# Lewisville Independent School District

# Forest Vista Elementary School

# 2026-2027 Campus Improvement Plan



# Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

# Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

# Value Statement

### Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

### Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Forest Vista Elementary is a Pre-K–5 campus serving approximately 660 students within the Lewisville Independent School District. Following the retirement of Garden Ridge Elementary in 2024–2025, the campus absorbed additional students and staff, and currently maintains an 5.6% mobility rate. The school provides comprehensive support services, including seven specialized self-contained special education classrooms tailored to behavioral challenges, Life Skills, and Functional Life Skills.

Diverse learner groups make up a significant portion of the student body: 38.2% are identified as At-Risk, 25.9% receive Special Education services, 22.1% are English Language Learners, 18% are Economically Disadvantaged, and 10% participate in Gifted/Talented programs. The student body is 47.4% White, 21.9% Asian, 20.2% Hispanic/Latino, 5.8% Two or More Races, 4.5% Black/African American, and 0.3% American Indian/Alaska Native. The campus staff is composed of 86.6% White, 8.9% Hispanic/Latino, 2.2% Asian, and 2.2% Two or More Races educators.

**Demographics Strengths**

- Stable demographics for students
- Stable staff/very low turn-over
- Staffed with Highly Qualified teachers
- Staff that is willing to be self-reflective and change teaching strategies to meet the needs of students
- 53.6% of the staff has 11 years or more as educators

# Student Learning

**Student Learning Summary**

Forest Vista Elementary students are successful in school academically according to STAAR results. Student data is analyzed and reviewed through scheduled grade level PLCs and other team PLCs in order to adjust instructional practices, lesson design, and common formative assessments. Other sources of data used to measure student growth include: writing samples, guided reading data, performance tasks, unit assessments, various summative assessments, and daily formative assessments.

STAAR Result for the 2025-26 School Year

| Grade | Reading | Math | Science |
|---|---|---|---|
| 3rd | 87% | 90% | |
| 4th | 93% | 88% | |
| 5th | 94% | 95% | 88% |

Forest Vista Elementary received the following distinctions for our STAAR scores:

- Academic Achievement in Reading/Language Arts
- Academic Achievement in Science
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness
- Top 25%: Comparative Closing the Gaps

**Student Learning Strengths**

- 95% of students passed the 5th Grade STAAR Math assessment
- 94% of students passed the 5th Grade STAAR Reading assessment
- 88% of students passed the 5th Grade STAAR Science assessment
- 72% of students achieved the score of Meets the 3rd Grade STAAR Reading assessment
- 90% of students passed the the 3rd Grade STAAR Math assessment
- 93% of students passed the 4th Grade STAAR Reading assessment
- 79% of students achieved the score of Meets on the 4th Grade STAAR Math assessment
- 68% of students Mastered the 5th Grade STAAR Reading assessment
- Strong scores in all demographic areas on the STAAR Math, Reading, and Science assessments

# School Processes & Programs

### School Processes & Programs Summary

Forest Vista Elementary is committed to serving as a student-centered learning organization. Guided by our mission to partner with parents and the community to engage, challenge, and empower every student through meaningful individual and collaborative experiences, we continually refine performance through data-driven instruction and rigorous curriculum standards. "Life is Good at FVE" captures the supportive culture we bring to life on campus each day.

We champion the whole child by embedding Restorative Practices, cultural appreciation, and TEKS-based character education into daily learning. Through our ICARE principles (Integrity, Courage, Attitude, Respect, and Effort), we equip students with the social-emotional competencies and sense of belonging needed to thrive.

Our school is powered by a robust team of professionals, including campus leadership (1 Principal, 2 Assistant Principals, and 1 Counselor) and dynamic specials educators spanning PE, Music, Art, STEM, and Library Services. Extensive learner needs are met by a skilled support team featuring 12 Special Education teachers, 18 Special Education paraprofessionals, 2 Reading/Dyslexia Specialists, 2 GT teachers, 2 Speech/Language Pathologists, 1 Language Acquisition Specialist, and 1 ESL paraprofessional.

### School Processes & Programs Strengths

- Analysis of iReady Math and Reading data to help inform instruction and intervention
- Implementation of Intentional Problem-Solving across all grade levels
- Positive Outlook on Relationships
- Belief that all students can learn and grow
- Belief that failure/mistakes are an opportunity for great growth and gains

# Perceptions

### Perceptions Summary

At Forest Vista Elementary, learning is guided by a commitment to data-driven instruction and a culture of continuous growth. Teachers actively analyze iReady Math and Reading data to design targeted classroom instruction and interventions, while embedding Intentional Problem-Solving across every grade level. Rooted in the belief that education is a shared responsibility built on authentic partnerships with students, families, staff, and the community, Forest Vista Elementary fosters a positive, relational environment. The campus operates on the firm conviction that all students can learn and succeed, treating mistakes not as setbacks, but as essential opportunities for deep learning and progress.

### Perceptions Strengths

- Overall our students have expressed feeling safe at school (student survey~87% and parent survey~96.1%)
- Parent Customer Satisfaction based on parent survey is 96%
- Our campus is part of the Forestwood Middle School and Flower Mound High School feeder pattern; there is a strong belief and support for robust academics at our campus and in our feeder pattern

# Goals

**Goal 1:** Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

**Performance Objective 1:** Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 1:** * All staff will learn about new Amplify/Desmos Math Curriculum during August Trade Credit and during math PLCs (internalization and rehearsal will take place).<br>* Use the Master Schedule as a tool to ensure math teachers have the designated collaboration time needed for this deep PLC work.<br>* Implement a campus math data-tracker whereby student data related to specific high-priority math standards are tracked across initial assessments and reteaches.<br>* Implement the consistent usage of math manipulatives and visual models to help support deep learning of math concepts.<br>**Strategy's Expected Result/Impact:** At least 85% of K-5 students will meet their iReady target goal by May 2027.<br>**Staff Responsible for Monitoring:** Principals, Classroom Teachers, and Special Education Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 2:** * Teachers will utilize district scope and sequence, iReady resources, and data to inform lesson planning and student activities.<br>* Each classroom teacher will participate in two Literacy Check-ins this year.<br>* Use the Master Schedule as a tool to ensure ELAR teachers have the designated collaboration time needed for this deep PLC work.<br>* Implement a campus Reading/ELAR data-tracker whereby student data related to specific high-priority ELAR standards are tracked across initial assessments and reteaches.<br>**Strategy's Expected Result/Impact:** At least 85% of K-5 students will meet their iReady target goal by May 2027.<br>**Staff Responsible for Monitoring:** Principals, Classroom Teachers, and Special Education Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

**Performance Objective 2:** Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

**Evaluation Data Sources:** Scorecard measures to include readiness dashboard data and walkthrough data

**Goal 2:** Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

**Performance Objective 1:** Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

**High Priority**

**Evaluation Data Sources:** Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 1:** Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.<br>**Strategy's Expected Result/Impact:** By the end of the school year, Forest Vista Elementary will reduce the number of Special Education students requiring Out-of-Placement settings from 30 to 25. This will be achieved through the implementation of proactive campus-wide structures and routines, including structured daily transition protocols, explicit social-emotional check-ins, and consistent use of calming and de-escalation spaces within general education and resource settings.<br>**Staff Responsible for Monitoring:** Principals, Classroom Teachers, Special Education Teachers, and Counselors | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

**Performance Objective 2:** Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

**Evaluation Data Sources:** scorecard measures to include attendance rate, student survey results.

**Goal 3:** Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

**Performance Objective 1:** Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

**Evaluation Data Sources:** Scorecard measures to include finance reports, efficiency and assessment reports

**Goal 3:** Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

**Performance Objective 2:** Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

**Evaluation Data Sources:** Scorecard measures to include finance reports, enrollment reports, efficiency reports

**Goal 3:** Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

**Performance Objective 3:** Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

**Evaluation Data Sources:** Scorecard measures to include feedback and input data.

**Goal 4:** Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

**Performance Objective 1:** Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

**Evaluation Data Sources:** Scorecard measures to include waviers

**Goal 4:** Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

**Performance Objective 2:** Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

**Evaluation Data Sources:** Scorecard measure to include campus feedback loop results

**Goal 5:** Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

**Performance Objective 1:** Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

**High Priority**

**Evaluation Data Sources:** Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 1:** Forest Vista Elementary will improve positive parent perception of teacher-to-parent communication from 86.4% to 88% on the annual Parent Survey by standardizing proactive, two-way communication routines and deepening collaborative partnerships with families.<br>**Strategy's Expected Result/Impact:** Increase parent survey results from 86.4% to 88% by the end of the year.<br>**Staff Responsible for Monitoring:** Principals and Classroom Teachers | | | | |

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 when you update your priority goals.

**Performance Objective 1:** Improve attendance and student engagement by implementing initiatives that support students' needs.

**Evaluation Data Sources:** Student attendance records; academic performance data; communication logs; family and community involvement records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 1:** Staff, families, and the student body are informed of student attendance procedures and student residency is verified.<br>Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent.<br>Utilize campus attendance teams to implement early interventions and supports.<br>Partner with families to address barriers.<br>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.<br><br>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.<br>Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing.<br>**Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism.<br>ADA reports, chronic absenteeism data.<br>**Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 2:** Dating Violence<br><br>Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports.<br>The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence.<br>**Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs<br>**Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 3:** Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. 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.<br><br>A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests.<br><br>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.<br>**Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records.<br>**Staff Responsible for Monitoring:** Campus leaders, counselors, teachers | | | | |

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 when you update your priority goals.

**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 attendance and instructional support 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:** Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. | Formative | | | Summative |
| | Nov | Feb | May | |
| Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals.<br><br>Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed.<br><br>Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction.<br><br>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.)<br><br>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.<br><br>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.<br><br>Special education services are provided to students as determined by the ARD committee.<br><br>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.<br><br>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 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 2:** Recruiting and retaining highly effective teachers<br>Review CNA data annually to identify gaps and high-need areas to address through professional learning.<br>In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation<br>Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas<br><br>Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs.<br><br>Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports.<br>**Strategy's Expected Result/Impact:** increase in academic achievement of students.<br>Increase in alignment to district expectations on walks<br>**Staff Responsible for Monitoring:** campus leaders, learning and teaching. | | | | |

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 when you update your priority goals.

**Performance Objective 3:** Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

**Evaluation Data Sources:** Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | May | |
| **Strategy 1:** Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness.<br>Engage families through campus advisory committee and volunteer opportunities and parent organizations.<br>Conduct annual family survey and use feedback to improve programs.<br>Provide resources that help families support learning at home.<br>**Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs,<br>**Staff Responsible for Monitoring:** Campus leaders, counselor, teachers. | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|---|---|---|---|---|
| Bullying Prevention | | | Shawna Miller | 7/7/2026 |
| Child Abuse and Neglect | | | Shawna Miller | 7/7/2026 |
| Coordinated Health Program | | | Shawna Miller | 7/7/2026 |
| Decision-Making and Planning Policy Evaluation | | | Shawna Miller | 7/7/2026 |
| Disciplinary Alternative Education Program (DAEP) | | | Shawna Miller | 7/7/2026 |
| Dropout Prevention | | | Shawna Miller | 7/7/2026 |
| Dyslexia Treatment Program | | | Shawna Miller | 7/7/2026 |
| Pregnancy Related Services | | | Shawna Miller | 7/7/2026 |
| Post-Secondary Preparedness | | | Shawna Miller | 7/7/2026 |
| Recruiting Teachers and Paraprofessionals | | | Shawna Miller | 7/7/2026 |
| Student Welfare: Crisis Intervention Programs and Training | | | Shawna Miller | 7/7/2026 |
| Student Welfare: Discipline/Conflict/Violence Management | | | Shawna Miller | 7/7/2026 |
| Texas Behavior Support Initiative (TBSI) | | | Shawna Miller | 7/7/2026 |
| Technology Integration | | | Shawna Miller | 7/7/2026 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | | | Shawna Miller | 7/7/2026 |