Lewisville Independent School District

Garden Ridge 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.

Core Beliefs

At Garden Ridge Elementary
we believe:

• Students should be provided engaging real-world learning experiences.
• Students are challenged through risk taking and varied opportunities.
• Students are provided a learning environment that is safe and supportive in order to be successful

At Garden Ridge Elementary we are committed to developing 21st Century learners. All students have the opportunity to engage in inclusive experiences that ensure each child has the academic skills and social emotional support needed to be successful. Through hands-on activities, community partnerships, field trips, and real-world experiences students are challenged to push beyond themselves to have more meaningful and relevant learning experiences. The staff at Garden Ridge Elementary are passionate about learning and striving to help students reach their fullest potential.

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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 349 students. The demographics at Garden Ridge are 51.29% white, 19.48% Asian, 17.77% Hispanic, 4.58% are two or more races, 6.59% African American and 0.29% American Indian. Our student population consists of 52.44% male and 47.56% are female. We currently have 30.66% students that receive Special Education Services, 3.15% have a 504 plan, 20.06% are At Risk, 26.64% are economically disadvantaged, 15.47% are English Learners and 11.46% qualify as Gifted and Talented.

Garden Ridge Staff Consists of:
17 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 the mantra of "Every student, Everyday, whatever it takes!" This commitment is embedded in our school's core values and educational philosophy, and it drives every aspect of our mission and vision to become an elementary school in which all students are engaged in differentiated learning at high levels equipping them with the knowledge and skills to become innovators in this ever changing world.

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. 92.2% of third grade students scored meets as measured by Istation reading at the end of the year and 96.9% 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 17 special education referrals where 16 students qualified to receive specially designed instruction. In addition, we had 7 students dismissed from receiving additional support through MTSS. 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.

- 54% of all students enrolled in 5th grade scored Masters on the 2023 Math STAAR
- 48% of all students enrolled in 4th grade scored Masters on the 2023 Math 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
- 98.2% of parents agree that our staff does a good job with communication
- 3 Year Membership High for PTA 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
- 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. Brag tags are also given out to students that have gone above and beyond to meet our campus behavior expectations. Staff members are recognized by their colleagues in a monthly Staff Spotlight and words of affirmation are given on our monthly "Shout Out," bulletin board created by various staff members. "Recognize Me," notes are read during our faculty meeting along with the Spotlight teacher awards.

Perceptions Strengths

According to our student survey conducted in 2023, 93% of students felt comfortable talking to a staff member. On the parent survey, 93% parents reported that their child is glad to come to school and 98% of parents felt that the staff at Garden Ridge Elementary communicates effectively. Our PTA was recognized as a having a three year high in membership. We also earned the Golden Apple Award for 100% of the school faculty joining PTA. The random sampling on the parent pulse survey showed a 100% customer satisfaction. This is indicative of our positive campus culture.

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: Utilizing district instructional specialist to conduct Learning Labs for Intentional Math problem solving and guided reading.			**Formative**		
Strategy's Expected Result/Impact: Increase in Reading on Tier 1 in 3rd grade 93% Increase in Math 3rd grade (494) 95%			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Learning Communities identifying essential standards for math and reading, designing common formative assessments based upon the essential standards, analyzing the data utilizing a data protocol and planning intervention and enrichment lessons based upon the data.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in Reading on Tier 1 in 3rd grade 93% Increase in Math 3rd grade (494) 95% **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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.

> **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.

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:

* 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: Kindergarten through Grade 5 classroom teachers will support the social emotional growth of students and increase connectedness to the campus by implementing restorative practices with fidelity, developing classroom treatment agreements, conducting daily "Gator Time Circles" where they teach a specific SEL focus lesson and proactively utilizing calm down spots in all classrooms. Positive office referrals will be awarded to students that go above and beyond to demonstrate our core behavior values. Implementation of a school wide Class Dojo points system will promote positive behaviors.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in recognition of desired behaviors which will help decrease discipline situations on campus. A 10% decrease in office referral offenses and an increase in using Restorative practices as an action used in response to the offense. **Staff Responsible for Monitoring:** Principal, Assistant Principal, counselor			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Leadership development - Team leaders will no longer participate in meetings that are focused on Nuts and Bolts. The team leads will become the Guiding Coalition. This team will model the structure and processes required of the collaborative teams within our PLC. Essentially, they are our PLC experts. All team leaders will participate in the LISD Teacher Leader Fall or Spring cohort. Decision making- The guiding coalition will make decisions by consensus. They serve to guide and the principal in the decision making process. Unlike the old model of team leads, our guiding coalition will be focusing primarily on student learning, a collaborative culture and results. Guiding Coalition book study: Culturize Admin book to read- Powerful Guiding Coalitions: How to build and sustain the leadership team in your PLC at work	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: There will be an increase of 73% in staff being involved in campus decision making. Team leaders will become equipped to lead the PLC process and make decisions that affect them by consensus. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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		
Strategy 1: A weekly Newsletter for staff as well as parents will be sent out along with a monthly calendar of events via Skylert, Facebook and Twitter. Remind is used for staff to communicate time sensitive information. K-5 grade levels will send out weekly newsletters to parents, the specials team and the librarian will send out a monthly newsletter. Our school counselor sends out weekly newsletters to parents as well. Skylerts emails and voicemails will be utilized to inform parents of special events. Each Thursday we will post pictures on Facebook of the learning that is happening at GRE called the "Gator Gallery." The recognizd someone link will be included in all of the campus newsletters. We will promote the recognize someone during our staff meetings by reading and celebrating those that receive the shout out.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: On the Staff Pulse Survey: >92% of staff will strongly agree/agree that there is clear and open communication. Staff will also indicate that there is a clear direction for the District. The Parent Survey: >95% of parents will strongly agree/agree that the school staff does a good job of communicating with parents/ families Our campus will have at least 40 Recognize Someone submissions for the 2023-2024 school year. **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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.	**Formative**		
	Nov	**Feb**	**May**
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			

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 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		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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. 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. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students.	**Nov**	**Feb**	**May**
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 **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools			
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		
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.	**Formative**		
	Nov	**Feb**	**May**
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	**Formative**		
	Nov	**Feb**	**May**

Students receive public acknowledgement for non-academic achievement.

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.

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.

A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.

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.

Civic responsibility and community service and community involvement are encouraged.

Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.

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.

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.

Staff Responsible for Monitoring: All staff

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	**Formative**		
	Nov	**Feb**	**May**

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.

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   ➡ 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 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.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**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		
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. .	**Formative**		
	Nov	**Feb**	**May**
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.			
Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.			
Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			