

**Lewisville Independent School District
Garden Ridge Elementary School
2024-2025 Campus Improvement Plan**



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garden Ridge Elementary is a small school surrounded by a wonderful community. The campus serves around 328 students. The demographics at Garden Ridge are 50.3% white, 17.99% Asian, 21.34% Hispanic, 4.57% are two or more races, 5.49% African American and 0.3% American Indian. Our student population consists of 51.83% male and 48.17% are female. We currently have 31.71% students that receive Special Education Services, 3.35% have a 504 plan, 23.48% are At Risk, 26.52% are economically disadvantaged, 18.29% are English Learners and 9.45% qualify as Gifted and Talented.

Garden Ridge Staff Consists of:

15 CLASSROOM TEACHERS (K-5)

AVERAGE TEACHER TO STUDENT RATIO ABOUT 20:1

3 FINE ARTS TEACHERS (PE, ART, MUSIC)

1 LIBRARIAN

4 SPED SELF-CONTAINED TEACHERS (1 FUNCTIONAL LIFE SKILLS, 3 COMMUNICATIONS)

3 SDI TEACHERS

1 GIFTED AND TALENTED TEACHER

1 MTA TEACHER (Dyslexia therapist)

10 INSTRUCTIONAL PARAPROFESSIONALS

3 OFFICE PARAPROFESSIONALS

1 COUNSELOR

1 NURSE

1 ASSISTANT PRINCIPAL

1 PRINCIPAL

Demographics Strengths

Attendance rates at Garden Ridge Elementary continue to stay steady at 96%. Low teacher-to-student ratios have allowed the staff the ability to create strong and lasting relationships with students and parents. This is a strong focus on our campus through intentional teaching and students supports. Building strong partnerships along with high parent participation has helped teachers continue to find ways to help students be successful. Communication continues to be encouraged to help support families and students with attendance at school.

Student Learning

Student Learning Summary

Garden Ridge Elementary is committed to our school mission, "Challenging Learners to Achieve Excellence!" This commitment is embedded in our school's core values and educational philosophy, and it drives every aspect of LISD's vision to become an elementary school where all students are confident, equipped, with the knowledge and skills to thrive and adapt for their future.

Conferences are held with parents and administration regarding student progress and how to best meet their needs to improve student achievement. Data is analyzed and reviewed through Professional Learning Communities as well as 2 Literacy check-ins are conducted each year to analyze the implications to small group instruction and lessons design. 95% of third grade students scored meets as measured by Istation reading at the end of the year and 96.7% of third grade students scored a 494 or higher on Istation Math (or achieved their goals on their Individual Education Plan). Students in all grades continue to demonstrate their learning in a variety of ways. Other sources of data used to measure student growth include writing samples, performance tasks, curriculum based assessments, various summative assessments, observations and formative assessment.

Student Learning Strengths

The multi-tiered system of supports are implemented throughout the year to target specific skills for struggling students. Through our MTSS we were able to make 16 special education referrals where 13 students qualified to receive specially designed instruction. All staff support students through reteaching of concepts, small groups intensive instruction, and hands-on learning experiences. Tutoring is made available to all students before or after school.

- 50% of all students enrolled in 5th grade scored Masters on the 2024 Math STAAR
- 62% of all students enrolled in 5th grade scored Masters on the 2024 Reading Language Arts STAAR
- 69% of all students enrolled in 4th grade scored Meets on the 2024 Reading Language Arts STAAR
- 66% of all students enrolled in 3rd grade scored Meets on the 2024 Reading Language Arts STAAR

School Processes & Programs

School Processes & Programs Summary

Garden Ridge Elementary continues to be a learning organization that is focused on student growth and achievement in all content areas. Our foundation is built on the four cornerstones of LISD: Student Learning, Student Experience, Community Engagement, and Resource Stewardship. There are systems in place to consistently monitor student growth and to ensure that interventions are implemented with fidelity. The administration continues to focus on conducting informal and formal walkthroughs to ensure the alignment of instructional practices to the district's scope and sequence. District curriculum facilitators meet periodically with grade-level teachers to help plan for instruction, analyze student data, model lessons, and support their overall growth in the different content areas. Professional Learning Communities meet multiple times throughout the year to analyze data to help drive instruction. Multiple professional learning opportunities are provided to all staff to encourage talent development in order to continue to utilize best practices during instruction. Our goal is to provide and maintain student programs before, during, and after school in order to nurture each learner as an individual and as a citizen of the community. Garden Ridge Elementary provides a variety of programs for both students and parents to get involved. We believe that we can best meet student needs by partnering with the parents and the community.

School Processes & Programs Strengths

- Parents that completed the Parent Survey indicated 100% Customer Service
- 98% of parents agree that our staff does a good job with communication
- Texas PTA Golden Apple Award (100% membership)
- Student Council awarded TEPSA Student Leadership Award and NAESP Honor Student Council Excellence Award
- Professional Learning communities meet on a regular basis to analyze data and adjust instructional practices to meet student needs
- Recognized as a Model Professional Learning Community Campus by Solution Tree
- Restorative practices are implemented with fidelity in all classrooms throughout the campus
- 100% of students indicated that their class has a Treatment Agreement
- Kindness Certified School
- Grief Sensitive School Certified
- Chat with the Principal/Counselor Corner one per semester
- Math Intentional Problem Solving implemented with fidelity utilizing Instructional Specialist Learning Lab
- Clubs: Running, Broadcast Team, Safety Patrol, Student Council, choir, The Makery, art club and coding club and chess, Creator Gator

Perceptions

Perceptions Summary

At Garden Ridge Elementary we share the same values and beliefs when educating students. Students, staff, and parents partner together in order to help students find success. Staff and families are steadfast in dedication to upholding the LISD Communication Commitment. We have a very strong parent involvement which continues to help create the family-like atmosphere that is promoted. Parents volunteer to read with students, help out at field day, Watch Dogs, sign up to be a speaker for College and Career Week and various other volunteer opportunities.

Student safety continues to be a priority as systems and procedures are put in place. Restorative practices are implemented at GRE to help support and create positive relationships among all stakeholders. Our campus focuses on creating a positive safe environments for students to thrive both academically and emotionally. During our monthly "Gator Get Down," our Great Gators awards are presented to students who have demonstrated the character trait of the month. Positive office referrals are also given out to students that have gone above and beyond to meet our campus behavior expectations. Staff members are recognized weekly by colleagues by passing the GRE wreath with words of affirmation, monthly "Shout Out," bulletin board created by various staff members. "Recognize Me," notes are read during our faculty meeting as well as, "And the Oscar goes to..." shout out in the weekly Gator Tales newsletter.

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	Reviews			
<p>Strategy 1: Utilizing district instructional specialist to conduct Learning Labs for Intentional Math problem solving and Small Group Reading.</p> <p>Strategy's Expected Result/Impact: Increase in Reading on Tier 1 in 3rd grade 95% Increase in Math 3rd grade (494) 95%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning Communities will meet one time per 3-week period (i.e. 3 times per nine-week period) to focus on student progress, guided by Dufour's 4 Critical questions, focus on the essential standards for math and reading, design common formative assessments, analyze the data utilizing a data protocol and plan intervention and enrichment lessons based upon the data.</p> <p>Strategy's Expected Result/Impact: Increase in Reading on Tier 1 in 3rd grade 95% Increase in Math 3rd grade (494) 95%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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.

***STRATEGIES REQUIRED ONLY IF CAMPUS 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.

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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: Garden Ridge ES will reduce the number of office referrals by 10% through the implementation of Safe and Civil Schools practices and the continued execution of restorative practices.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will participate in training and the implementation of Safe and Civil Schools practices.</p> <p>Strategy's Expected Result/Impact: By the end of year, (EOY pulse check) Garden Ridge ES will reduce the number of office referrals by 10%</p> <p>Staff Responsible for Monitoring: Principal/ Assistant Principal Behavior Team Safe and Civil Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Continuation of Restorative Practices campus wide by providing staff with regular professional development on restorative practices, including conflict resolution and the circle process. Incorporate daily morning meetings in classrooms where students and teachers engage in social emotional learning lessons, reviewing treatment agreements and schoolwide expectations. When incidents occur, prioritize restorative conferences between students, teachers, and administrators before issuing formal consequences. Focus on understanding the root cause of behavior and working toward resolution.</p> <p>Strategy's Expected Result/Impact: By the end of year, (EOY pulse check) Garden Ridge ES will reduce the number of office referrals by 10%</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal School Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: A schoolwide positive behavior system utilizing "Gator Bucks" will reinforce positive student behavior through a tangible, schoolwide rewards system. Teachers, staff and students clearly define the behaviors that earn "Gator Bucks," such as following expectations, showing kindness, or helping others. These behaviors will align with the school's core values and expectations in all common areas. Students can exchange their Gator Bucks for privileges, prizes, or special recognition.</p> <p>Strategy's Expected Result/Impact: By the end of year, (EOY pulse check) Garden Ridge ES will reduce the number of office referrals by 10%</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal Behavior Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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).

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Guiding Coalition (Team Leaders) will act as liaisons between staff and the administration to promote shared decision-making. We will have structured meetings every third Thursday of the month with team leaders to review decisions and gather staff input. The Guiding Coalition will set up communication channels (e.g., suggestion boxes, feedback forms) where staff can provide input on key decisions. Training will be provided to team leaders with leadership training focused on facilitating discussions and representing diverse viewpoints.</p> <p>Strategy's Expected Result/Impact: By the end of the year (EOY pulse check) GRE overall staff well being will increase by implementing structures and processes to engage staff in the decision-making process of critical aspects of the campus and activities that promote self-care. j Staff involved in decision making: 50% Increase Staff Well-Being: 70%</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal Guiding Coalition</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: An EOY survey will be sent out to gather comprehensive feedback from staff to assess school processes, programs, and areas needing improvement. Admin will involve staff in designing survey questions to ensure they cover areas of genuine concern. We will offer a mix of quantitative (e.g., rating scales) and qualitative (open-ended questions) feedback options. We will share the survey results transparently with the staff and present an action plan that addresses their concerns.</p> <p>Strategy's Expected Result/Impact: By the end of the year (EOY pulse check) GRE overall staff well being will increase by implementing structures and processes to engage staff in the decision-making process of critical aspects of the campus and activities that promote self-care. Staff involved in decision making: 50% Increase Staff Well-Being: 70%</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Committees for Decision-Making: Foster inclusivity by involving diverse staff members in committees responsible for various school function (e.g. ,master calendar, duty schedule etc.)</p> <p>Strategy's Expected Result/Impact: By the end of the year (EOY pulse check) GRE overall staff well being will increase by implementing structures and processes to engage staff in the decision-making process of critical aspects of the campus and activities that promote self-care. Staff involved in decision making: 50% Increase Staff Well-Being: 70%</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal Committee Chairperson (s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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 5.1 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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>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.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

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	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			Summative
	Nov	Feb	May	



No Progress



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	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>Campus personnel will be trained in violence prevention and intervention.</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>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	
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Strategy 2 Details	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 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>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>Students receive public acknowledgement for non-academic achievement.</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			Summative
	Nov	Feb	May	
Strategy 3 Details	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 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>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</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			Summative
	Nov	Feb	May	
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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	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. 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. The RtI team is in place and appropriately trained to serve students.</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.). 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>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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	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			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue