Lewisville Independent School District

Timber Creek Elementary School

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

When you ask a Timber Creek staff member what they hold near and dear to their heart about our learning organization, you will most likely hear a reference to our sense of family. This sentiment is something we treasure most about our campus. We are not just a school; we are family, and we welcome our community "home" at TCE.

We are enjoying our recent building refresh that was completed in 2021, which included renovation of our gyms and cafeteria sound systems, new classroom furniture, the addition of an incredible new Art Studio, a complete remodel of our library and office spaces and the addition of a secure hallway in order to ensure our students never pass through the secure vestibule area during the school day.

Our school family and community have such pride in all that we accomplish together. We have achieved 100% staff membership in our PTA for multiple years in a row, which corresponds to the PTA Golden Apple Award. Many of our students enjoy starting their day off by participating in our Morning Mile program, and we offer LISD-approved extra curricular programs after school, including our very own Timber Creek Choir.

As a recognized **Leader in Me** school, we focus on providing leadership opportunities and experiences for ALL students. Our campus Mission Statement is ***Building Leaders Today to Change Tomorrow***. We are passionate about empowering our students to surpass their goals and reach their full potential.

We were recognized as a **Lighthouse School** by Franklin Covey in 2023. **Lighthouse Certification** is a highly regarded standard that is attainable by implementing **Leader in Me** with fidelity, resulting in positive school outcomes that include teaching leadership principles, creating a leadership culture, and aligning academic systems. Lighthouse Schools serve as exemplars to the community and other Leader in Me schools.

We promote student leadership and celebrate the rich diversity of our community. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of nurturing students' academic growth as well as supporting their social emotional health. We are devoted to helping every student discover and develop his/her individual strengths and talents. By encouraging goal setting at an early age, we are in a position to celebrate progress along the way throughout each child's educational journey.

Timber Creek Elemenatry is a suburban PreK - 5th Grade elementary school in Flower Mound, TX.

Our ethnic distribution (per 2022-23 TPRS) is as follows:

9.1% African American

20.9% Hispanic

52.1% White

0.9% American Indian

10.2% Asian

 0.2% Pacific Islander

6.5% Two or More Races

35.3% of our students are economically disadvantaged.

13.3% are English Language Learners.

4.9% are identified as Gifted and Talented.

30.9% receive Special Education services.

The average years of experience of our teachers is 13.3 years.

15.2 staff members hold Masters degrees.

Overall, we have a low turnover rate on our staff. Generally,when we lose staff, it is due to retirement. We have a campus mentor to support new teachers on staff.

22% of our staff represent minority ethnic groups.

Our attendance rate was above the state and district, at 94.9% in 2021-22.

Demographics Strengths

2022 Texas Education Agency Accountability Ratings Overall Summary

- Overall Rating: A
- Student Achievement: A
- School Progress: B
- Academic Growth B
- Relative Performance (Eco Dis 27.5%) C
- Closing the Gaps: A
- **2022 Accountability Summary reflects the following Distinction Designations:**
- Math
- Comparative Closing the Gaps

Student Learning

Student Learning Summary

Student Academic Achievement Summary

Spring 2024 STAAR Results:

3rd Grade Reading: 72% Approaches, 46% Meets, 15% Masters

3rd Grade Math: 69% Approaches, 37% Meets, 18% Masters

4th Grade Reading: 94% Approaches, 67% Meets, 41% Masters

4th Grade Math: 81% Approaches , 61% Meets, 23% Masters

5th Grade Reading: 84% Approaches, 62% Meets, 38% Masters

5th Grade Math: 71% Approaches, 47% Meets, 17% Masters

5th Grade Science: 61% Approaches, 18% Meets, 9% Masters

Student Learning Strengths

The 2022 Distinction Designation Report reflects Timber Creek Elementary has earned the following distinctions:

- Academic Performance in the area of **Math**
- Top 25% of our Comparison Group for **Closing Performance Gaps**

To learn more, please access our LISD Campus Profile Sheet

School Processes & Programs

School Processes & Programs Summary

We continue to set goals and monitor progress with our **Building Leadership Team**. In addition, we have established a **Guiding Coalition** that is tasked with leading our journey as a PLC.

We are embarking on our eighth year as a **Leader in Me** campus. 100% of students have academic goals and learned to track their progress throughout the year.

Trusting relationships between teachers and students are key to establishing and maintaining an optimal learning environment. Teachers are utilizing the 2X10 model, Restorative Practices, Treatment Agreements, and Circle Time in order to build rapport with students.

We include teacher teams and appropriate district supervisors in our hiring process, which has resulted in our obtaining highly qualified staff on our campus. This year we will be taking data from our district pulse checks to analyze feedback from our staff and respond in ways that demonstrate our commitment to ensuring staff feel a part of the campus decision making process.

School Processes & Programs Strengths

We conduct our class placement meetings in a collaborative spirit. We include the Special Education Department, Language Acquisition Specialist, Literacy Specialist, GT Facilitator, Campus Counselor, Administrators, and Teachers, so we can all work together to ensure individual student needs are met and all learners are empowered for success.

We designed our Master Schedule to accommodate 30 min during the ELA block daily to serve as an Enrichment/Intervention/HB1416 (WIN time = What I Need) time. This results in a reduced student to teacher ratio for small group instruction, and enables our staff to better meet the needs of each individual student.

We have launched our eighth year of The Leader in Me. Our teachers are committed to designing engaging learning experiences for our students every day and for ensuring that ALL students master the essential standards at each grade level. Our Guiding Coalition provides guidance for our campus as a PLC, using the principles outlined in *Learning by Doing: A Handbook for Professional Learning Communities at Work, 4th Ed.* Each member of our Guided Coalition attended 3 days of training at Solution Tree in June of 2024.

Perceptions

Perceptions Summary

We cultivate a balance of tradition and innovation that ensures our learners are actively engaged in meaningful and relevant work that prepares them for success in the 21st century.

At Timber Creek Elementary, we prepare ALL students to enjoy thriving, productive lives in a future they create.

We build leaders today to change tomorrow!

Our PTA hosts a Back to School Popsicle Social at the TCE playground annually to welcome the community back to school each year with fun and fellowship. We host Meet Your Teacher Night on an evening before school starts and Grade Level Orientations for each grade level during the first weeks of school. In collaboration with our PTA, we host a Back to School Bash shortly after school starts, which in an evening event involving food, entertainment and representation from several district and community departments and organizations.

We maintain communication with our stakeholders via email, Class Dojo, Facebook, S'more, School Messenger and our campus website. We have developed a strong rapport and partnership with our PTA, as well as established community partnerships with NCTC and MSU in Parker Square, as well as with First Baptist of Flower Mound, right across the street. Members of these institutions have served on our Building Leadership Team, and they assist with sponsoring various projects throughout the year, including our Student Leadership Recognition Assemblies held each nine weeks. In addition, the Flower Mound Rotary Club sponsors a student recognition program for fifth graders each nine weeks.

Perceptions Strengths

PTA Awards include the PTA Golden Apple Award, PTA Snappy Increase Award, PTA Presidents Challenge Award, PTA Generations Involvement Award, PTA Student Involvement Award, PTA MARS Award and the PTA Gold Voice for Every Child Award.

We host an annual Grandparents Day Breakfast each fall, and we have the honor of hosting approximately 200 students, parents, and grandparents!

We have earned the CREST Award four years in a row.

We have been recognized as a Common Sense School since 2020.

We are resuming LISD After School Enrichment Programs on campus, and we host several other family and community events throughout the year such as Tiger Parent U, WatchDOG & MOMs Pizza Nights, grade level programs, Tiger Choir performances, Talent Show, Book Fair Family Shopping Events, multiple Spirit Nights at local restaurants, and community service projects.

In spring 2024, parents were surveyed about our campus, and the result showed that 98% are satisfied overall.

100% of our students participate in Physical Education, Music and Art Class.

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			
Strategy 1: Through implementation of Guided Math strategies and best instructional practices, by April of 2025, at least 90% of students in K-5 will be on grade level (Levels 3-5) or will have demonstrated at least 6 months growth as reflected in Istation scores and other district approved measures of math progress.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: by April of 2025, at least 90% of students in K-5 will be on grade level (Levels 3-5) or will have demonstrated at least 6 months growth as reflected in Istation scores and other district approved measures of math progress. **Staff Responsible for Monitoring:** Admin, Teachers				
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.

*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:

* 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			
Strategy 1: By implementing Safe & Civil (define specific strategies here), we will decrease Hit/Kick offenses by half. (From 119 to no more than 60) Secondly, Disruption to Learning Environment.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Occurrences of hitting/kicking by students will decrease by half. Discipline data will reflect a reduction in the number of classroom disruptions caused by student behavior (from 70 to no more than 35). **Staff Responsible for Monitoring:** Admin; Teachers are responsible for entering disc referrals				
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.

*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			
Strategy 1: Ensure effective practices are in place to involve staff in decision making in order to bring Staff Survey responses to at least 80% Agree/Strongly Agree to the survey prompt: I am given the opportunity to be involved in decisions that affect me.		**Formative**			**Summative**
		Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Staff Survey responses will be at least 80% Agree/Strongly Agree to the survey prompt: I am given the opportunity to be involved in decisions that affect me. **Staff Responsible for Monitoring:** Campus Admin					
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).

*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.
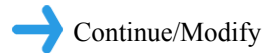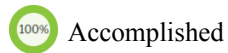
High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

Strategy 1 Details	Reviews			
Strategy 1: We will promote, protect and champion LISD as the superior choice for families by Spotlighting Staff / Community Members / and Parent Alumni who are products of LISD.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Our spotlights on social media will widen the scope of all the good things happening in LISD schools today by inviting individuals in our community who are products of the district (and TCE in particular) to tell their stories to the public.				
Staff Responsible for Monitoring: Admin, WebMaster				
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.

*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			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.		**Formative**			**Summative**
		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	Reviews			
Strategy 1: At-risk students will be identified using available data.	**Formative**			**Summative**
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	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**			**Summative**
	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. Campus personnel will be trained in violence prevention and intervention. 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. 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.				

Strategy 2 Details	Reviews			
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	Formative			Summative
	Nov	Feb	May	
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. 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. Students receive public acknowledgement for non-academic achievement. **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	Reviews			
Strategy 3: Dating Violence	Formative			Summative
	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				

Strategy 4 Details	Reviews			
	Formative			**Summative**
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. A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests. 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 sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **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	**Nov**	**Feb**	**May**	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 6: Federal and State Mandates

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

Performance Objective 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			
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.)	**Formative**			**Summative**
	Nov	**Feb**	**May**	
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 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. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models 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. The campus will demonstrate integration of technology in instructional and administrative programs to support student learning. 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 teh 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. **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	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**			**Summative**
	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				