

Lewisville Independent School District

Mill Street Elementary School

Campus Improvement Plan

2020-2021



Mission Statement

As a Mill Street family, we are committed to building relationships in a learning environment that celebrates diversity and ensures growth for all as we develop as leaders.

Vision

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

Value Statement

At Mill Street Elementary, we believe that:

- All students have leadership qualities that will enable them to thrive in the 21st Century
- Students learn best when given opportunities to be risk-takers and creative thinkers.
- Students should be provided engaging real-world learning experiences everyday
- Through Professional Learning Communities (PLC), our staff will embrace high levels of learning for all students.

Mill Street's vision is to be a welcoming community where individual strengths are valued and everyone feels empowered to be positive leaders. Our mission is to build relationships while modeling and teaching Dr. Stephen Covey's "7 Habits of Highly Effective People" through authentic, real-world learning experiences and "The Leader in Me" program. We are committed to empowering our students by creating a safe and nurturing environment where all voices can be heard and valued. It is our belief that when students, parents, staff and the community partner together, we all have the opportunity to have a positive influence on our future and the future of others.

Blazing a Trail to Greatness!

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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.	29
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.	32
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Comprehensive Needs Assessment

Revised/Approved: September 29, 2020

Demographics

Demographics Summary

Enrollment by Grade level

2019-20	Projected 20-21
PK - 65	PK - 88
K - 86	K - 87
1st - 85	1st - 87
2nd - 82	2nd - 86
3rd - 80	3rd - 83
4th - 92	4th - 80
5th - 83	5th - 91
Total - 573	Total - 602

Ethnicity

Code	Ethnicity	Total	Percentage
		19-20	19-20
1	American Indian or Alaskan Native	7	1.2%
2	Asian	5	.086%
3	African American	60	10.33%
4	Hawaiian	0	0%
5	White	82	14.11%
6	Hispanic	414	71.26%
7	Multiracial	13	2.24%

Attendance 19-20 Based on 1st, 2nd and 3rd 9-weeks due to COV-ID 19.

Student attendance rate **95.7%**
 Staff attendance rate 93.65%

Number of students with perfect attendance:**75 (13%)**

Number of students with no tardies for the year:

76 (30%)

Number of students that missed 10% or more of the instructional days:

12 (2%)

Discipline 19-20

Ethnicity	Total Students at MSE	# of Students w/referrals	# of referrals per group	% of referrals	compared to %
American Indian or Alaskan Native	7 (1.2%)	1 (14%)	4	2%	+1
Asian	5 (.086%)	0			
African American	60 (10.33%)	21 (35%)	51	22%	+12
White	82 (14.11%)	15 (18%)	40	17%	+3
Hispanic	414 (71.26%)	41 (10%)	131	55%	-16
Multiracial	13 (2.24%)	4 (31%)	11	5%	+3
Totals	573	82 (14% of students received referrals)	237 referrals		

There was an over representation of African American referrals by 12%. 35% of the African American students had at least 1 referral. Hispanic students had 16% less of the referrals with only 10% of the Hispanic students receiving at least 1 referral.

There were 1 to 2 students in the AA, W and H group with a large number of referrals and who were referred for Special Education support.

Top 5 Types of Discipline Referrals**Inappropriate Physical Contact 96**

Hitting/Kicking/Scuffling	61
Insubordination	22
Inappropriate Verbal Lang.	21
Disruption of Classroom	6

Top Actions

Time Out in Principal's office 45

Restorative Practices St. to St. 40

Restorative Practices St. to T 25

Restorative Practices Conference 30

BASE 23

Out of Placement

There were 27 Out of Placements. 17 ISS and 10 partial ISS.

Referrals by Grade Levels

PK - 3 3rd - 84

K - 36 4th - 31

1st - 28 5th - 22

2nd - 32

3rd grade had a large amount of referrals. Several students in this grade level received numerous referrals and were recommended for more SPED support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African Americans received a disproportionate amount of referrals and out of placement actions compared to the enrollment percentage. **Root Cause:** Cultural proficiency and strategies for behaviors were not utilized effectively.

Student Learning

Student Learning Summary

Due to COVID-19, there are no STAAR Results. Istation and grade level CBA's are used to determine student learning progress.

Istation

The percentage of students making at least 6 months growth or being on Tier 1 was 79%

The percentage of making 1 year's growth was 48% (from September to March).

Kindergarten - 5th grade

Percentae of students on Tier 1 or making progress from the previous month in English/Spanish.

October	November	December	January	February	March
66%	76%	79%	73%	77%	80%

All Grades - Overall Reading English Tiers in English

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Tier 3	37%	40%	37%	36%	37%	38%	33%
Tier 2	24%	25%	28%	26%	26%	23%	25%
Tier 1	39%	35%	35%	38%	36%	39%	43%

March Istation results by grade level/language

	Kindergarten English	Kindergarten Spanish
Tier 3	41%	4%
Tier 2	21%	26%
Tier 1	38%	60%
	1st grade English	1st grade Spanish
Tier 3	36%	20%

1st grade English		1st grade Spanish
Tier 2	34%	20%
Tier 1	29%	60%
2nd Grade English		2nd Grade Spanish
Tier 3	39%	32%
Tier 2	24%	32%
Tier 1	37%	36%
3rd Grade English		3rd Grade Spanish
Tier 3	28%	21%
Tier 2	19%	26%
Tier 1	53%	54%
4th Grade English		4th Grade Spanish
Tier 3	27%	9%
Tier 2	29%	9%
Tier 1	43%	72%
5th Grade English		5th Grade Spanish
Tier 3	24%	17%
Tier 2	19%	25%
Tier 1	57%	58%

Overall, Tier 1 (on grade level) for all grade levels in English are low. Our Spanish percentages are higher at 60% in Kinder and 1st and 72% in 4th grade.

2nd, 3rd and 5th had about the same percentage of Tier 1 in both English and Spanish. There was a large discrepancy between the 4th grade English and Spanish Tier 1 scores 43%EN to 72%SP.

Second Grade Math MOY assessment - English

	All	Eco.	Dis	Hispanic	African Amer.	White	SPED	LEP
Meets Grade level	67%	65%	72%	25%	73%	42%	63%	
Masters	13%	13%	12%	25%	13%	0%	13%	

Second Grade Math MOY Assessment - Spanish

	All	Eco.	Dis	Hispanic	LEP
Meets Grade level	10%	12%	10%	10%	0%
Masters	0%	0%	0%		

3rd Grade Math Benchmark - English (68 Students)

	All	Eco.	Dis	Hispanic	African Amer.	White	SPED	LEP
Approaches	26%	26%	25%	38%	20%	7%	20%	
Meets Grade level	3%	2%	2%	0%	7%	0%	0%	0%
Masters	0%	0%	0%	9%	0%	0%		0%

3rd Grade Math Benchmark - Spanish (12 students)

	All	Eco.	Dis	Hispanic	SPED	LEP
Approaches	8%	8%	20%	0%	8%	
Meets Grade level	0%	0%	2%	0%	0%	0%
Masters	0%	0%	0%	0%		

3rd Grade Reading Benchmark - English (68 students)

	All	Eco.	Dis	Hispanic	African Amer.	White	SPED	LEP
Approaches	43%	39%	43%	43%	40%	21%	34%	
Meets Grade level	11%	10%	7%	14%	27%	0%	5%	

	All	Eco. Dis	Hispanic	African Amer.	White	SPED	LEP
							0%
Masters	1%	2%	0%	14%	0%	0%	

3rd Grade Reading Benchmark - Spanish (11 students)

	All	Eco. Dis	Hispanic	LEP
Approaches	18%	18%	18%	18%
Meets Grade level	0%	0%	2%	0%
			0%	
Masters	0%	0%	0%	

4th graders - Math Benchmark - English (75 students)

	All	Eco. Dis	Hispanic	African Amer.	White	SPED	LEP
Approaches	35%	36%	22%	67%	50%	25%	28%
Meets Grade level	4%	5%	2%	8%	0%	0%	4%
Masters	4%	5%	2%	8%	0%	0%	4%

4th graders - Math Benchmark Spanish (16 students)

	All	Hispanic
Approaches	13%	12%
Meets Grade Level	0%	0%
Masters	0%	0%

4th graders -Reading Benchmark English (71 students)

	All	Eco. Dis	Hispanic	African Amer.	White	SPED	LEP
Approaches	38%	39%	31%	50%	56%	45%	33%
Meets Grade level	13%	10%	2%	33%	33%	0%	12%
Masters	4%	5%	2%	8%	0%	0%	2%

4th graders - Reading Benchmark Spanish (21 students)

	All	EcoDis	SPED
Approaches	38%	35%	0%
Meets Grade Level	14%	10%	0%
Masters	5%	5%	0%

4th Grade - Writing Benchmark English (65 students)

	All	Eco. Dis	Hispanic	African Amer.	White	SPED (12 st)	LEP
Approaches	32%	29%	20%	58%	50%	8%	33%
Meets Grade level	17%	18%	8%	50%	13%	0%	18%
Masters	0%	0%	0%	0%	0%	0%	0%

5th graders - Math Benchmark English (69 students)

	All	Eco. Dis	Hispanic	African Amer.	White	SPED (16)	LEP
Approaches	49%	48%	58%	36%	42%	13%	38%
Meets Grade level	16%	14%	19%	14%	14%	6%	12%
Masters	6%	4%	5%	7%	14%	0%	3%

5th graders -Math Benchmark Spanish (14 students)

	All	EcoDis	SPED (3)
Approaches	29%	29%	0%
Meets Grade Level	7%	7%	0%

All EcoDis SPED (3)

Masters 0% 0% 0%

5th graders -Reading Benchmark English

	All	Eco. Dis	Hispanic	African Amer.	White	SPED (16)	LEP
Approaches	62%	60%	63%	57%	71%	25%	56%
Meets Grade level	33%	30%	33%	36%	43%	6%	22%
Masters	12%	9%	12%	21%	0%	0%	0%

5th graders - Reading Benchmark Spanish - 17 students

All EcoDis SPED (3)

Approaches 47% 47% 0%
 Meets Grade Level 12% 12% 0%
 Masters 0% 0% 0%

5th grade - Science Benchmark English

	All	Eco. Dis	Hispanic	African Amer.	White	SPED (16)	LEP
Approaches	37%	33%	37%	29%	43%	13%	28%
Meets Grade level	13%	11%	9%	21%	14%	0%	10%
Masters	4%	5%	0%	14%	0%	0%	3%

5th graders - Science Benchmark Spanish - 15 students

All EcoDis SPED (3)

Approaches 0% 0% 0%
 Meets Grade Level 0% 0% 0%
 Masters 0% 0% 0%

Student Learning Strengths

Student progress was being made based on Istation results and had increased from 66% to 80% of students making progress or on Tier 1.

Problem Statements Identifying Student Learning Needs

Problem Statement 3 (Prioritized): Overall, there is a low percentage of students meeting grade level expectations. **Root Cause:** ELPS, SIOP and Engagement strategies are needed during instruction.

School Processes & Programs

School Processes & Programs Summary

2019-20

Economically Disadvantaged - 84%

GT - 3%

SPED - 16%

504 - 6%

Bilingual Dual Program - 50%

ESL in Gen Ed - 6%

The Leader in Me is a program that is utilized school-wide. It teaches the students the 7 habits of highly effective people. This program also teaches goal setting for students to be the leaders of their learning. We have also implement the House system in conjunction with the Leader in Me to build a positive school culture. We offer clubs to students as a way to learn 21st century skills and to practice habit 7 - Sharpening the Saw.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special education students did not meet the expected target on assessments. **Root Cause:** Students did not have adequate access to grade level TEKS.

Problem Statement 2 (Prioritized): Overall, there is a low percentage of students meeting grade level expectations. **Root Cause:** ELPS, SIOP and Engagement strategies are needed during instruction.

Perceptions

Perceptions Summary

Panorama Survey 2019-20

Educating All Students - 87% favorable responses overall(LISD 84%) Faculty perceptions on their readiness to address issues of diversity.

Strength:

Q.1: How easy do you find interacting with students at your school who are from a different cultural background than your own? 96% favorable

Extremely easy 29% (14 responses)

Quite easy 67% (32 responses)

Area of growth:

Q.3: How knowledgeable are you regarding where to find resources for working with students who have unique learning needs? 75% favorable

Extremely knowledgeable 13% (6 responses)

Quite knowledgeable 63% (30 responses)

Somewhat knowledgeable 25% (12 responses)

School Climate - 66% favorable responses overall(LISD 68%) - Perceptions of overall social and learning climate of the school.

Strength:

Q.7: How respectful are the relationships between teachers and students? 79% favorable

Extremely respectful 15% (7 responses)

Quite respectful 65% (31 responses)

Somewhat respectful 10% (5 responses)

Slightly respectful 8% (4 responses)

Not at all respectful 2% (1 responses)

Areas of Growth:

Q.2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues? 54% favorable

Extremely supportive 10% 5 responses
Quite supportive 44% 21 responses
Somewhat supportive 35% 17 responses
Slightly supportive 10% 5 responses
Not at all supportive 0% 0 responses

Q.6: How positive are the attitudes of your colleagues? 54% favorable

Extremely positive 10% 5 responses
Quite positive 44% 21 responses
Somewhat positive 31% 15 responses
Slightly positive 10% 5 responses
Not at all positive 4% 2 responses

School Leadership - 52% favorable responses overall (LISD 68%) Perceptions of school leadership's effectiveness.

Strength

Q.8: How clearly do your school leaders identify their goals for teachers? 63% favorable

Extremely clearly 19% 9 responses
Quite clearly 44% 21 responses
Somewhat clearly 25% 12 responses
Slightly clearly 10% 5 responses
Not at all clearly 2% 1 responses

Q.4: How effectively do school leaders communicate important information to teachers? 60% favorable

Extremely effectively 21% 10 responses
Quite effectively 40% 19 responses

Somewhat effectively 17% 8 responses

Slightly effectively 19% 9 responses

Not at all effectively 4% 2 responses

Areas of growth:

Q.2: For your school leaders, how important is teacher satisfaction? 44% Favorable

Extremely important 6% 3 responses

Quite important 38% 18 responses

Somewhat important 29% 14 responses

Slightly important 21% 10 responses

Not important at all 6% 3 responses

Q.9: When the school makes important decisions, how much input do teachers have? 44% favorable

A tremendous amount of input 4% 2 responses

Quite a bit of input 40% 19 responses

Some input 38% 18 responses

A little bit of input 13% 6 responses

Almost no input 6% 3 responses

Leader in Me Survey Results

Leadership 76%

Strength: Staff Social Emotional Teaching Readiness - 87%

Area of Growth: Student Leadership 63%

Culture - 76%

Strength: Staff Satisfaction 86%

Area of Growth: Student Engagement 69%

Academics - 72%

Strength: Teacher Efficacy 82%

Area of Growth: Student Led Achievement 63%

Perceptions Strengths

The Panorama results indicated that the section on Educating all Students was at 89%, which was higher than the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The school leadership section of the Panorama Survey indicated that staff do not perceive leaders to be effective. **Root Cause:** Teachers did not feel valued by the school leadership.

Priority Problem Statements

Problem Statement 1: Special education students did not meet the expected target on assessments.

Root Cause 1: Students did not have adequate access to grade level TEKS.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Overall, there is a low percentage of students meeting grade level expectations.

Root Cause 2: ELPS, SIOP and Engagement strategies are needed during instruction.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: The school leadership section of the Panorama Survey indicated that staff do not perceive leaders to be effective.

Root Cause 3: Teachers did not feel valued by the school leadership.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: African Americans received a disproportionate amount of referrals and out of placement actions compared to the enrollment percentage.

Root Cause 4: Cultural proficiency and strategies for behaviors were not utilized effectively.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Student Data: Assessments

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

Support Systems and Other Data

- Communications data





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 Sources: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation: None





<p>Strategy 1: PLC, intermittent student goal setting, reviewing Tier 1 interventions, Tier 2 intervention time for math, student conference and LIM goal setting.</p> <p>Strategy's Expected Result/Impact: 70% of students will met grade level expectation in math as measured by district assessments and/or STAAR.</p> <p>Staff Responsible for Monitoring: All staff members All Students</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: TCM Focused Math Intervention 5th grade - 211 - Title I, Part A - \$1,300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation: None





<p>Strategy 1: Professional Learning Communities will be used to analyze data through formative and summative assessments to identify specific student learning needs, including subgroups, writing. Writing exemplars will be posted throughout the school in poster form.</p> <p>Strategy's Expected Result/Impact: 85 % of students will move at least 1 tier in writing from BOY to EOY as measured by district writing rubric.</p> <p>Staff Responsible for Monitoring: Title 1 coach Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Ink and paper for poster maker - 211 - Title I, Part A - \$2,878</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Focus on literacy and reading differentiated instruction, monitoring student progress through schoolwide/class/individual goal setting, professional learning, software, such as Achieve 3000, Pebble Go, Mentoring Minds, LLI/SIL and classroom technology/supplies (such as headsets) and interventions during/before/after school with Title 1 coaches and instructional support staff.</p> <p>Strategy's Expected Result/Impact: 85% of our students will be on grade level in their dominant language as measured by istation.</p> <p>Staff Responsible for Monitoring: All staff members Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Achieve 3000 - 211 - Title I, Part A - \$18,000, Registrations to Patterns of Power - 211 - Title I, Part A - \$500, PebbleGo - 211 - Title I, Part A - \$1,800, Headsets - 211 - Title I, Part A - \$500, Books and book storage - 211 - Title I, Part A - \$300, Literacy Classroom Supports - 211 - Title I, Part A - \$289</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize IStation math to verify baseline for EOY and monitor student progress, paying particular attention to BOY and impact Covid 19 may have had on student learning.</p> <p>Strategy's Expected Result/Impact: 70% of students will demonstrate met grade level in math as measured district assessments and/or STAAR.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation: None

<p>Strategy 1: Every reading teacher will have literacy check-ins with administration.</p> <p>Strategy's Expected Result/Impact: 85% of students will be on grade level in their dominant language as measured by istation.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation: None

<p>Strategy 1: ePortfolios will be used to show authentic and relevant work and reflection.</p> <p>Strategy's Expected Result/Impact: 100% of 4th and 5th grade students will complete digital citizenship lessons and utilize ePortfolios.</p> <p>Staff Responsible for Monitoring: 4th and 5th grade teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 Sources: Safety and security reports; drill logs; discipline data

Summative Evaluation: None

<p>Strategy 1: Consistent school-wide routines and procedures, as well as restorative practices, will be taught and reinforced. Professional learning will continue throughout the school year to reinforce these practices.</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data will be analyzed each 9 weeks and provided to classroom staff to reduce discipline ISS referrals by 10% with the increased use of restorative practices and discipline.</p> <p>Staff Responsible for Monitoring: Administrators Staff Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

Summative Evaluation: None

<p>Strategy 1: Two multi-cultural experiences will be planned. Bulletin board of the diversity of our campus on display. Strategy's Expected Result/Impact: The multi-cultural experiences will allow for all cultures to be honored and appreciated with increased learning in cultural proficiency. Staff Responsible for Monitoring: Admin All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


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 Sources: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data


Summative Evaluation: None

Strategy 1: Campus PLC both 1/2 day and extended planning, district learning, The Leader in Me program. Strategy's Expected Result/Impact: Teacher retention will increase with increase support and campus culture. Staff Responsible for Monitoring: Admin All Staff Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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 Sources: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation: None

<p>Strategy 1: Academic Nights, Leadership Night and Student-led conferences will be held for all students to have the opportunity to share their learning. Staff members will attend the Leader in Me Symposium and other conferences to learn more strategies to support leadership and student-led conferences. Staff will participate in a Leader In Me training at the campus and book studies (The Leader in Me and The Power of Positive Teams.)</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase and all students will participate in a student-led conference to show their leadership notebook with data and goals.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Leader in Me Symposium - 211 - Title I, Part A - \$1,974, Lead4ward - 211 - Title I, Part A - \$3,100, Leader In Me refresh - 211 - Title I, Part A - \$3,500, Leader in Me Academics 2 training - 211 - Title I, Part A - \$5,764.76</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation: None

<p>Strategy 1: Action Teams will plan and create a timeline for the implementation of the Leader in Me program to positively impact the culture and academics of Mill Street ES.</p> <p>Strategy's Expected Result/Impact: The calendar will be followed for each week to review and learn the 7 habits. Last Friday of the 9 weeks, virtual Pep Rally and an opportunity ring the victory bell for student celebrations.</p> <p>Staff Responsible for Monitoring: Administration All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

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 Sources: Staff meeting agendas

Summative Evaluation: None

<p>Strategy 1: Maximize the use of technology to enhance student learning and experiences.</p> <p>Strategy's Expected Result/Impact: Teachers will provide students with learning opportunities and curriculum embedded activities with the use of macbook airs, Chromebooks, ipads, or classroom smart boards and the two learning platforms Edgenuity and CANVAS.</p> <p>Staff Responsible for Monitoring: Classroom teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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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 Sources: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation: None

<p>Strategy 1: Support job-embedded professional learning and capacity building for teachers through the use of instructional facilitators and Title 1 Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: Staff will regularly meet with instructional facilitators as evidenced by facilitator logs.</p> <p>Staff will meet regularly with the Title 1 coaches as evidenced by logs and minutes.</p> <p>Staff Responsible for Monitoring: Classroom teachers Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: Paper and other consumable costs lower and recycle efforts increased.

Summative Evaluation: None

<p>Strategy 1: Professional learning sessions will focus on campus and district goals used with authentic work samples, rather than worksheets, counts of printing will be shared 3 times of year.</p> <p>Strategy's Expected Result/Impact: Student and staff member will be mindful of paper resources in their recycling efforts.</p> <p>Staff Responsible for Monitoring: All staff members and students.</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

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. Use part time translator to build support with the community.

Evaluation Data Sources: Campus profile survey results; volunteer records; business partner database

Summative Evaluation: None





<p>Strategy 1: Each class will have one community member visit their classroom each month to talk about their career, education, and training virtually. Strategy's Expected Result/Impact: 70% of 3-5th grade students will be able to name 3 careers they are interested in and 2 Colleges or Universities. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: We will partner with community groups and businesses to offer opportunities for local leaders to have a presence in our classrooms and enrich the learning experience. Strategy's Expected Result/Impact: The campus will increase the number of community partners and mentors from 3 to 6 in the 2020-2021 school year. Staff Responsible for Monitoring: Counselors, Communities in Schools, all staff Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation: None





<p>Strategy 1: We share engaging information about campus initiatives through social media, class dojo, and school newsletters.</p> <p>Strategy's Expected Result/Impact: By the end of the school year we will increase parent participation in parent engagement events by 15%</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Title 1 Informational meetings and other parent engagement (curricular) will be held to inform parents virtually at least 4 events during SY2021.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets indicate attendance/or webex recordings.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Mic/stand for audible communication at parent meetings - 211 - Title I, Part A - \$240, Parent night resources - 211 - Title I, Part A - \$1,064</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Parent and Family engagement Policy and Parent/School Compact will be shared with families.</p> <p>Strategy's Expected Result/Impact: Policies will inform 100% parents.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation: None





Strategy 1: Community partners and career speakers will reflect the demographic of our diverse population. Strategy's Expected Result/Impact: Students will be able to visualize themselves in their field of interest. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will seek and utilize parent input when planning parent engagement events. Strategy's Expected Result/Impact: Parent participation in parent engagement events will increase by 15% Staff Responsible for Monitoring: All Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: VOLY (volunteer management system)

Summative Evaluation: None





<p>Strategy 1: We will recognize families and community members monthly who exhibit Leader in Me habits through social media, our campus website, Class Dojo and newsletters.</p> <p>Strategy's Expected Result/Impact: We will increase the usage of Leader in Me language in non academic settings as evidenced in the LIM survey.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Community partners and mentors will utilize Leader in Me habits in their conversations with students.</p> <p>Strategy's Expected Result/Impact: We will increase the usage of Leader in Me language in non academic settings.</p> <p>Staff Responsible for Monitoring: Communities in Schools, Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: None





<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: None





<p>Strategy 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> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: 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: None





<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: State and Federal Mandates

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: None





<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 Accomplished		
 Continue/Modify		 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 Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jillian Carrillo	Title I Instructional Coach	Title I	1
Kathryn Born	Aide Title I	Title I	1
Katie Allsop	Title I Instructional Coach	Title I	1