

Lewisville Independent School District

Arbor Creek Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

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

Value Statement

The Arbor Creek Middle School Community of students, teachers, and parents will work together with trust and mutual respect to ensure academic success and responsible student involvement in our school, families, and society.

Comprehensive Needs Assessment

Revised/Approved: September 10, 2018

Demographics

Demographics Summary

Arbor Creek Middle School is located deep in a neighborhood in Carrollton, Texas. Our students live 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 is 827.

Arbor Creek's enrollment is currently 827 for the 2018-2019 school year which is a 9.5% decrease from 911 in 2017-2018. We are a diversified campus serving students from many different cultural backgrounds. Current demographic numbers for the 2018-2019 school year include the following: .4% American Indian, 11.8% African American 14.5% Asian, 22.6% Hispanic, 45.0% White, .1% Native Hawaiian, 5.6% two or more races.

Demographics Strengths

Attendance rates have consistently stayed at 97.1% over the the last 3 years although enrollment numbers have decreased. Our students continue to consistently meet standards in all content areas and show improvement in all 4 areas tested areas.

Teachers work diligently to build strong parent relationships. These parent teacher relationships, cooperation, and participation are the cornerstones to continued student success at Arbor Creek.

Student Academic Achievement

Student Academic Achievement 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.

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 Academic Achievement Strengths

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 will use PLC time to identify areas of general academic weakness that can be addressed across all grade levels. PLCs analyze STAAR, CBA, and other data to coordinate instruction in areas of weakness. Reading and math will have STAAR tutorials for specially identified students. All departments offer general tutorials for students in need.

School Processes & Programs

School Processes & Programs Summary

Arbor Creek Middle School continues to provide programs focused on growth and achievement in all areas. By monitoring student growth, Arbor Creek ensures that proper interventions are implemented to enable success. Professional Learning Communities meet as a department 135 minutes a week to create common goals based on data. Teachers collaborate to ensure lessons are aligned with district curriculum and state TEKS. The Arbor Creek goal is to maintain high standards for students through quality instruction and meaningful community spirit.

School Processes & Programs Strengths

Arbor Creek provides numerous programs to encourage this growth:

- ICU, Intensive Care Unit, where students are given time before and after school to complete late assignments to support our “no zero” policy.
 - Eagle Academy (Master Class), where students have an after school two hour study skills class to promote organization.
 - WEB, “Where Everyone Belongs”, is 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, a 45 minute block of time that occurs twice a week, allows at-risk students to receive tutoring by a teacher.
 - 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, and collaborate with our department district learning facilitators.
 - Learning Targets and Essential Questions are posted in each classroom to help students know their learning goal for the day.
 - Ongoing parent communication through Canvas and the Arbor Creek Website allows parents to be aware of teacher lesson plans and class progress.
 - Community speakers present in each class to help students to have an understanding of future careers in that specific field.
 - 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.
 - Achieve 3000 is utilized in the 6th grade ELAR, Science and Social Studies classrooms.
 - Honor Code in recognition of student excellence.
 - Spotlight Awards for staff and students in recognition of behaviors in support of a positive school climate.
 - Lockheed Martin Engineers in the Classroom Sessions
 - Career Day for our 8th Graders
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- 9 Week Award Assembly, Honor Code and Spotlight Awards
 - Circle of Friends

Perceptions

Perceptions Summary

At ACMS we monitor feedback and meet the needs of our diverse community through surveys of students, parents, and staff. We provide students with the opportunity to report bullying through a tipline. We have an active Building Leadership Team, a Talon's Committee, an active PTA and many student clubs. We use all of these committees and clubs to provide and gain feedback on new campus initiatives. The Talon's Committee was established to address staff concerns about campus procedures and develop new and refine old guidelines and procedures.

Survey results show that overall 89% of our parents are satisfied with our school. 93% of our parents feel they are well informed about their child's progress. 94% of parents report that their child feels safe while at school. 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff 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

Parent/Community Data

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

Support Systems and Other Data

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


Goals

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

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

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

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Core teachers will engage in professional learning communities every week during their common plan time to allow for horizontal and vertical peer to peer collaboration. Special education teachers who specialize in each content area will also engage in these professional learning communities.	Department Chairs and Administration	The campus will create instructional best practices and individual teachers will make progress toward and eventually achieve their LEAD/Strive Student Progress Goals, which in turn helps the campus achieve its Campus Student Achievement Goal.				
						

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Core departments will focus PLC time on analyzing student achievement and then utilize that knowledge to create meaningful lessons.	Teachers, Department Chairs, Administration	Analyze STAAR Data by grade level and teacher to look for common themes of strengths and weaknesses. Develop common sentence stems to be utilized in all grade level subjects to help address weakness in Reading.				
						

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

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

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Intentionally plan Staff training to ensure clear understanding of new policies and procedures for discipline and technology.	Administration, Counselors	Plan staff training to include training on new policies and procedures. Provide teachers with handouts that clearly define those procedures. Positively reinforce teachers implementing procedures.				

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

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

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Core departments will focus PLC time on analyzing student achievement and then utilize that knowledge to create meaningful lessons that include scaffolding student learning based on different learning styles.	Teachers, Department Chairs, Administration	Analyze STAAR Data by grade level and teacher to look for common themes of strengths and weaknesses. Develop common sentence stems to be utilized in all grade level subjects to help address weakness in Reading.				

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will implement the District's Standard Response Protocol Training as required to ensure all staff and students are able to implement with fidelity and provide parents with notice of each safety training.	Administration	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.				

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create and promote participation in clubs, organizations, and extracurricular activities to develop a strong sense of belonging and community.	Teachers Sponsors, Counselors, Administration	Provide opportunities for students to join and participate in clubs. Utilize the WEB program to promote a sense of belonging.				

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

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

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The administrative staff will utilize teacher leaders to run PLCs, mentor new staff, serve on interview committees.	Administration	Buddy expert teachers with new staff to help mentor the new staff. Utilize teacher expertise for trainings and PLC time. Create a positive culture where opinions matter.				

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

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

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All core teachers including Special Ed teachers will participate in weekly Professional Learning Communities to allow for alignment of the curriculum, focus on campus goals of addressing reading scores and build a culture of working collaboratively to improve teaching skills and the academic performance of students.	Teachers, Department Chairs, Administration	Each department will create goals and work collaboratively to achieve the goals.				

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

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

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

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize Restorative practices in 6th Grade and elective classrooms to promote an inclusive learning environment.		Have 6th Grade and Elective Teachers trained on Restorative Practices in August. Implement 90 second Spark questions, 2 Brain Break Questions and Circle Questions routinely in the classrooms trained on Restorative practices. Increase students sense of community and involvement at ACMS.				

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

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

Evaluation Data Source(s) 1: Staff meeting agendas

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff use school resources and new technology tools (computer labs, carts, novels, district approved apps, websites, and manipulatives) to enhance learning in their classroom.	Administration	Increase students exposure to technology through intentional use of district provided tools.				

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilizing PLC time to analyze data to have a positive impact on student learning.	Administration, Lead Teachers	Create structured opportunities for teachers to collaborate and build a positive collaborative culture at ACMS.				
						

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

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

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attend Professional Learning Opportunities to enhance work in PLC	Administration and Teacher Leader	Gain knowledge and resources that will help to facilitate productive PLC meetings.				

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide regular opportunities for students and staff to participate in community service activities .	Sponsors, Administration	Increase student and facility service opportunities. Create a service oriented climate at ACMS.				

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We communicate with parents to celebrate student successes and progress, both inside and outside the classroom.	Administration, Counselors, Teachers	Increase a sense of belonging with parents and students.				

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

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

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 6th Grade Teachers will implement the use of restorative practices to allow students to learn how to care and respect others.	Teachers, Administration	Provide students with a better understanding of the cultures of our diverse student populations.				

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

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

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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	Administration	Create opportunities for students to see how what they are learning applies to careers.				







Goal 5: Student Achievement/Safeguards

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

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

Summative Evaluation 1:

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

<p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p>	<p>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

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

Summative Evaluation 1:







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

Goal 6: State and Federal Mandates

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p>	All staff	<p>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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 6: State and Federal Mandates

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

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

Summative Evaluation 3:

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

<p>1) The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p>	<p>All staff</p>	<p>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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 6: State and Federal Mandates

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

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

Summative Evaluation 4:

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

<p>1) Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p>	<p>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						