

**Lewisville Independent School District
Highland Village Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Build Relationships, work hard, and have fun.

Vision

We create a family-like community by developing genuine relationships to inspire learners and thinkers.

Value Statement

Motto

Life is Good at HVE

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Village Elementary is one of 40 elementary campuses in the Lewisville Independent School District. It is also the oldest of three elementary schools in the City of Highland Village, Texas. Highland Village Elementary serves approximately 375 students in grades K-5. Kindergarten through 2nd grade students are served in self-contained classrooms. 3rd - 5th grade students rotate to three teachers for instruction in the core content areas (1 - ELAR; 2 - Math; and 3 - Science/Social Studies). Highland Village Elementary also has two self-contained special education classrooms that serve students with behavioral challenges.

The student population of Highland Village Elementary includes: 21.5% - Hispanic/Latino; .3% - American Indian or Alaska Native; 2.0% - Asian; 2.3% - Black or African American; 69.8% - White; 4.2% - Two or More Races; 16.9% - Economically Disadvantaged; 4.5% - English Language Learners; 25.7% - At-Risk; 22% - Special Education; and 7.1% - Gifted/Talented.

The staff population of Highland Village Elementary includes: 6.7% - Hispanic/Latino; 3.4% - Black or African American; 89.9% - White. The staff has an average of 15.3 years of experience. HVE employs 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

Highland Village Elementary has a Mobility Rate of 8.5%. The Average Daily Attendance rate for students is 96.68%

Demographics Strengths

- Relatively stable demographics for students
- Stable staff/very low turn over
- Fully staffed with 100% Highly Qualified teachers
- Staff that is willing to be self-reflective and change teaching strategies to meet the needs of students
- 74% of the staff has 11 years or more as educators
- Many of Highland Village students' parents and grandparents were also students at HVE, which helps establish mutually supportive relationships between home and school

Student Learning

Student Learning Summary

Students at HVE continue to show gains in academic achievement and social skills. For the past 4-5 years, HVE has put systems and procedures in place to address the academic growth of every student.

GRADE LEVEL ISTATION READING DATA

Kindergarten	EOY- Level 3-5 - 75%		EOY - Level 2 - 13%		EOY - Level 1 - 13%
1st Grade	EOY- Level 3-5 - 78%		EOY - Level 2 - 11%		EOY - Level 1 - 11%
2nd Grade	EOY- Level 3-5 - 71%		EOY - Level 2 - 18%		EOY - Level 1 - 11%
3rd Grade	EOY- Level 3-5 - 76%		EOY - Level 2 - 16%		EOY - Level 1 - 9%
4th Grade	EOY- Level 3-5 - 79%		EOY - Level 2 - 11%		EOY - Level 1 - 8%
5th Grade	EOY- Level 3-5 - 69%		EOY - Level 2 - 20%		EOY - Level 1 - 11%

GRADE LEVEL ISTATION MATH DATA

Kindergarten	EOY- Level 3-5 - 87%		EOY - Level 2 - 6%		EOY - Level 1 - 6%
1st Grade	EOY- Level 3-5 - 90%		EOY - Level 2 - 5%		EOY - Level 1 - 5%
2nd Grade	EOY- Level 3-5 - 72%		EOY - Level 2 - 10%		EOY - Level 1 - 18%
3rd Grade	EOY- Level 3-5 - 82%		EOY - Level 2 - 18%		EOY - Level 1 -
4th Grade	EOY- Level 3-5 - 83%		EOY - Level 2 - 12%		EOY - Level 1 - 5%

Kindergarten	EOY- Level 3-5 - 87%		EOY - Level 2 - 6%		EOY - Level 1 - 6%
5th Grade	EOY- Level 3-5 - 85%		EOY - Level 2 - 6%		EOY - Level 1 - 9%

STAAR RESULTS FOR THE 2023-2024 SCHOOL YEAR

	READING	MATH	SCIENCE
3rd Grade	82%	82%	
4th Grade	89%	92%	
5th Grade	83%	95%	85%

Student Learning Strengths

- 95% of students passed the 5th grade math STAAR assessment
- Passing Scores are growing from 3rd to 5th Grades
- Strong scores in all demographics on the STAAR Math, Reading, and Science assessments

School Processes & Programs

School Processes & Programs Summary

Highland Village Elementary is first and foremost a learning organization. We have systems in place that allow us to continually monitor and improve student performance that meet both state and district requirements. The relationship between learning standards, district-designed curriculum, data analysis, and assessment is a major focus for the HVE staff. The staff of HVE emphasizes cultural differences, GRIT, and Restorative Practices to help students be successful.

In the year 2019, HVE began using TEKS-Based Character Education to help meet the changing behavioral and social/emotional needs of our students. The overall goal is to address the safety, well-being, and success of our students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. HVE began this process with the campus-wide participation in Restorative Practices training and circles/connections. For the TEKS-Based Character Education model, all HVE staff members are assigned a co-teach classroom; both teachers/staff teach sequential and developmentally appropriate lessons in the general education classroom. Each lesson targets specific areas of need: welcoming, empathy, safe behaviors, etc.

Personnel

There are 5 special education teachers and 6 paraprofessional who work with special education students. There is one Dyslexia/Reading Specialist, one Gifted and Talented teacher and one Language Acquisition Specialist and a paraprofessional. There is one principal, one assistant principal, and one counselor. Other staff members include: Physical Education, Art, Music and Librarian.

School Processes & Programs Strengths

- Analysis of Istation Math and Reading data to help inform instruction and intervention
- Implementation of Intentional Problem Solving across all grade level
- Implementation of Goal setting for students
- Growth Mindset/GRIT studies/Character Education Daily Emphasis
- Viking to Viking Career Day opportunities (former students return to discuss their careers with current students)
- Positive outlook on relationships
- Belief that all students can learn and grow
- Belief that failure is an opportunity for great growth and gains

Perceptions

Perceptions Summary

Highland Village Elementary has put processes in place to create a culture of goal-setting, independence, GRIT, and resiliency. The staff of HVE incorporated a professional study about cultural differences, GRIT, and character education to help inform and enhance our teaching. The staff will continue to study processes that help build success into every student's day.

Our motto is Life is Good at HVE. All staff members diligently work at creating and maintaining positive relationships with all of our customers.

Perceptions Strengths

- HVE has begun to serve as a model school for strong academic practices and growth
- Strong sense of teamwork by staff and strong PLCs that are showing student growth
- Community/District feedback that HVE is becoming known as a great school/community
- In 2023, HVE was voted one of the finalist for the top elementary schools in Denton County

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: Every ELAR teacher of record will have two Literacy check-ins (one by December 2024 and one in April 2025).</p> <p>Strategy's Expected Result/Impact: By April 2025, 91.7% of students in 3rd grade will be on Level 3-5 or will have demonstrated at least 6 months growth as reflected by Istation scores or make adequate progress on their IEP goal.</p> <p>Staff Responsible for Monitoring: Campus Administrators ELAR Teachers of Record</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Every Math teacher of record will have two Math check-ins (one in the Fall Semester and one in April).</p> <p>Strategy's Expected Result/Impact: By April 2025, 94.2% of students in 3rd grade will be on Level 3-5 or will have demonstrated 6 months of growth as reflected by Istation scores or make adequate progress on their IEP goal.</p> <p>Staff Responsible for Monitoring: Campus Administrators Math Teachers of Record</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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.

*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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration and office clerk will utilize RaaWee and Edugence to monitor student attendance in order to intervene before students become truant.</p> <p>Strategy's Expected Result/Impact: HVE's attendance rate will be at 96.6% or higher and decrease chronically truant students to 1.5% or lower.</p> <p>Staff Responsible for Monitoring: Campus Administrators Office Clerk</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 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:

* 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	Reviews			
<p>Strategy 1: With the implementation of common school wide and Safe and Civil procedures, the Campus Scorecard will reflect a .5% increase in the area of "student survey-environment", achieving a target of 89% or higher.</p> <p>Strategy's Expected Result/Impact: 1. Design a Viking Pride Behavioral Expectations calendar that will be used during the 1st week of school to establish common behaviors in all areas of the campus. 2. Strategically choose 5 staff members that will represent a variety of voices/learning environments for the Safe & Civil Schools Committee. 3. Set two dates for a combined meeting of the Safe & Civil Committee and the campus-wide Behavior Committee to mine data and adjust the Campus Behavior Management Plan, as needed. 4. Share the Campus Behavior Mangement Plan at BOY PL. This document will drive how we address behaviors at HVE. 5. Each classroom will have a Treatment Agreement. These Agreements will be adjusted at January and March to address any new behaviors. 6. Develop and maintain teacher/student relationships, positive classroom culture and a reduction in classroom disruptions so that all student can experience a safe learning environment.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers Auxillary Teachers Counselor</p>	Formative			Summative
	Nov	Feb	May	


No Progress


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.

***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: HVE will utilize committees and surveys to gain staff input and voice for the creation and/or modification of campus-wide policies and systems.</p> <p>Strategy's Expected Result/Impact: 1. Increase diverse perspectives and employee engagement by involving them in campus-wide decision-making. Our Campus Scorecard will increase to 80.5% or higher in the areas of "staff involvement in decisions".</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 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

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus personnel will be familiar with Campus Scorecard BOY goals and EOY targets (so that all staff is aware of campus goals).</p> <p>Strategy's Expected Result/Impact: 1. Share the scorecard at the beginning of the year PL session so that all staff are aware of campus goals/focus, which mirror district goals. 2. Revisit the scorecard in campus Extended PLCs/staff meetings/staff PLs. 3. Our scorecard will increase to 90.5% or more in the "staff survey communications category".</p> <p>Staff Responsible for Monitoring: Administration Campus Teachers Auxillary Staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 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.

*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	
	Empty review cells			



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	

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	
<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 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	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue