

**Lewisville Independent School District**

**Killian Middle School**

**2023-2024 Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Killian Middle School is located in Lewisville, Texas and is part of the Lewisville Independent School District. The school opened in 2007 with an enrollment of 493 students. Today, we have a total of 943 students at Killian and we are currently the largest middle school in the district. Killian is very fortunate to have a very diverse student population. Our demographics are made up of 11.8% African American students, 24.5% Hispanic students, 25.1% White students, 0.1% American Indian students, 35.2% Asian students and 3.3% students that are two or more races. At Killian 27.4% of our students are economically disadvantaged, 17.5% are English Language Learners, 33.36% are at-risk and we have a 5.7% mobility rate. In addition, 12.7% of our students are served by special education, 11.62% receive 504 services, and 17% of our students are Gifted/Talented.

Killian has a staff of 96 employees, 66 are teachers. 5.26% of the staff is African American, 12.6% are Hispanic, 77.94% are White and 4.2% are Asian. 84.2% are female and 15.78% are male. 4.6% of the teachers are first year teachers, 43.0% have 1-5 years experience, 26.2% have 6-10 years experience, 15.7% have 11-20 years experience and 10.5% have more than 20 years experience in education. We are extremely fortunate to have such a diverse community of students and parents. It is an honor to serve parents who truly want the best for their children and support the teachers at KMS to ensure a high quality education.

We focus on serving our community well and realizing that our various populations have very different needs. We are lucky to have parents and community members who support us.

### Demographics Strengths

Our strength at Killian Middle School is in the diversity of the students. There is a vast array of cultures, ethnicities, experiences, races and the list goes on and on. It is amazing to watch the students learn about each other with regard to the foods, dress, religion, expectations, and values that each culture brings to KMS. It truly enhances the learning taking place and brings a level of authenticity to the classroom. The level of acceptance and work in cultural proficiency creates a dynamic in which all students and staff have a sense of belonging. Our annual culture fest is a favorite activity of our students and community. We are focused on being more inclusive and encouraging more parents to be active partners in their child's education this year.

# Student Learning

## Student Learning Summary

**TEA Distinction Designations:** ELA/Reading, Mathematcis, Science, Social Studies, Post Secondary Readiness

Student achievement based on STAAR Data & TEA Accountability Ratings:

Topic	Component Score	Scaled Score	Rating
Overall		90	A
Student Acheivement		92	A
STAAR Performance	67	92	A
School Progress		88	B
Academic Growth	78	88	B
Relative Performance (Eco Dis: 27.4%)	67	87	B
Closing the Gaps	80	85	B

## Student Learning Strengths

- 80% of students are enrolled in at least one advance course.
- 55% of students PSAT math scores indicate that they are college and career ready
- 76.9% of students PSAT reading scores indicate that they are college and career ready
- 98% of students participate in athletics or physical education
- 78% of students participate in fine arts such as music and arts

# School Processes & Programs

## School Processes & Programs Summary

Teachers at Killian are committed to providing students with a high quality and challenging education while preparing them for high school and beyond. We will have a focus on college and career readiness during the 222-23 school year with our WiseUp Wednesdays. On Wednesdays, during the announcements, we will focus on a different trade, University, or community college. We will focus on Kindness on Kindness Mondays. These intentional components will align with our vision and mission.

The faculty and staff work closely with students in class and during the various before and after school activities/clubs that help create strong student-teacher relationships. Killian teachers utilize RTI processes to respond to the learning needs of struggling students through one-on-one and small group support as well as personalized and computer-based interventions. Teachers consider child find processes in their identification of students who demonstrate academic need and serve those students through robust, research-based 504 and special education services. Our master schedule is designed to best meet the needs of all-level learners in age-appropriate middle school settings. Our teachers and staff take the time to look for ways to utilize scheduling in a fluid and flexible way to serve the learning needs of our students. We provide a wide range of course offerings and our building is designed to best accommodate middle school students with the numerous flexible learning spaces located throughout the building. We provide before and after school tutoring programs. We employ eight highly qualified teachers supported by six support staff to meet the needs of our special education students. Ten classroom units are equipped with state of the art technology and effective instructional resources that are used to maximize student learning and progress. We serve our gifted and talented learners through differentiated instruction in both ELA and Science with curriculum designed specifically to accommodate and address their unique learning needs. Career and Technology programs are provided to teach students authentic learning experiences and applications in the realm of STEAM.

Teachers seek out professional learning opportunities to build their knowledge base and to complete the necessary requirements needed to become certified in various areas such as English as a Second Language, Gifted & Talented and Dyslexia. Administrators work closely with the grade level teams and departments so that students are provided with as many opportunities as possible to succeed in learning.

To maintain an emphasis on student learning and creating a positive culture at Killian, job candidates are recruited and carefully screened before being interviewed by administrators, department heads and team leaders. The interview committee works together to ensure the best candidate is chosen for the job. New teachers at Killian are provided a mentor teacher to help with campus policies and procedures and are always provided time each week to collaborate and plan with veteran teachers in the same subject.

Our administrative team is a strong team made up of 3 assistant principals and 3 counselors. The three counselors and APs work together with groups of students and roll with the students throughout their time in middle school so that they can build strong relationships with their AP and counselor.

We have made some adjustments to the school processes this year that have worked very well. We implemented the tardy kiosk to help manage student attendance and tardies to class. We have also implemented no cell phones during class or lunch.

## School Processes & Programs Strengths

- Grade level teams meet once a week to discuss concerns about students, update and manage students who are currently in RTI, plan for field trips/special events, schedule and hold conferences with parents/guardians.
- Grade level departments meet twice a week to plan and prepare quality lessons and all grade levels from each department meet twice a week in PLC's to analyze data regarding student performance, develop authentic and formative assessments, plan and develop engaging and challenging lessons.
- Strong relationships are built through advisory, clubs, and classtime.
- Administrators provide relevant and purposeful professional development opportunities for teachers throughout the year.

- Students attend a weekly advisory class where teachers facilitate discussions and activities that help develop and strengthen the students social and emotional well-being.
- There are numerous clubs, organizations and activities for students to participate in throughout the school year (NJHS, Student Council, Circle of friends).
- The Killian Mentor Program provides an opportunity for community volunteers to work one-on-one with struggling or at-risk students.

# Perceptions

## Perceptions Summary

Killian Middle School is committed to providing all students with a forward thinking education that gives them the opportunity to empower, inspire, create and innovate. We are a close-knit community that works collaboratively with all levels in order to provide a smooth transition from elementary and then on to high school. We strive to create an inclusive environment where all students feel a sense of belonging and engagement through our clubs, organizations, PTA, and family-friendly events. With the support of a strong community, we develop well-rounded students who are successful academically and beyond the classroom. Our teachers are invested in their work and building relationships with students while embracing open lines of communication and continually improving their practice.

Over the past several years (with the exception of 20-21), volunteers supported all content area teachers through PBLs and guest speakers. Booster clubs are active and support all extra curricular programs and we consistently have 100% PTA participation from the staff. We have a very engaged parent community and based on parent survey results 94% of them are satisfied overall with the quality of service provided by Killian Middle School. We are proud that the parent results indicate that 94% of parents feel informed about their child's progress and grades, 91% feel their child is safe at school and 94% feel the school staff cares about their child. We continue to work on serving students who fall behind and are struggling and the parent survey results support this need. Barriers that prevented parent participation are due to constraints with time and resources. With current COVID-19 restrictions, we are working hard to find ways to bring in guests virtually and ensure that parents are still feeling connected to the school. Small group webex meetings, weekly S'more newsletter, and added social media hope to bridge the gap.

Every new teacher is supported with a district certified mentor as well as a campus mentor in which they collaborate around topics such as school logistics, expectations, classroom management, policies and procedures and best practices. They also meet daily in departmental PLCs to ensure curriculum alignment, design engaging lessons and analyze their impact on student learning. We exceed all district averages with regard to instructional staff, as reflected in the Panarama Survey results, in the areas of school climate, school leadership, teacher efficacy, resources and readiness to address issues of diversity. The results all fell within the seventy percentile range.

Since the school opened in 2007, the attendance rate has never dropped below 97.0%. With regard to discipline, we have had a decrease in all exclusionary practices such as in-school suspension, out-of-school suspension and detention. Last year, we had an decrease in DAEP placements due to Student Code of Conduct violations from the prior year. We apply restorative practices with remediation and restorative chats to build social skills and mediate conflict.

## Perceptions Strengths

Killian Middle School provides a rigorous academic program, enhanced by an exceptional fine arts program (band, choir orchestra, theater) and advanced placement courses. It is a close-knit school community where students are nurtured through strong social relationships among peers and teachers, extra-curricular activities inclusive of all and a high standard of academic success is the norm.

The variety of flexible, state-of-the-art learning spaces provide unique opportunities to support teachers in instructional decisions that are appropriate to student needs and instruction being delivered.

The dual-language program, GT program, ESL program, and other differentiated programs offer students a variety of unique yet exceptional learning experiences.

The unique diversity of our school creates the best environment for cultural proficiency. We pride ourselves in being innovative and forward thinking. Our community knows that our students have many opportunities to shine!

Our campus is one of excellence! We have the following awards and recognition:

- Counseling Department earned Crest Award
- Secondary Counselor of the Year, Anu Daniel
- Secondary Teacher of the Year Finalist, Beth Yanda
- Lewisville Chamber of Commerce Teacher of the Year, Beth Yanda
- All District Spelling Bee Champion
- Destination Imagination Team: First Place at State
- Football: 7th Grade Division 2 Undefeated District Champions
- Cross Country: 7th Grade District Runner-Up and 8th Grade District Champions
- Boys Basketball: 7th Grade Division 1 and Division 2 Undefeated District Champions
- Boys Soccer: 8th Grade Undefeated District Champions
- Volleyball: 7th Grade Division 1 and 2 Undefeated District Champs
- Girls Track: 7th Grade Student earned District Champion



# Goals

**Goal 1:** Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

**Performance Objective 1:** Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

\* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

## High Priority

### HB3 Goal





**Evaluation Data Sources:** See campus scorecard for targeted outcomes

ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continuing implementation of PLC structure to maximize student learning through teacher collaboration. Identify students to promote enrollment in advanced courses during course selection periods, to address student needs. <b>Strategy's Expected Result/Impact:</b> Maintain enrollment in advanced courses, as indicated on campus scorecard. <b>Staff Responsible for Monitoring:</b> Administrators, counselors, teachers, facilitators who work with PLCs.	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

**Performance Objective 2:** Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

**Evaluation Data Sources:** See campus scorecard for targeted outcomes  
Readiness dashboard

**Goal 2:** Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

**Performance Objective 1:** Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

**Evaluation Data Sources:** See district scorecard  
Feedback from student and staff groups

**Goal 2:** Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

**Performance Objective 2:** Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

**High 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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue implementing restorative practices in the classroom. Emphasize building relationships with students during professional learning opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in number of students reporting that they are comfortable talking with staff. <b>Staff Responsible for Monitoring:</b> Administrators, counselors, campus team leaders, SPED contact teachers	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>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 3:** Reduce percentage of truant students district wide to maximize student learning opportunities.

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

**Goal 2:** Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

**Performance Objective 4:** Monitor safety and security of all LISD facilities.

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

**Goal 2:** Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

**Performance Objective 5:** Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Student survey results

Parent survey results

**Goal 2:** Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

**Performance Objective 6:** Campus Behavior Goal: Decrease the number of discipline incidents specific to insubordination.

\* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

**High Priority**  
**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Supporting teachers with deescalation strategies, include counselors to work with students who have repeat offenses, continue implementation of restorative practices (including restorative circles.) <b>Strategy's Expected Result/Impact:</b> Decrease in the number of offenses coded "Insubordination" in Skyward. <b>Staff Responsible for Monitoring:</b> Admin, counselors, teachers	Formative		
	Nov	Feb	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			



**Goal 3:** Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

**Performance Objective 1:** Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

**Evaluation Data Sources:** See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

**Goal 3:** Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

**Performance Objective 2:** Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

**Evaluation Data Sources:** See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

**Goal 3:** Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

**Performance Objective 3:** Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

**Evaluation Data Sources:** See campus scorecard for targeted outcomes  
% of students logging in on district devices

**Goal 3:** Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

**Performance Objective 4:** Balance staff workload to better meet student needs and increase staff wellbeing.

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

**Goal 4:** Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

**Performance Objective 1:** Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Leadership program participation

**Goal 4:** Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

**Performance Objective 2:** Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Involve campus leadership team in decision making, utilize surveys to gather staff input and feedback, communicate the rationale behind why decisions are made, based on their feedback.  <b>Strategy's Expected Result/Impact:</b> Staff survey results: Increase percentage on "Staff involved in decisions" as indicated on the scorecard.  <b>Staff Responsible for Monitoring:</b> Admin, Campus Leadership team	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>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).

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

**Goal 5:** Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

**Performance Objective 1:** Advance the message that promotes, protects, and champions LISD as the superior choice for families.

\*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will promote a connected culture through proactive communication with families through a weekly newsletter (consolidation of weekly campus information with grade level news and information to be a one-stop shop for families), social media updates, meeting with the PTA, and hosting events on campus to build connections and partnerships. <b>Strategy's Expected Result/Impact:</b> Maintain or increase the positive communication as indicated from the parent surveys. <b>Staff Responsible for Monitoring:</b> Admin, counselors, teachers	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			



**Goal 5:** Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

**Performance Objective 2:** Increase the utilization of feedback to build trust and inform decision-making.

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Staff survey



Customer Service survey

## Goal 6: Federal and State Mandates

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

**Performance Objective 1:** All students shall attend school regularly.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.  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.  <b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %  <b>Staff Responsible for Monitoring:</b> All staff	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>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 2:** All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

**Evaluation Data Sources:** Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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 3:** Students shall feel safe and positive about their learning environment.

**Evaluation Data Sources:** Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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>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>Campus personnel will be trained in violence prevention and intervention.</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</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>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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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</p>	Formative		
	Nov	Feb	May

<p>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><b>Strategy's Expected Result/Impact:</b> Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>			
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<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>
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**Goal 6:** Federal and State Mandates

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

**Performance Objective 4:** Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

**Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.  Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	Formative		
	Nov	Feb	May

aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).

Teachers receive training and support to differentiate instruction to meet the needs of all students.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.

**Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

**Staff Responsible for Monitoring:** All staff

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue



## Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

**Performance Objective 1:** Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

**Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			