

Lewisville Independent School District

Arbor Creek Middle School

Campus Improvement Plan

2020-2021



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
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.	13
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.	16
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.	21
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.	24
Goal 5: Student Achievement/Safeguards	28
Goal 6: State and Federal Mandates	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Arbor Creek Middle School is situated in a neighborhood in Carrollton, Texas, and is part of the Lewisville Independent School District. Our students reside in four surrounding towns which include: The Colony, Plano, Frisco and Carrollton. The campus was built in 1994 and over the past several years enrollment has fluctuated. This year our enrollment has increased to 869.

Arbor Creek's enrollment is currently 869 for the 2020-2021 school year which is a 5.08% increase from 827 in 2019-2020. We are a diversified campus serving students from many different cultural backgrounds. Current demographic numbers for the 2020-2021 school year include the following: .3% American Indian, 13.2% African American, 15.9% Asian, 21.7% Hispanic, 43.3% White, 0% Native Hawaiian, 5.2% two or more races.

Demographics Strengths

Attendance rates have consistently stayed at 97.1% over the last 3 years although enrollment numbers have decreased. We serve a diverse range of student populations, cultures, and ethnicities, which enhances our students' learning and growth. At Arbor Creek Middle School, 23.2% of our students are economically disadvantaged, 9.89% are English Language Learners reporting 17 different home-languages, 32.2% of students are at-risk. In addition, 12.7% of our students are served by special education, 9.89% receive 504 services, and 14.38% of our students are Gifted/Talented.

Our teachers and leadership work diligently to build parent/campus partnerships and improve our community engagement. Through the commitment of our families and staff, our community connection is the cornerstone to continued student success at Arbor Creek.

Student Learning

Student Learning Summary

In English/Language Arts, grades 6-8 utilized data from the Gates-MacGinitie Reading Assessment, STAAR, formative and summative assessments, student conferences, and common assessments to monitor student progress in the areas of reading and writing and to decide how best to meet students' needs in order to improve student achievement. Math grades 6-8 used STAAR, CBAs, common topic assessments, and Pearson for teachers to analyze data, monitor student progress, and drive instructional practices. Due to COVID-19 school closures in the spring of 2020, no state testing occurred in the 2019-2020 school year.

STAAR Scores for 2019 Administration Results					
Grade	Reading	Math	Writing	Science	Social Studies
6th	83%	92%			
7th	85%	84%	85%		
8th	95% includes first & second admin	97% includes first & second admin		94%	84%
totals	88%	91%	85%	94%	84%
STAAR Scores for 2018 Administration Results					
Grade	Reading	Math	Writing	Science	Social Studies
6th	82%	89%			
7th	87%	83%	81%		
8th	93% includes first & second admin	93% includes first & second admin		89%	83%
totals	88%	90%	81%	89%	83%

Student Learning Strengths

Arbor Creek Middle School has a B rating with an OVERALL score of 88. Due to COVID-19 school closures in the spring of 2020, no state testing occurred in the 2019-2020 school year. In 2019, we earned an A in student achievement. In 2018, we had 100% participation in STAAR Reading and STAAR Math. We earned a distinction in STAAR Science for 57% mastery or above and attendance rate as well. All core departments use Professional Learning Community (PLC) time to identify areas of need and promote student growth. PLCs analyze STAAR, CBA, and other data to coordinate instruction in areas needing improvement. All departments offer tutorials for students in need, and focus on the Student Success Initiative through Eagle Academy.

School Processes & Programs

School Processes & Programs Summary

Arbor Creek Middle School continues to provide programs focused on social emotional growth, academic growth, and academic achievement in all areas. By monitoring student academic and social emotional growth, Arbor Creek ensures that proper interventions are implemented to enable sustained individualized success. Professional Learning Communities meet as a department 135 minutes a week to create common goals based on data. The data is used to inform teachers as to the effectiveness of their practices. They work interdependently to create rigorous scaffolded lessons that meet all students' needs. Teachers collaborate to ensure lessons are aligned with district curriculum and state TEKS. Furthermore, our counseling department offers social-emotional learning three times a week through advisory lessons in "Eagle Time." The Arbor Creek goal is to improve upon the high standards for students through meaningful quality instruction while engaging multiple/various stakeholders to participate in achieving our goal.

School Processes & Programs Strengths

Arbor Creek provides numerous programs to encourage *ACADEMIC* growth:

- Canvas: All students have a Canvas account to access teacher lessons, notes, homework, etc.
 - Parents who have correctly used a pairing code will also have a 'view' access.
 - Ongoing parent communication through Canvas and the Arbor Creek Website allows parents to be aware of teacher lesson plans and class progress.
- Skyward: All students and parents have access to Skyward to monitor individual grades and class averages.
- Tutoring: where students are given time before and after school to complete current or late assignments to support academic punctuality.
 - Each teacher must offer a minimum of 3 available tutoring times.
 - Students are encouraged to visit *ANY* teacher who supports/teaches the curriculum in which they are seeking assistance
- Eagle Academy: where students have an after school one hour study skills class to target (1) specific TEK Objective weakness, (2) complete missing work, or (3) get general assistance/tutoring.
 - This will occur on either (1) a 2x per month basis or (2) the Wednesday prior to the completion of a 3, 6, and 9 week grading period.
 - Transportation will be provided to ensure participation upon invitation.
- Professional Learning Communities: allow teachers to
 - analyze data to impact instruction, work with the ESL facilitator to meet the needs of our ELL population
 - meet with our instructional technologist to create lessons using technology
 - collaborate with department district learning facilitators
- Learning Objectives are posted in each classroom or in Canvas to help students know their learning goal for the day.

- Community speakers present in each class to help students to have an understanding of future careers in that specific field. (Due to COVID-19 and Mitigation Level Orange for the 2020-2021 school year, opportunities to visit with students via the internet will occur.)
- Academic UIL Competition: utilized because ACMS believes:
 - that participation in extracurricular activities motivates students to place a high priority on attending school and making better grades.
 - that most students enjoy the pursuit of excellence and seek opportunities to test themselves against their own accomplishments and the accomplishments of others
 - that such opportunities are best provided through properly conducted and equitably administered competitive activities, and
 - that the classroom is enriched by the flow of student energy into the more intensified arena of competition and back into the classroom
 - (Due to COVID-19 and Mitigation Level Orange for the 2020-2021 school year, UIL academic opportunities are postponed or changed.)

Arbor Creek provides numerous programs to encourage ***SOCIAL EMOTIONAL*** growth:

- WEB, “Where Everyone Belongs”: a leadership program where sixth grade students are partnered with eighth grade students in order to mentor and help the sixth graders become future leaders.
- "Eagle Time" advisory, a 25 minute block of time that occurs daily:
 - Two 25 minute block will be utilized for Common Sense media and other required library lessons or Drop Everything and Read time.
 - Three 25 minute lessons will be used for various other social emotional lessons through our counseling department such as, but not limited to:
 - Second Step Lessons
 - Rithim app emotional check in
 - Character Strong Lessons
 - Suicide Prevention Lessons
 - Red Ribbon Week Lessons
 - Restorative Practice philosophies (treatment agreement review, circles, etc)
- Aim for Success
 - Educates teens about the dangers associated with tobacco, alcohol, marijuana, prescription drugs, and other common street drugs, but also the illustrations and true stories empower teens to avoid experimenting with drugs.
- Community speakers present in each class to help students to have an understanding of future careers in that specific field.
 - (Due to COVID-19 and Mitigation Level Orange for the 2020-2021 school year, guests will have opportunities to work with students via the internet)
- Safe and Civil School goals were communicated to the students during Eagle Time during the first week of school and monitored so that all students feel safe in the public areas of Arbor Creek.

- Restorative Practices Program allows students to receive feedback from the staff, have self reflection, and create goals for the future.
- 'Just Because. . .' post cards home utilized to increase positive communication, relationships, and school climate (beyond the campus walls).
- Honor Code in recognition of student excellence following the E-A-G-L-E-S mascot.
 - Faculty member writes Honor Code Post Card--mailed
 - Student Name Placed on Wall of Honor
 - Student receives Bronze, Silver, Gold Eagle
- Career Day for our 8th Graders
 - 8th Grade Students complete self determined rotations to career path interests.
- Dads' Club
 - Dads, step-dads, granddads, uncles, any positive male role model arrives to campus at 8:00 the third Friday of every month to meet and greet the students as they arrive.
- 9 Week Award Postings through various media (posters, ACMS website, Twitter, Facebook)
 - A Honor Roll
 - A/B Honor Roll
 - Honor Code Awards
- Various Student Clubs and Organizations
 - Many of the activities offered by clubs help students to extend and elaborate on the more formal knowledge learned in school. Club membership provides an opportunity to participate in new roles. The leadership roles that are available in clubs provide a valuable experience that is not generally available to young people. Adults and peers at these organizations can serve as models and as sources of social support, friendship, and caring.
 - (Due to COVID-19 and Mitigation Level Orange for the 2020-2021 school year, club opportunities are postponed or changed.)

Clubs and student organizations found at Arbor Creek include:

 - Circle of Friends
 - Student Council
 - National Junior Honor Society
 - Arbor Creek Environmentalist
 - Book Club
 - Theater Club
 - Maker's Space
 - Fellowship of Christian Athletes
 - Yearbook

- WEB

Perceptions

Perceptions Summary

At ACMS, we monitor feedback and meet the needs of our diverse community through two-way open communication, and surveys of students, parents, and staff. The results of these various surveys are leveraged to engage in meaningful discussion and action toward improvement.

Various teams and committees exist to address campus wide goals, initiatives, and general improvement of existing practice. These teams include, but will not be limited to:

- Building Leadership Team
- Talon's Committee
- PTA
- Curricular PLCs
- Grade Level Teams
- Student Organizations/Clubs.

ACMS utilizes all of these committees and clubs to provide information and gain feedback on new campus initiatives. The Talon's Committee was established to address staff concerns about campus procedures, campus climate, and develop new streamlined guidelines and procedures.

In addition to establishing, sustaining, and growing a holistic positive campus culture and a safe energetic climate, we also recognize student daily needs change frequently, and therefore provide daily accessible opportunities for students to share their concerns. To this end, we provide students with the opportunity to report items of concern through three venues:

1. Anonymous Web Tipline found on the ACMS homepage
2. Counselors Corner Website with a link to report concerns
3. Phone based (voice and text) anonymous tipline

Survey results over the last two years of Panorama Data Show:

Area/Year	2018	2019	2020
Educating All Student	82%	76%	GOAL: 85 Result: 89%
School Climate	42%	31%	GOAL: 75 Result: 64%
School Leadership	37%	30%	GOAL: 75 Result:78%

As a staff we work hard to create a friendly and inviting campus. The Gallup Poll results show that students feel that they have a teacher that makes them

excited about the future. The survey shows that our 6th Grade students feel more engaged than our 8th Grade students but all grade levels feel more engaged than the national average.

Perceptions Strengths

Our open door policy allows for parents and the community to know that we are always here to listen to their ideas and feedback about perceived issues at school. This information allows the Arbor Creek staff to make adjustments when necessary to meet the needs of all partnerships including community, parents, and students. (Due to COVID-19 and Mitigation Level Orange for the 2020-2021 school year, restrictions for visitors on campus are in place but we welcome all input from our stakeholders.)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Revised/Approved: October 5, 2020

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: Core teachers will participate in departmental and grade-level PLCs every week to allow for both vertical and horizontal collaboration. Special Education and ESL teachers will attend core area PLCs based on the areas/subjects they specialize in. We will continue to work through WebEx and other platforms to continue our professional growth in order to demonstrate growth in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to align instruction, deepen their understanding of instructional practices and motivational strategies that will allow them to grow as teachers resulting in student growth shown in Student Achievement data using CBA provided by District</p> <p>Staff Responsible for Monitoring: All teachers, Department Chairs , Team Leaders, and Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</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: Teachers will meet as grade-level PLCs to ensure that all instruction is aligned with defined standards in every subject area. We will also ensure that learning targets are posted on Canvas and in the classrooms for students to be able to view and know.</p> <p>Strategy's Expected Result/Impact: All instruction is aligned to state standards, leading to increased student performance on state assessments, and all student subpopulations meeting standard..</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will use data to develop and effectively monitor student performance throughout the school year and provide all necessary interventions in order for the students to show growth in core areas, especially in reading and math. Teachers will also ensure our students feel supported both virtually and in-person by continuous contact through WebEx or in-person with tutorials and advisory.</p> <p>Strategy's Expected Result/Impact: Instructional staff will access and utilize STAAR, CBA, performance task data to gain a greater understanding of their student populations' progress and performance.</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, Team Leaders, & 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 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, RTI formative data, walkthroughs

Summative Evaluation: None

<p>Strategy 1: Intentionally plan professional development to ensure student social and emotional growth through various programs.</p> <ul style="list-style-type: none"> - Character Strong - Eagle Time - Second Step - Restorative Practices that help with proactive and responsive behaviors. - Allow for organization skills - School success tips - Canvas/Skyward - tutoring <p>For Virtual students, we will utilize Canvas and WebEx to reach the learning opportunities for our various programs.</p> <p>Strategy's Expected Result/Impact: Students will be confident to take risks in their learning, feel that the staff truly cares about them and classroom behaviors will be kept to a minimum.</p> <p>Staff Responsible for Monitoring: All Staff and Administration</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 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: Core departments will collaborate with District Instructional Facilitators during PLC time to analyze student growth and to create relevant lessons that include scaffolding and engaging instruction and also utilizing district CBA's and performance tasks to show student growth.</p> <p>Strategy's Expected Result/Impact: To align state standards to improve student achievement on common and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, Administration</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: We will implement the District's Standard Response Protocol Training to ensure all staff and students are able to implement with fidelity and provide parents with notice of each safety training.</p> <p>Strategy's Expected Result/Impact: Provide handouts to staff and review the changes in procedures with them during August Training. Review all drill procedures with students during the first week in August. Conduct monthly safety drills as outlined in the district protocol. Create an environment where students and staff are prepared in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Staff will implement Restorative Practices to build positive relationships to create an inclusive and safe environment. Both in-person and virtual students will receive social-emotional learning to students.</p> <p>Strategy's Expected Result/Impact: Students will feel a greater sense of belonging and have a positive relationship with the staff. In return, Office discipline referrals will decrease .</p> <p>Staff Responsible for Monitoring: All Staff</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: Students will have opportunities to increase their knowledge in different areas of interest through a variety of clubs and activities that are offered during Eagle Time and before and after school. (COVID - 19 limits us some throughout the year)</p> <p>Strategy's Expected Result/Impact: Create and promote participation in clubs, organizations, and extracurricular activities to develop a strong sense of belonging and community.</p> <p>Staff Responsible for Monitoring: Teachers Sponsors, Counselors, Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

<p>Strategy 1: The administrative staff will utilize the unique skills and talents of our staff to actively lead and drive professional learning on campus such as run PLCs, mentor new staff, and serve on committees.</p> <p>Strategy's Expected Result/Impact: Utilize teacher expertise for training's and PLC time. Create a positive culture where opinions matter.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs</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 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: We will host events each semester that allow the parents and community to come on campus and witness the learning that our students have participated in and view the products that show their learning.</p> <p>Strategy's Expected Result/Impact: Events will include the fall and spring with Open House, a Spring Showcase, Band, Choir & orchestra concerts, Dads Club, Coffee Talk with with the Principal, Aim for Success Program for parents and students, and 5th grade parent night.</p> <p>Staff Responsible for Monitoring: All Staff</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: Teachers will make focus in the 20-21 school year on positive reinforcement through restorative practices, positive phone calls, students of the nine weeks, and lessons during Advisory/Eagle Time.</p> <p>Strategy's Expected Result/Impact: Students will increase their sense of community and involvement, along with understanding each other better at ACMS. They will learn through lessons from Character Strong, Second Step, & Restorative Practices.</p> <p>Staff Responsible for Monitoring: All Staff</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
 Live virtual staff meeting
 Video (pre-recorded and view on own time) staff meeting
 During COVID-19 school time, we will be creative with our communication to all.

Summative Evaluation: None

<p>Strategy 1: Utilize the technology provided by the district to create opportunities for staff to learn in a variety of ways and create innovative ways to show that learning through the use of Canvas, Google drive, computer carts, novels, websites, and manipulatives.</p> <p>Strategy's Expected Result/Impact: Increase students exposure to technology through intentional use of district provided tools to enhance learning in the classroom.</p> <p>Staff Responsible for Monitoring: Administration and teachers.</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 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; percentage of 1:X enrollment.

Summative Evaluation: None

<p>Strategy 1: Utilize district curriculum, facilitators and agendas during departmental and grade level PLCs to respect and value the impact of our student learning through learning goals, analyze data, using Solution Tree protocol, agendas, and meeting times.</p> <p>Strategy's Expected Result/Impact: Teachers will feel that PLC time and grade level meetings is beneficial, productive, meets their needs, and is respectful of their time as evidenced from meeting minutes through Google Form each week and feedback from district facilitators, administration, and counselors.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Department Chairs, Team Leaders.</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: Staff attendance rates; electricity usage and energy costs; materials costs
PPE requisition and distribution

Summative Evaluation: None

<p>Strategy 1: Decisions involving personnel, professional learning/PLCs, instructional time, events, budget spending will all directly support and tie to the goals of the Campus Improvement Plan and to enhance learning experiences for our students.</p> <p>Strategy's Expected Result/Impact: We will value and utilize our most important resource - our staff whether it be for professional learning, PLCs, fundraising, allocating and spending campus funds.</p> <p>Staff Responsible for Monitoring: Administration and Teacher Leaders, Department Chairs</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: Campus profile survey results; volunteer records; business partner database
Virtual classroom speakers

Summative Evaluation: None

<p>Strategy 1: We will collaborate and leverage the relationships with businesses and community members to create relevant learning experiences for our students such as Career Day, Art ShowCase Night, Field Trips, Pastries with The Principal and President, Dad's Club, Mentor Programs, etc. During the current COVID-19 Pandemic, we will foster these relationships though various virtual setting. Additionally, events and activities that can be moved to a virtual platform (virtual art gallery walk) will be implemented. Strategy's Expected Result/Impact: Create a positive and service oriented climate at ACMS. Staff Responsible for Monitoring: Sponsors, Administration Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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; Canvas Workshops

Summative Evaluation: None

<p>Strategy 1: We will communicate with parents and staff in a timely and consistent manner by utilizing Skylerts, staff newsletters, PTA Website ,and Social Media to communicate all of the events, opportunities, and learning that is happening at ACMS.</p> <p>Strategy's Expected Result/Impact: Increased participation in events and activities by staff, parents, and students that will increase the sense of community and provide avenues for parents to get involved with the campus.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers</p> <p>Title I Schoolwide Elements: 3.1, 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 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

<p>Strategy 1: We will offer opportunities for parents and community members to learn about the campus, activities, and staff and provide feedback on how we can improve by utilizing face-to-face meetings, weekly newsletters, and surveys. During COVID - 19 we will utilize WebEx and Zoom to make our communications with stakeholders instead of face-to-face.</p> <p>Strategy's Expected Result/Impact: Campus stakeholders will have structured avenues to participate in the decision making process for the campus through the campus BLT, Pastries with Principal & President, PTA membership, and surveys that will increase the sense of belonging and partnership in the learning process.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I Schoolwide Elements: 3.1, 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 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)

Dads' Club Sign Up Form

Career Day (in-person or virtual) outreach

Summative Evaluation: None

<p>Strategy 1: Classroom teachers will invite community representatives to our school to promote and share their knowledge, commitment, and contributions to the community and their profession so that our students can connect what they are learning in school to real world experiences and professions.</p> <p>Strategy's Expected Result/Impact: Create opportunities for students to see how what they are learning applies to careers.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.2</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
Staff annual LEAD SMART GOAL results

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>	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
 No Progress		 Accomplished		
		 Continue/Modify		
		 Discontinue		

Goal 6: State and Federal Mandates

Performance Objective 2: 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
 Intervention program records (RTI, 504, SPED, etc)
 Other Program Records
 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: Student Survey Results
Student Reflections

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
0% No Progress		100% 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		