

Lewisville Independent School District
Lewisville High School Killough
2018-2019 Campus Improvement Plan



Mission Statement

Students, staff and community design and implement a learning organization that provides engaging and innovative experiences every day.

Vision

All of our students enjoy thriving, productive lives in a future they create.

Core Beliefs

We believe:

Every student is uniquely capable and deserves to be challenged daily.

Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.

An educated citizenry is essential for equal opportunity and a prosperous society.

Meaningful and relevant work engages students in profound learning.

Critical thinking and problem solving skills are necessary for students to be equipped for future challenges.

Genuine transformation requires disruptive innovation.

Education is the shared responsibility of the community.

Comprehensive Needs Assessment

Revised/Approved: August 28, 2018

Demographics

Demographics Summary

LHS Killough serves a student population of 1,000+ students who comprise 1/3 of the LHS Triad. The Killough campus of 9th and 10th graders is predominantly comprised of students from 2 middle schools (Huffines and DeLay). The ethnicity and sub-pop distributions have remained constant (within 3%) for the past three years.

The majority ethnicity distribution is:

African Americans - 14%

Hispanics - 55%

White - 21%

The majority sub-pops include:

ED - 57%

ELL - 20%

At Risk - 54%

Mobility - 16%

LHS Killough staff population includes highly qualified teachers who have educational training in their specialized content areas. The staff members are also more diverse than the district along with a higher percentage of staff members with advanced degrees than the state. Killough uses a hiring panel to recruit (during the job fair) and to interview for campus recommendations.

LHS Killough partners with local colleges within the DFW metroplex for college visits and to recruit speakers, mentors and tutors for our campus. Killough also partners with colleges allowing student teachers to gain "real-world" classroom experience.

Demographics Strengths

The LHS Killough student population is comprised of diverse demographics. The majority of the population has included Hispanics from 45% - 50% and African Americans from 10% - 18% for the past three years. The RtI team and the ESL Liaison have put interventions in place for our ELL and at risk populations. These interventions have been the reasons for our attendance rate that has consistently remained at 95% or higher. The LHS Killough campus implemented What's Your Plan (WYP) committee. This committee, comprised of teachers, counselors and administrators, ensures students are college-ready with a plan prior to leaving Killough. This includes partnerships with 2 & 4yr colleges, trade schools and the military options post high school.

The LHS Killough campus offers a myriad of professional development opportunities for staff members. In addition, the administrative team uses flex days (where teams are pulled for PLC's and PD) to ensure accountability of consistency among teams as well as accountability for campus and district initiatives and professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In spite of our proactive measures and campus diversity, our discipline referral rate for specific sub-pops is higher in addition to some state testing scores being lower than the percentage for the district and the state. **Root Cause:** The minimal diversity (gender and ethnicity) within the pool of people from which campuses pull do not allow for a more diverse pool of possible new hires. This limited pool prohibits a broader range of culturally responsive intervention practices and strategies that positively affect behavior and academics.

Student Academic Achievement

Student Academic Achievement Summary

The LHS Killough students, on average, score above the state and campuses with similar demographics with campus grades and EOC scores.

The campus also provides 50% of the 9th graders with an opportunity to take the PSAT test which can be used as a substitute assessment for Algebra I and English I EOC.

- ___% of the 9th graders taking the PSAT test were able to use the test in place of the Algebra I EOC.
- ___% of the 9th graders taking the PSAT test were able to use the test in place of the English I EOC.

The Killough campus staff uses team planning, PLC, and common assessments to plan and collaborate on data, classroom instruction, learning styles, and to create student work. This transcends into student engagement for equitable learning for all students in all classrooms.

The student support team, which includes RtI and the ESL Liaisons, continuously reviews and revises intervention strategies for students who are not achieving success within the classroom. These students are discussed with evaluations and recommendations taking place during team meetings.

Student Academic Achievement Strengths

The data involving students supported by the RtI team and the ESL Liaison reveal evidence that the failures and discipline incidences of these students have decreased over the past 3 years.

- Discipline has decreased ___% for 9th graders
- Tardies have decreased ___% for 9th graders

The attendance has been influenced and increased as a direct result of what is happening to individualize the implementation of intervention measures for these students.

- Attendance has increased ___% for 9th graders

The data for academic achievement of the students is exceptionally high particularly when considering the inclusion of 10th graders.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our ELL and/or SPED sub-pops failing to meet the state safeguards for the past ___ years. **Root Cause:** The challenges for ELL's and SPED students are based in the inconsistency of the state test for the past two or more years.

Problem Statement 2: English EOC scores are not aligned with campus scores for English classes. **Root Cause:** Student needs vary greatly as well as the underlying causes that create the need, while our time and our resources are limited.

School Processes & Programs

School Processes & Programs Summary

LHS Killough focuses on TEKS-aligned instruction throughout the year inclusive of time for planning during the summer. The tested content areas also receive time during the school year to plan as a team. The staff members at Killough are focused on improving the academic achievement of students with the support of the para-professionals and the administrative team. Staff members at Killough use technology to engage students in 21st Century learning during the school day. Technology is used beyond the school day for projects and homework.

Killough students are afforded the opportunity to thrive in various programs, clubs and organizations which include but are not limited to: Athletics, Career and Technical Education (CTE), ESL, Fine Arts, Gifted & Talented (GT), Student Council, National Honor Society and ROTC.

Killough has a system of professional learning in place for new hires, support staff, interns and student teachers.

School Processes & Programs Strengths

Each team/department at LHS Killough streamlines curriculum and instructional strategies using common assessments, PLC's and data driven instruction. Teachers in a common content area have the same conference period in order to facilitate PLC's and team meetings. The district is a 1:X district which gives the students an ability to have technology support in their daily instruction and learning. The results include a passing rate that exceeds 95% for both 9th and 10th grade students.

Killough students experience robust learning environments that include: Block Lunch, clubs, speakers during lunch, organizations, tournaments, extra-curriculars, and academics. There are a myriad of pathways for students to find areas of passion and strength. Our campus website and social media sites showcase the authentic learning experiences, awards, recognitions for staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades.

Root Cause: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.

Problem Statement 2: Staff members are limited to the professional learning and departmental planning necessary for the various needs of our diverse campus population. **Root Cause:** Time and necessary resources (inclusive of sub days) are limited.

Perceptions

Perceptions Summary

The Farmer Pride at the LHS Killough campus begins with the teachers. The support of the administrative team and the support staff are the other components that comprise the Farmer Pride at Killough. Student, staff, and parent survey results consistently reveal the evidence of the Farmer Pride at Killough. The Killough campus out-performed the district and state in areas involving campus culture on the Panorama survey.

Killough has an active community with a voice in how students are educated. The communication between the school, parents and the community include: a website that is updated weekly, weekly call-outs and emails to the parents and students, staff websites and invitations to members of the community to serve in different areas of the school. Parent and community members are also an integral part of our Building Leadership Team (BLT). Opinions and advice from parents are requested at the Coffee Talks which are offered four times per year by the principal.

Perceptions Strengths

The Killough campus has created a unique feeling of pride in the Farmer tradition that is felt by students, staff, parents and visitors. Being proactive with systems and groups (Student support team, ESL Liaison, & RtI team) helped facilitate the support needed to develop and maintain the feeling of pride and a family culture. The communication and request for input regarding parents and community members are continuous and consistent on the Killough campus.

Killough parents and community members are involved in parent nights, PTSA, Coffee Talks, AVID nights and they participate as judges and speakers within the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have limited parent participation with parent nights, assemblies and speakers that take place during Block Lunch and in the evenings. **Root Cause:** Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 1: I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others.

Evaluation Data Source(s) 1: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will implement Professional Learning Communities (PLC's) that are aligned to the district model. Killough will analyze data and student work to identify and address student learning needs.	2.4, 2.6	Campus administration, leadership and staff members	Professional learning will be aligned to the TEKS and student learning outcome. Data will be housed in Eduphoria. Various opportunities for professional learning will be offered and reiterated to the staff. (SIOP, Kagan, Critical Friends, TRTW, Dept/Team planning, Flex days, etc.)				
Problem Statements: Demographics 1 - School Processes & Programs 2							
							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: In spite of our proactive measures and campus diversity, our discipline referral rate for specific sub-pops is higher in addition to some state testing scores being lower than the percentage for the district and the state. Root Cause 1: The minimal diversity (gender and ethnicity) within the pool of people from which campuses pull do not allow for a more diverse pool of possible new hires. This limited pool prohibits a broader range of culturally responsive intervention practices and strategies that positively affect behavior and academics.
School Processes & Programs
Problem Statement 2: Staff members are limited to the professional learning and departmental planning necessary for the various needs of our diverse campus population. Root Cause 2: Time and necessary resources (inclusive of sub days) are limited.

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 2: I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

Evaluation Data Source(s) 2: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will have classroom instruction that is aligned with the district curriculum. Killough will have common content planning for equitable instruction. Killough leadership will conduct trend data walkthroughs.	2.4, 2.6	Campus administration and leadership	83% of classrooms will have evidence of strong alignment to district curriculum and/or TEKS based on classroom walkthrough data.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
							

Performance Objective 2 Problem Statements:







Student Academic Achievement
Problem Statement 1: Our ELL and/or SPED sub-pops failing to meet the state safeguards for the past ___ years. Root Cause 1: The challenges for ELL's and SPED students are based in the inconsistency of the state test for the past two or more years.
Problem Statement 2: English EOC scores are not aligned with campus scores for English classes. Root Cause 2: Student needs vary greatly as well as the underlying causes that create the need, while our time and our resources are limited.
School Processes & Programs
Problem Statement 1: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades. Root Cause 1: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 3: I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.

Evaluation Data Source(s) 3: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Killough will increase the percentage of students achieving Mastery level on EOC's.</p> <p>Killough will plan engaging and rigorous EOC tutoring.</p> <p>Killough will increase the number of students taking Dual Credit or AP courses.</p>	2.4, 2.5, 2.6	Campus administration and leadership team	<p>EOC Mastery level will increase by 10%.</p> <p>Dual Credit and/or AP enrollment numbers will increase by 5%.</p>				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:







Student Academic Achievement
Problem Statement 2: English EOC scores are not aligned with campus scores for English classes. Root Cause 2: Student needs vary greatly as well as the underlying causes that create the need, while our time and our resources are limited.
School Processes & Programs
Problem Statement 1: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades. Root Cause 1: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners.

Evaluation Data Source(s) 4: Lesson plans, trend walkthrough data, student work, attendance rates.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Killough will work with the campus content facilitators to view data and create meaningful and relevant lessons that engage students.</p> <p>Killough will plan rigorous and engaging tutoring.</p> <p>Killough will work with the instructional technology facilitator to make ePortfolios more authentic to the classroom and shared with parents.</p>	2.4, 2.5, 2.6	<p>Campus administration and leadership team</p> <p>Campus facilitators</p>	<p>Meaningful and engaging lessons will result in student work that transcends to communication skills and problem solving skills that ensure students are ready for their futures.</p> <p>100% of the teaching staff will be Canvas trained which extends learning beyond the classroom.</p>				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2</p> <p>Funding Sources: 211 - Title I, Part A - 19575.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:


Student Academic Achievement
Problem Statement 2: English EOC scores are not aligned with campus scores for English classes. Root Cause 2: Student needs vary greatly as well as the underlying causes that create the need, while our time and our resources are limited.
School Processes & Programs
Problem Statement 2: Staff members are limited to the professional learning and departmental planning necessary for the various needs of our diverse campus population. Root Cause 2: Time and necessary resources (inclusive of sub days) are limited.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols.

Evaluation Data Source(s) 1: Safety and security reports; drill logs; discipline data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will implement and complete safety protocols, drills, and intruder assessments. Killough will use the anonymous tip line.	2.6	Campus administration and leadership team	Killough will successfully complete 100% of the required safety protocol and drills. 100% of staff will be trained on the district's safety response protocol.				
Problem Statements: Demographics 1							
							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: In spite of our proactive measures and campus diversity, our discipline referral rate for specific sub-pops is higher in addition to some state testing scores being lower than the percentage for the district and the state. Root Cause 1: The minimal diversity (gender and ethnicity) within the pool of people from which campuses pull do not allow for a more diverse pool of possible new hires. This limited pool prohibits a broader range of culturally responsive intervention practices and strategies that positively affect behavior and academics.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 2: I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; Find and promote students' passion and interests.

Evaluation Data Source(s) 2: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will be trained on cultural proficiency. Killough will create and implement a long-range cultural proficiency plan. Killough will implement Character Strong. Killough will offer a variety of clubs, organizations, activities, courses, and extra-curricular opportunities during Block Lunch in order to meet the diverse population and student needs.	2.6	Campus administration and leadership team	100% of staff members will continue participation in cultural proficiency professional learning. 100% of teachers will complete a self-assessment regarding classroom culture.				
Problem Statements: Demographics 1							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: In spite of our proactive measures and campus diversity, our discipline referral rate for specific sub-pops is higher in addition to some state testing scores being lower than the percentage for the district and the state. Root Cause 1: The minimal diversity (gender and ethnicity) within the pool of people from which campuses pull do not allow for a more diverse pool of possible new hires. This limited pool prohibits a broader range of culturally responsive intervention practices and strategies that positively affect behavior and academics.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 3: I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission.

Evaluation Data Source(s) 3: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will align hiring practices, protocols and new employees with the four cornerstones and I statements. Killough staff will utilize Block Lunch to build upon staff/student talents and strengths. Killough will provide campus leadership opportunities as well as share and encourage district leadership opportunities.	2.6	Campus administration and leadership team	Increase personnel diversity. Model culture of shared ownership and decision making. 90% of classrooms will have evidence of linguistic accommodations as shown through walk-through data.				
Problem Statements: Demographics 1							

Performance Objective 3 Problem Statements:


Demographics
Problem Statement 1: In spite of our proactive measures and campus diversity, our discipline referral rate for specific sub-pops is higher in addition to some state testing scores being lower than the percentage for the district and the state. Root Cause 1: The minimal diversity (gender and ethnicity) within the pool of people from which campuses pull do not allow for a more diverse pool of possible new hires. This limited pool prohibits a broader range of culturally responsive intervention practices and strategies that positively affect behavior and academics.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 4: I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

Evaluation Data Source(s) 4: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough departments will utilize (with evidence) performance tasks. Killough teachers will create varied assessments to showcase and monitor student learning.	2.4, 2.6, 3.2	Campus administration and leadership team	Students will have a variety of ways to communicate their learning.				
Problem Statements: School Processes & Programs 1 - Perceptions 1							
							

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades. Root Cause 1: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.
Perceptions
Problem Statement 1: We have limited parent participation with parent nights, assemblies and speakers that take place during Block Lunch and in the evenings. Root Cause 1: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.

Evaluation Data Source(s) 5: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough is developing and implementing a cohort of learners for college readiness. Killough partnered with Erika Dietz (academic guru). Killough will focus on student well-being inclusive of but not limited to: mental health and wellness, anti-bullying, suicide prevention, Red Ribbon campaign, abuse prevention, digital citizenship and RtI.	2.4, 2.6	Campus administration and leadership team	Killough will conduct a minimum of 2 college & career related activities, videos or events per month.				

Performance Objective 5 Problem Statements:


Perceptions
Problem Statement 1: We have limited parent participation with parent nights, assemblies and speakers that take place during Block Lunch and in the evenings. Root Cause 1: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 1: I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

Evaluation Data Source(s) 1: Staff meeting agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will keep records and inventory of items for resource stewardship. Killough will align with the district in educating staff members regarding financial transparency and accountability.	3.2	Campus administration and leadership	100% of the staff will be informed of school finance and recapture.				
Problem Statements: School Processes & Programs 2							
							

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 2: Staff members are limited to the professional learning and departmental planning necessary for the various needs of our diverse campus population. Root Cause 2: Time and necessary resources (inclusive of sub days) are limited.

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.

Evaluation Data Source(s) 2: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will maximize the use of technology and resource investment to enhance student learning and experience. Killough will utilize job-embedded professional learning and capacity building with campus learning and technology facilitators.	2.4, 2.6	Campus administration and leadership team	All teachers will meaningfully integrate technology into the learning environment for students. 100% of teachers will be trained in the use of Canvas (Learning Management System). Teachers will utilize support from technology and learning facilitators.				
Problem Statements: Student Academic Achievement 1, 2							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our ELL and/or SPED sub-pops failing to meet the state safeguards for the past ___ years. Root Cause 1: The challenges for ELL's and SPED students are based in the inconsistency of the state test for the past two or more years.
Problem Statement 2: English EOC scores are not aligned with campus scores for English classes. Root Cause 2: Student needs vary greatly as well as the underlying causes that create the need, while our time and our resources are limited.

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

Evaluation Data Source(s) 3: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will maximize staffing and scheduling resources.	2.4, 2.6, 3.2	Campus administration and leadership team	Increase staff understanding about budgeting, resource decisions and the "why".				
Killough will promote transparency with the staff about budgeting and resource allocation decisions.	Problem Statements: School Processes & Programs 2						

Performance Objective 3 Problem Statements:


School Processes & Programs
Problem Statement 2: Staff members are limited to the professional learning and departmental planning necessary for the various needs of our diverse campus population. Root Cause 2: Time and necessary resources (inclusive of sub days) are limited.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 1: I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community service to students.

Evaluation Data Source(s) 1: Campus profile survey results; volunteer records; business partner database

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough parent nights inclusive of What's Your Plan (WYP) night.	2.6, 3.1, 3.2	Campus administration and leadership team	Increase parent participation in evening events by 10%.				
Athletic, Program & Organization award nights Open House	Problem Statements: Perceptions 1						
							

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: We have limited parent participation with parent nights, assemblies and speakers that take place during Block Lunch and in the evenings. Root Cause 1: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 2: I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.

Evaluation Data Source(s) 2: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will foster a culture of voting. Killough will promote positive communication and information that goes out to parents and students by ensuring that it aligns with the four cornerstones.	2.6	Campus administration and leadership team	Staff members will serve as leaders of advocacy for public education. Students and parents are viewed and treated as partners in learning and all material communicates a positive message about what students can achieve.				
Problem Statements: Demographics 1 - Perceptions 1							
							

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 1: In spite of our proactive measures and campus diversity, our discipline referral rate for specific sub-pops is higher in addition to some state testing scores being lower than the percentage for the district and the state. Root Cause 1: The minimal diversity (gender and ethnicity) within the pool of people from which campuses pull do not allow for a more diverse pool of possible new hires. This limited pool prohibits a broader range of culturally responsive intervention practices and strategies that positively affect behavior and academics.
Perceptions
Problem Statement 1: We have limited parent participation with parent nights, assemblies and speakers that take place during Block Lunch and in the evenings. Root Cause 1: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 3: I communicate with all stakeholders to understand diverse perspectives; Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.

Evaluation Data Source(s) 3: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will provide various opportunities for parents and community members to provide feedback and dialogue regarding the education of students in forums inclusive of but not limited to: Coffee talks, Building Leadership Team, Open House, Assemblies, Surveys.	3.2	Campus administration and leadership team	Education is the shared responsibility of the community and feedback helps to improve the organization.				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 885.00							
							

Performance Objective 3 Problem Statements:


Perceptions
Problem Statement 1: We have limited parent participation with parent nights, assemblies and speakers that take place during Block Lunch and in the evenings. Root Cause 1: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 4: I actively involve community partners in campus and district initiatives: Recognize and appreciate community contributions to the schools, students and district.

Evaluation Data Source(s) 4: VOLY (volunteer management system)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Killough will promote the campus volunteer opportunities in the district volunteer management system (VOLY).	2.6, 3.2	Campus administration and leadership team	The positive perception of Killough increases as the number of parents and community members increase in volunteering which creates a positive advocacy for public education.				
Killough recognizes business and community partners on the campus website and social media sites.	Problem Statements: Perceptions 1						
							

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: We have limited parent participation with parent nights, assemblies and speakers that take place during Block Lunch and in the evenings. Root Cause 1: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.


Goal 5: Student Achievement/Safeguards

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 Source(s) 1: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June


<p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p>		All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement				
							

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Source(s) 1: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p>		All staff	Student attendance records demonstrating appropriately high levels				
							

Goal 6: State and Federal Mandates

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 Source(s) 2: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</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>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p>		All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; 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				

Goal 6: State and Federal Mandates

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Source(s) 3: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</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>		All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels				
--	--	-----------	---	--	--	--	--

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 6: State and Federal Mandates







Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

Evaluation Data Source(s) 4: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>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.).</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p>		All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.				
--	--	-----------	--	--	--	--	--

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	Killough will increase the percentage of students achieving Mastery level on EOC's. Killough will plan engaging and rigorous EOC tutoring. Killough will increase the number of students taking Dual Credit or AP courses.
1	4	1	Killough will work with the campus content facilitators to view data and create meaningful and relevant lessons that engage students. Killough will plan rigorous and engaging tutoring. Killough will work with the instructional technology facilitator to make ePortfolios more authentic to the classroom and shared with parents.

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	JONES/COEN PLANNING	211-13-6117-0000-009-30-000-840-2110000000-G019	\$2,325.00
1	4	1	BLANTON/FARRA TUTORING	211-11-6117-0000-009-30-000-840-2110000000-G019	\$17,250.00
4	3	1	PARENT INVOLVEMENT ORIENTATION HELP	211-11-6117-0000-009-30-000-840-2110000000-G019	\$525.00
4	3	1	PARENT INVOLVEMENT ORIENTATION HELP	211-11-6127-0000-009-30-000-840-2110000000-G019	\$360.00
Sub-Total					\$20,460.00
Budgeted Fund Source Amount					\$95,210.87
+/- Difference					\$74,750.87
Grand Total					\$20,460.00