomed to help improve our school.

School Processes & Programs Strengths

- All grade levels implement intentional problem-solving (IPS).
- Effective PLCs are held to allow staff to analyze data and adjust instructional practices to meet student needs.
- Professional learning opportunities are offered to support staff growth throughout the year.
- Daily learning objectives are posted on the board.
- Character development lessons are implemented with fidelity in all classrooms throughout the campus and Morning Meetings are held each morning
- The Second Steps program is being utilized and monitored to help support students' social and emotional health.
- Walkthroughs are consistently conducted by administration.
- Principal and PTA are collaborating to hold Parent Education sessions throughout the year.
- Other clubs/programs that continue to be offered at VRE: Robotics Club, Jag Choir, Jag Leaders

Perceptions

Perceptions Summary

At Valley Ridge STEM Academy, we share the same values and beliefs about educating students. Students, staff, and parents partner together to help students find success. Our parents are very supportive of our school and want to help create a family like atmosphere for all students. Students engage in morning meetings daily to build community and ownership of student learning. Treatment Agreements are built with student's voice to set expectations of behavior in their classrooms. Student safety and development continues to be our priority when campus decisions are made.

In Spring 2023, 155 parents responded to the District Parent Survey. Overall, 95% of parents are satisfied with the education their child is receiving at VRE. 98% of parents who completed the survey reported they feel VRE is safe. 99% of parents feel staff are encouraging at Valley Ridge, and 98% of parents feel VRE school staff care about their child(ren).

Perceptions Strengths

Parents feel that their children are safe at Valley Ridge. Parents are satisfied with the education their children are receiving at Valley Ridge and believe that the staff cares about their child. Parents believe that the staff is encouraging of their child's success. Students also feel at school and feel they can talk to a teacher or another adult if they have a problem. Students feel their teachers treat them with kindness and respect.

Goals

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes





ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric





Strategy 1 Details	Formative Reviews		
Strategy 1: All classroom teachers will be trained on Istation reports, assignments, and resources. Strategy's Expected Result/Impact: - Scorecard target of at least 82.8% of 3rd grade students will score in Tiers 3-5 as indicated by reading istation ISIP scores or achieve reading goals set in IEPs. - Scorecard target of at least 91% of 3rd grade students will score 494 on math istation ISIP or achieve goals set in IEP. - STAAR scores and other assessment scores will increase. - Reading levels will increase. Staff Responsible for Monitoring: Administrators, Classroom Teachers, SDI Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus-wide emphasis through PLC goals focused on LISD curriculum Academic Vocabulary. Strategy's Expected Result/Impact: - By May 2024, 80% of students will show mastery of grade level academic vocabulary in reading, math, and science. - Academic Vocabulary cards will be utilized in all K-5 classrooms. - Teachers will create and use pre and post assessments each nine weeks in reading, math, and science, specifically targeting academic vocabulary. - Student progress will be monitored through grade level data wall. - Interventions and instructional strategies will be discussed during biweekly PLC meetings. Staff Responsible for Monitoring: Administration, Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 addendum by June 2024. Strategy's Expected Result/Impact: See Addendum Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 addendum by June 2024. Strategy's Expected Result/Impact: See Addendum Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will collaborate in PLCS to analyze student needs, plan necessary interventions or differentiated instruction, and consider referral to MTSS or other programs to meet the needs of their students. Strategy's Expected Result/Impact: - Improved MTSS and intervention documentation - Scorecard target of at least 82.8% of 3rd grade students will score in Tiers 3-5 as indicated by reading istation ISIP scores or achieve reading goals set in IEPs. - Scorecard target of at least 91% of 3rd grade students will score 494 on math istation ISIP or achieve goals set in IEP. - STAAR scores and other assessment scores will increase. - Reading levels will increase. Staff Responsible for Monitoring: Administrators, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: All K-5 reading teachers will participate in two literacy check-ins (fall and spring semesters). Strategy's Expected Result/Impact: - Campus staff observation and reflection indicating success of targeted interventions and progress monitoring. - Improved STAAR and assessment results. - Staff will become more proficient at interpreting iStation reports, including identifying specific student needs. Staff Responsible for Monitoring: Administration, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.





Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will utilize Restorative Practices, 8 Habits, Second Steps, and PBIS to effectively build relationships with students and help students build relationships with others. Strategy's Expected Result/Impact: - Students will participate in morning meetings/ class habit huddles daily. - All classrooms will create and display treatment agreements. Treatment agreements will be shared with Specials teachers to build consistency. - Teachers will implement Second Steps digital lessons in the classroom. - Scorecard target of 90% of students being comfortable talking to staff will be met. Staff Responsible for Monitoring: Administration and Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will create and implement campus-wide expectations for various areas around campus. Strategy's Expected Result/Impact: - Consistent behavior expectations in common areas. - Decrease in teacher and office referrals with a common area location. Staff Responsible for Monitoring: Administration and Classroom Teachers	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Strategy 1 Details	Formative Reviews		
Strategy 1: RaaWee will be monitored regularly to proactively intervene in student attendance to reduce the number of truant students and increase overall attendance percentages. Strategy's Expected Result/Impact: - Increase overall attendance percentage. - Decrease chronically truant students. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Compliance with safety drills
Completion of staff and student safety trainings

Strategy 1 Details	Formative Reviews		
Strategy 1: Valley Ridge STEM Academy will be in 100% compliance with all safety drills. Drills will be practiced, and students and staff will be knowledgeable of the procedures and protocols for each type of safety drill. Strategy's Expected Result/Impact: - Scorecard target of 100% compliance in safety drills will be maintained. Staff Responsible for Monitoring: Administrators, Classroom Teachers ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.





Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement MTSS procedures through regular and consistent meetings and progress checks for identification, referral, and continuous monitoring of students who are in need of behavior interventions or supports. Strategy's Expected Result/Impact: - Student need for intervention and support will be addressed quickly. - Regular progress monitoring will aid in developing skills and supports to help transition students out of MTSS or provide documentation to refer for additional evaluation through a special program for more intensive supports. - Meet scorecard target of reduction in overall office level discipline referrals by 10%. Staff Responsible for Monitoring: Administration and Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal: Decrease the number of overall referrals by 5% from EOY totals in 22-23 by implementing campus wide PBIS systems, restorative practices, and de-escalation strategies.

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Using various resources, we will train teachers on effective de-escalation strategies. Strategy's Expected Result/Impact: - Decrease in the number of teacher and office referrals - Calm down spot/ procedures in every classroom Staff Responsible for Monitoring: Administration, Special Education Teachers, Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement PBIS strategies using campus-wide and classroom expectations with a common matrix, behavior flowchart, treatment agreements, positive behavior interventions, incentives, and awards. Strategy's Expected Result/Impact: A decrease by at least 10% in discipline offenses. Meet scorecard target of reduction in overall disciplinary offenses Implementation of Campus & Classroom Expectations Positive incentives/recognition at end of each nine weeks Staff Responsible for Monitoring: Administration and Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators





Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits





Finance related comm efforts across all platforms

Strategy 1 Details	Formative Reviews		
Strategy 1: Include videos, information, and resources provided by LISD Communications and Dr. Rapp in staff and parent communications Strategy's Expected Result/Impact: -Increase in overall understanding of information -Increase in video views, newsletter views Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor use of student iPads during classroom walkthroughs and observations for different types of usage: Canvas, IStation, consuming vs. producing, creating presentation or projects using different platforms (Canvas, Google) or apps. Strategy's Expected Result/Impact: *Maintain or exceed scorecard target of 99% student use of 1:x device *Analyze Trend data for patterns of types of device use for future campus planning Staff Responsible for Monitoring: Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

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

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

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes

Leadership program participation

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

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

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

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

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

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

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

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

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey





Customer Service survey

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: Federal and State Mandates


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


You will update the formative and summative reviews.


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


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

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

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

<p>and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>			
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<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>
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Goal 6: Federal and State Mandates

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

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

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

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

aligned with state requirements.

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

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

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

Campus personnel utilize appropriate interventions for students with special needs.

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

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

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

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

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

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

Staff Responsible for Monitoring: All staff

0% No Progress

100% Accomplished

Continue/Modify





Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

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