

**Lewisville Independent School District**

**Bluebonnet Elementary School**

**2023-2024 Improvement Plan**



# Mission Statement

Students, staff, and community design and implement a learning organization that provides engaging, innovative experiences every day.

## Vision

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

## Value Statement

Our exemplary campus is located just one mile south of the historic “flower mound” in Flower Mound, TX. Our exceptional staff, supportive parents, and outstanding students make this a wonderful community for learning and achievement.

We are BEARS:

- **B**ecoming life long learners who can reach their highest potential.
- **E**mphasizing the worth of individuality and the power of teamwork among parents, teachers, staff and students.
- **A**chieving excellence academically, physically, socially and morally.
- **R**especting each other and becoming responsible citizens.
- **S**eeking a safe, nurturing environment that promotes quality, integrity and community involvement.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bluebonnet Elementary is a growing school in south Flower Mound, TX. Geographically, it is the most southern elementary school in the Lewisville Independent School District. We are a student-centered school with a diverse community, representing cultures from all around the world. We set high expectations for all of our students, but support them in achieving those expectations through intentional learning experiences and individualized relationships. It is exciting to see the continued growth of our school, and we look forward to welcoming new students year round. Our current enrollment is 670 students.

The information included below is from the 2021-22 TAPR (Texas Academic Performance Report).

African American: 4.5%, Hispanic: 8.5%, White: 37.5%, American Indian: .7%, Asian: 45.8%, Pacific Islander: 0%,

Two or More Races: 4.9%

Female: 52.1%, Male: 47.9%

Immigrant: 7.7%, Mobility: 8.8%, Educationally Disadvantaged: 8.1%

ESL: 18.4%, Gifted and Talented: 7.6%, Special Education: 10.3%

General Education Classroom Teachers: 31, Electives Teachers: 5 (Art-1, Music-1, P.E.-1, STEM-2), Librarian: 1, Special Education Teachers: 3, Speech Language Pathologist: 1, Occupational Therapist: 1, Physical Therapist: 1, Language Acquisition Specialist: 1, Dyslexia Interventionist: 1, Gifted and Talented Teacher: 1, Counselor: 1, Administrators: 2, Office Paraprofessionals: 3, Nurse: 1, Other Paraprofessionals: 2

Most of our teaching staff have had more than 6 years of experience, with the majority of staff in the 11-20 years range. The average years of teaching experience is 16.9.

Teacher/Student Ratio Average: 14.1

We also have a strong partnership with our families and the community at large. The PTA (Parent Teacher Association) provides several opportunities for volunteering, serving, and supporting the school in various ways thought the year and the Watch D.O.G.S. (Dads of Great Students) program allows for father-figures to volunteer for one day per semester on campus, promoting positive male role models for

students and acting as another layer of security for the campus on days that we have a Watch D.O.G.S. at school. Other community businesses and leaders support our school through donations, serving as guest speakers for certain projects and special events such as Career Day, Fire Prevention Week, etc.

### **Demographics Strengths**

Bluebonnet Elementary has a diverse student population with over 30 home languages and ethnicities represented. We value each one and learn from each other's unique backgrounds. We host an annual cultural night to celebrate and promote the diversity of our school.

We have had a steady attendance rate for the past several years. The most current data is from 2021-22 with 98.5%. We rarely have families that are referred for truancy concerns.

Most of our teaching staff have had more than 6 years of experience, with the majority of staff in the 11-20 years range. When teachers come to Bluebonnet Elementary, it becomes home. Therefore, our teacher retention is high from year to year. The average number of years with the district is 12.4, but many of our teachers stay for much longer than that amount.

We have an active, supportive PTA that consistently provides supplemental resources, programs, staff appreciation, etc. year round.

Come for a visit! We would love to show you our unique, vibrant school community!

# Student Learning

## Student Learning Summary

Bluebonnet Elementary strives for academic excellence in everything we do. Innovative teaching practices, including hands-on and project-based learning, as well as technology and small group instruction, create a foundation for this academic excellence. At Bluebonnet, we educate the whole child and seek continued growth in all areas of children's education, including intellectual, behavioral, social, emotional, and mental well-roundedness. We develop quality lessons within units of study, following Lewisville ISD's vigorous curriculum and assessments scope and sequence.

As a result of the quality instruction taking place in each classroom, Bluebonnet Elementary consistently produces STAAR (State of Texas Assessment of Academic Readiness) scores in the 90-99 percent range of passing. Each year, teachers conduct at least one conference with every student's parent(s) to discuss progress, whether advanced, on target, or below grade level proficiency, as well as requesting meetings with campus administrators to discuss goals and interventions for struggling learners.

## Student Learning Strengths

Positive learning environments are established every day at Bluebonnet Elementary. Students are engaged and connected with teachers in meaningful experiences that are aligned to state standards and applicable to real-life. Parents are invested in the success of their children, and we cannot achieve high levels of learning without their support. Bluebonnet Elementary students complete various assessments throughout the year that are used as data points to track progress and provide reteaching, intervention, or enrichment as appropriate for each individual student. These data points include current year STAAR (State of Texas Assessment of Academic Readiness), spelling inventories, iStation online assessments (reading and math), Tx-KEA (Texas Kindergarten Entry Assessment for reading-Kindergarten only), CBAs (Curriculum Based Assessments-1st-5th grades), DRAs (Developmental Reading Assessments for reading fluency and comprehension-as needed for each grade level), and STAAR-released practice assessments. Our EB (Emergent Bilingual) students also take the TELPAS (Texas English Language Proficiency Assessment System) annually to assess English development in reading, writing, speaking, and listening.

### 2023 STAAR Scores:

3rd Reading-Approaches: 96%, Meets: 78%, Masters: 35%

3rd Math-Approaches: 95%, Meets: 76%, Masters: 41%

4th Reading-Approaches: 98%, Meets: 84%, Masters: 55%

4th Math-Approaches: 98%, Meets: 93%, Masters: 69%

5th Reading-Approaches: 97%, Meets: 86%, Masters: 66%

5th Math-Approaches: 97%, Meets: 86%, Masters: 63%

5th Science-Approaches: 92%, Meets: 75%, Masters: 47%

#### 2023 TELPAS Scores:

Kindergarten-Beginner: 8%, Intermediate: 16%, Advanced: 29%, Advanced High: 47%

1st Grade-Beginner: 4%, Intermediate: 15%, Advanced: 12%, Advanced High: 69%

2nd Grade-Beginner: 0%, Intermediate: 50%, Advanced: 38%, Advanced High: 13%

3rd Grade-Beginner: 0%, Intermediate: 10%, Advanced: 57%, Advanced High: 33%

4th Grade-Beginner: 0%, Intermediate: 10%, Advanced: 33%, Advanced High: 57%

5th Grade-Beginner: 0%, Intermediate: 21%, Advanced: 14%, Advanced High: 64%

We will continue to strive for academic excellence every year at Bluebonnet Elementary, with the unwavering support of parents, exceptional teaching of staff, and connected learning of students!

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Less than 100% of students are showing on-grade level proficiency in reading and math as evidenced by iStation assessment scores. **Root Cause:** An increase in emergent bilingual and special education students have presented a challenge in moving all students towards on-grade level proficiency.

## School Processes & Programs

### School Processes & Programs Summary

Bluebonnet Elementary sets a high standard for the educational process to provide the best possible learning experiences for our students daily. Our teachers use the Texas Essential Knowledge and Skills (TEKS) as the basis for our instruction, with the scope and sequence provided by the district curriculum department. We strive to raise the bar with creative, hands-on learning that students help create their own future. The district learning facilitators in English language arts and reading/social studies (integrated together), math, science, and technology visit our campus at least once each nine weeks period in order to partner with teachers during their planning meetings to explain components of the curriculum, model instructional strategies, create lesson activities, and provide input in choosing quality data sources to analyze.

Teachers attend professional development opportunities offered by the district as well as participating in campus-based professional learning guided by administrators. In the 2022-23 school year, Bluebonnet Elementary restructured its professional learning community (PLC) process. We began to focus on the four guiding questions that help determine what students need based on data and how we are going to address those needs, either through intervention or enrichment. This year in 2023-24, we are continuing to use the PLC process to analyze data collected to make intentional plans for students to be able to show gains in their achievement.

Bluebonnet Elementary has a building leadership team (BLT) that forms each year to assist in the decision-making process for the campus. This includes parents and community members that provide a unique perspective to the educational process and how to best serve our students' needs.

Communication is sent through a variety of ways including weekly emails and a phone message from the principal, a "Tuesday News Day" folder that goes home every Tuesday with important information, flyers, etc., social media posts on Facebook and Twitter, and teachers use a variety of messaging platforms as well, including email, Class Dojo, and Remind.

The master schedule allows for maximum learning time in the classroom. Each grade level has time allotted daily for writing, math, science, and reading with social studies integration. Kindergarten-3rd grade are self-contained classrooms, in which a single teacher teaches all subjects to one class. In 4th-5th grades, teachers are departmentalized, in which a teacher teaches the same subject to multiple classes. Special education, gifted and talented, dyslexia, and language acquisition teachers all support students throughout the school with various services and instructional time.

### School Processes & Programs Strengths

Clubs: Show Choir, Student Leadership Team, Bear Patrol (opening car doors at drop-off and dismissal), KPAW News Team (morning announcements), Coding and Robotics, Running Club



Hiring/Mentoring Teachers: Bluebonnet seeks to higher the most qualified, experienced teachers as possible. However, passion and hard work are equally important in our search to fill vacancies as they arise. We have a mentor team of teachers that work closely with our first-year and new to campus teachers to encourage and provide relevant support through monthly meeting and periodic check-ins.

Instructional Practices: STEM projects, book clubs, games, role-playing, science experiments, math number talks, and small group instruction are just a few of the many instructional practices we use to engage students in learning.

Programs: PTA Nights (science, fitness, book fair, etc.), musical events, Bear Bash spring carnival, assemblies (fire prevention, community helpers, etc.), Boosterthon Fun Run fundraiser and health program, multicultural night, Watch D.O.G.S., volunteers for "Tuesday News Day" folders, classroom activities, field trips, library book shelving, etc.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Based on 2023 staff survey data, there is a substantial percentage of personnel that do not feel they are involved in making decisions. **Root Cause:** There is a limited number of opportunities that are available for school personnel to provide input on campus decisions. Additionally, not all employees completed the staff survey.

# Perceptions

## Perceptions Summary

At Bluebonnet Elementary, we believe that all students are capable of learning. It takes a strong connection between students, staff, and parents in order to continue performing at high levels year after year. Parents are essential to the work done every day at Bluebonnet. Volunteers are found copying materials, working with students in the classroom, conducting science experiments, serving as safety patrol, etc. each day. Each classroom is safe, supportive, and engaging, meeting students where they are and pushing them forward. We value educating the whole child, focusing on social and emotional well-being to be equally as important as academic success. Restorative practices including treatment agreements and connection circles are used to build smaller school communities in each classroom that fit into the broader scope of the campus. Teachers come to Bluebonnet and don't leave, and students keep talking about Bluebonnet when they move on. It is a special place that we call home!

## Perceptions Strengths

Voted a Denton County Best Public Schools in 2017 and most recently, 2023!

Town of Flower Mound Chamber of Commerce School of the Month in May 2021

Common Sense Certified School

National School of Excellence for the 2022-24 school years

The Watch D.O.G.S. program continues to grow. We now have over 60 father figures volunteering at the school with this program.

Parent surveys from April 2022 indicate that 97% of parents are overall satisfied with the school, with 97.6% saying that their child feels they can go to staff members for help, and most importantly, 99.4% say that their child feels safe at school.

We will strive to continue improving each year to better serve our students, parents, and community!

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Although a moderately high percentage of students feel that the environment of the school is positive, based on the 2023 student survey given to 4th and 5th graders, not all students reported that the school environment was positive. **Root Cause:** Challenges in behaviors exhibited by students have possibly impeded their perception of feeling connected to the classroom environment, thus reporting they feel it is more negative.

**Problem Statement 2:** Although very close, less than 100% of parents reported that the school does a good job of communicating with them. **Root Cause:** Not every parent may

have access to the communication that is sent or it may not be in their native language. Additionally, not every family submitted a survey.

# Priority Problem Statements

# 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		
<b>Strategy 1:</b> Review iStation student data through the PLC process at least once a nine weeks period as a part of our "Team Talk Tuesdays" and the two scheduled literacy check-ins with teachers, once in the fall semester and once in the spring semester.  <b>Strategy's Expected Result/Impact:</b> Percentage of third grade students that score "meets grade level" on iStation Indicators of Progress/Levels 3, 4, or 5/Tier 1 will increase to 92% by the end of the 2023-24 school year for reading, or students will show progress on IEP goals in reading. Percentage of third grade students that score at least a 494 on iStation Math will increase to 94.45% by the end of the 2023-24 school year for math, or students will show progress on IEP goals in math. Teachers in all grade levels will provide differentiated reading and math instruction to students throughout the school year in guided reading small groups, guided math small groups, and using the C, R, A progression in math, based on the data reviewed in PLCs and literacy check-ins.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal K-5 Teachers SDI Teachers	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement at least 4 Kagan Cooperative Learning Structures into classroom instruction in reading and math. <b>Strategy's Expected Result/Impact:</b> All students will be engaged in meaningful conversations with each other about the content, which will increase understanding of the standards, thus showing improvement in iStation scores in both subjects. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal K-5 Teachers	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

**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.

**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Restorative Practices will be implemented in each classroom with a Treatment Agreement, two Restorative Circles per week, and frequent Sparks and 2-Minute Connections.  <b>Strategy's Expected Result/Impact:</b> When students feel connected to their teacher and classmates, office referrals will be reduced, students will become more independent problem-solvers, and their story will be shared positively with others. Students will be able to interact with each other based on the Treatment Agreement and feel connected to their classroom environment.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Counselor All Teachers	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The counselor will conduct at least 2 rounds of small group sessions on various social skills.  <b>Strategy's Expected Result/Impact:</b> Identified students needing social skills development will engage in sessions related to various topics and will be able to implement them in situations with other students and adults, thus feeling more connected and gaining a positive perception of the school environment.	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</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 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

**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

**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

**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: Discipline referrals coded for inappropriate physical contact will decrease to less than 10 of all total referrals.

\* 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		
<b>Strategy 1:</b> The counselor will complete a guidance lesson in all classrooms within the first nine weeks period teaching about safe behaviors and kindness. <b>Strategy's Expected Result/Impact:</b> All students will know the expectations for safe physical behaviors and ways to show kindness. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Counselor	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All classrooms will develop Treatment Agreements, including the student-to-student section, indicating specific positive behaviors that are expected amongst all students. <b>Strategy's Expected Result/Impact:</b> Students will be able to solve problems based on the Treatment Agreement without engaging in unsafe physical behaviors. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal K-5 Teachers Fine Arts Teachers	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create a behavior leadership team that will develop expectations and routines for all common spaces (cafeteria, playground, hallway, etc.) as well as revise the current behavior management plan to reflect all district requirements (visuals, etc.). <b>Strategy's Expected Result/Impact:</b> All staff will communicate to students the expectations for each area of the school, with representation from each grade level and department on the behavior leadership team. Students will know and understand the behavior expectations thus decreasing the number of unsafe physical incidents between students. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Behavior Leadership Team All Teachers	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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

**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



**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

**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).

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a campus behavior leadership team to revise the campus behavior management plan and develop expectations for common areas of the school. <b>Strategy's Expected Result/Impact:</b> All grade levels and departments are represented on this team to provide input into the campus behavior management plan. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create a Google Form for teachers to fill out to give their preferences for morning or afternoon duties. <b>Strategy's Expected Result/Impact:</b> Teachers feel their preferences are heard and valued when administrators create the duty schedule. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Meet with team leaders at least once per nine weeks to discuss campus needs and other important topics. <b>Strategy's Expected Result/Impact:</b> Teams are given the opportunity to provide input in a safe environment. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Team Leaders	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Communicate at least once weekly with all families through email and phone message, and post to social media at least once a week. Classroom teachers will send a weekly communication to their class roster of families regarding specific grade level and classroom information.  <b>Strategy's Expected Result/Impact:</b> Families will be informed of important information and events for the week. Reminders will be sent for upcoming events. Families will gain a sense of belonging when they are informed of what is happening at the school. Increase satisfactory percentages on EOY parent survey in relation to communication. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal K-5 Teachers Language Acquisition Specialist (for social media posts)	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure that communication sent from the school is available in families' native languages as much as possible.  <b>Strategy's Expected Result/Impact:</b> Families will understand the communication being sent and will feel more connected to the school, thus increasing the satisfactory percentages on EOY parent survey in relation to communication. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Language Acquisition Specialist	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Ensure that all families have access to Internet to receive electronic communication, providing a hotspot to those that need it.  <b>Strategy's Expected Result/Impact:</b> Families will have access to Internet in order to receive the communication being sent and will feel more connected to the school, thus increasing the satisfactory percentages on EOY parent survey in relation to communication. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Encourage all students, staff, and families to engage in "Recognize Someone" submissions through flyers posted and reminders in email and phone communication. <b>Strategy's Expected Result/Impact:</b> "Recognize Someone" submissions from our campus will increase. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal All Teachers	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**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		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %  <b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> 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><b>Strategy 1:</b> 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><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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

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.

**Strategy's Expected Result/Impact:** Increasing education and reporting pathway to support students in participation in healthy dating relationships.

**Staff Responsible for Monitoring:** All staff

0%

No Progress

100%

Accomplished

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Continue/Modify

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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 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

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Continue/Modify

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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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> 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>			