

Lewisville Independent School District

2018-2019 Improvement Plan



Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently, Castle Hills Elementary has a student population of 697 students (2018-2019). Castle Hills Elementary serves 9 response to intervention students (Tier 1 - 2, Tier 2 - 6, Tier 3 - 1), 27 students receive services through Special Education, 34 academic students are supported through 504, 32 students are in the Gifted and Talented program, and 34 students are ELL's.

The following information is based on the Campus Report Card from 2016-2017

Caucasian, 54%, African American 3.9%, Hispanic, 7.6%, Asian, 28.9% and identifying with 2 or more races, 5.7%. Economically disadvantaged is 2.2%, overall mobility rate (2015-2016) is 2.4% and attendance rate is 97.7%. Castle Hills Elementary serves students from Kindergarten through 5th grade.

Demographics Strengths

As our demographic changes to a more culturally diverse population with roughly 30% of students coming from the Asian culture it has provided opportunities for our students and staff to build cultural awareness. This has been demonstrated by bringing in community members from different cultures.

Our ESL student's are exiting the program in a timely manner. Our Gifted and Talented program shows an increasing number of our minority population. The staff provides opportunities for enrichment during Dragon Time to meet the diverse needs of our gifted and talented and high needs population.

Student Academic Achievement

Student Academic Achievement Summary

Students at Castle Hills Elementary continue to show gains in academic achievement and social emotional health. We measure progress academically with CBA's, benchmarks, Istation, STAAR results and teacher designed formative and summative assessments. The Student Gallup Poll and administrative designed surveys document our student-centered positive environment.

Student Academic Achievement Strengths

2017-2018 STAAR results

3rd Grade Reading 93% Mastered 50% Math 95% Mastered 45%

4th Grade Reading 96% Mastered 55% Math 97% Mastered 76% Writing 96% Mastered 30%

5th Grade Reading 97% Mastered 72% Math 99% Mastered 85% Science 97% Mastered 49%

We again received all 6 Distinction Designations

ELA/Reading

Mathematics

Science

Coparative Academic Growth

Postsecondary Readiness

Comparative Closing the Gaps

School Processes & Programs

School Processes & Programs Summary

Curriculum, instruction, and data have all been points of focus at Castle Hills for the last five years. We have had an increased focus on small group instruction, including guided math and reading. Over the past five years, the implementation of flexible classrooms to support student choice has increased and staff use their advanced Thinking Map training across the curriculum. Each year administration has increased both informal and formal walkthroughs to maintain alignment with specific instructional practices outlined in our shared campus goals. Teachers use a variety of assessments, including formative, summative, and student-generated. One of Castle Hills goals is to ensure high-quality instruction through the selection and hiring of quality educators. We want teachers at Castle Hills Elementary to feel engaged, supported, and energized. As a result, we have very low turnover. Low staff turnover results in consistency of quality school programs and fosters positive morale and effective teamwork.

School Processes & Programs Strengths

The Castle Hills campus is data-driven as well as **student-driven**. We use Istation, CBA's, past STAAR, and performance task assessment results to drive instruction. When staff members participate in off-campus trainings based on personal or campus needs/goals they return to the campus to present information to the staff during staff meetings, PLC's, or staff development. All teachers and administrators are constantly seeking best practices to support learner achievement. Our "Castle Court" and Texas area (outdoor learning environment) allows students to extend their learning outside the 4 walls of the school. Students have a voice through the Principal's Student Advisory Team.

To achieve the goal of hiring quality educators, an interview committee is selected to ensure that the hiring process is collaborative. New teachers are provided staff development trainings, including Great Expectations, and a mentor teacher. We have a design Team that collaborates and shares ways to improve campus climate.

Perceptions

Perceptions Summary

Based on the Student Gallup Poll, 80% of 5th grade students feel engaged. The engagement grand mean generated a score of 4.43 compared to the district (3.90) and U.S. overall (3.85). Teachers frequent each others classrooms and leave a post-it sharing positive observations. We celebrate students of the month as well as teacher of the month. Castle Kudos are exchanged by staff during staff meetings and Dynamite Dragons are given to students from staff every Friday during morning announcements. Our Great Expectation program encourages staff as well as students to follow the Great 8 Expectations for Living.

Perceptions Strengths

Castle Hills has a strong PTA that collaborates with the school to help provide students real world experiences. Our Watch DOG program brings-in approximately 100 dads into the school. We also benefit from the Castle Hills Education Foundation that supports the school through grants that provide funding for training, instructional materials and technology. They also extended our outdoor learning environment. College/Career Days attract parents and community members twice a year.

Comprehensive Needs Assessment Data Documentation

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





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) Professional Learning at Castle Hills will be designed around specific academic needs of the school.	Administration and/or teacher leaders	Professional learning will be aligned to TEKS and student learning outcomes across all curriculum.				
2) Continue our major PLC's in Reading, Science, Math, and Writing in the early fall. Vertical meetings will continue once every 9-weeks in Reading, Science, Math, and Writing.	Administration with the support of content area district facilitators.	Professional learning will be aligned to TEKS and student learning outcomes across all curriculum.				
3) Provide differentiated instruction to all students	Administration and Teachers	All students individual growth as measured by data.				
4) School Designed writing benchmarks to improve student writing using the appropriate grade level rubric for assessment.	Teachers and Administration	This year, at least 50% of all K-5 students at their grade level will meet the target score of 3 on a campus created writing prompt designed using criteria developed by our ELA vertical alignment PLC.				
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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) Instruction aligned with district scope, sequence, and curriculum.	Administration	Students will have access to a solid curriculum.				
2) Walkthroughs	Administration and Teacher Leaders	Validity of District scope, sequence, and curriculum. Student success				




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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) Continue our Great Expectation program.	Administration, Classroom Teachers, and Staff	Model GE School for 2018-2019. Safe environment whereby students build self-esteem, mutual respect, have high expectations, and take academic risk in their learning.				
2) GE Vertical Team will meet once every 9 weeks.	Administration, Classroom Teachers, and Staff	Model GE School for 2018-2019. Safe environment whereby students build self-esteem, mutual respect, have high expectations, and take academic risk in their learning.				

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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) Teachers will be intentional in their lesson design while taking into account meaningful and relevant lessons that engage all students.	Administration	Student success through meaningful engaging lessons.				
2) Continue school wide Depth and Complexity strategies	Administration and GT teacher	Higher level questioning strategies and student thinking across all curriculum and grade levels. During the 2018-2019 school year Increased "mastered" levels will be seen in all testing areas using cohort data.				

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) Implement safety response protocols	Campus Administration	Students will understand protocols and procedures for safety if an emergency were to occur The school will fullfill and report drills as required by the district/state.				
						


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) Continuing to educate the staff on cultural proficiency.	Administration	Staff will continue to participate in cultural proficiency professional learning.				
2) Continue Dynamite Dragon recognition weekly.	Administration, teachers, and staff	Positive climate through recognition of not only academics but student thoughtfulness, respect for one another, and citizenship.				
3) Continue Great Expectation Program	Administration, teachers, and staff	climate through recognition of not only academics but student thoughtfulness, respect for one another, and citizenship.				
4) Continue Student of the Month	Administration and Teachers	Positive climate through recognition of not only academics but student thoughtfulness, respect for one another, and citizenship.				
5) Safety Patrol Student of the Month	Teachers	Positive climate through recognition of student leadership and helping.				




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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) Provide meaningful professional learning opportunities for the staff at the campus, district, or surrounding area.	Administration and Campus Design Team	Professional collaboration during PLC and staff meetings. End result of ongoing learning and teacher development is student success.				


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 4th and 5th grade students will develop ePotfolios	Administration, Teachers, District Technology facilitator	Students will showcase their authentic work through their ePortfolios.				
2) Bulletinboards throughout the school will display student work	Teachers	Students authentic work will be available for all parents and visitors to see.				
3) Science Night where all 4th and 5th grade students showcase science projects and their learning	Teachers	Student authentic work will be available for the community as well as parents to observe student learning				




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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
<p>1) Model the GE Great Expectations</p> <p>We will value one another as unique and special individuals.</p> <p>We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdowns.</p> <p>We will encourage one another to do our best</p> <p>We will use good manners, saying, "please," "that you," "and "excuse me" and allow others to go first.</p> <p>We will cheer each other to success.</p> <p>We will help one another whenever possible.</p> <p>We will recognize every effort and applaud it.</p> <p>We will practice virtuous living, using the Life Principles.</p>	Administration, teachers, and staff	Engaged community of learners.				
2) Flexible Classrooms.	Administration, Teachers.	Positive experience for all learners.				
3) Field Trips	Teachers	Enrichment of student curriculum and real world experiences.				
4) Continue College/Carrer Days.	Administration and Teachers	Community involvement in enriching students understanding of the real world.				




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) Continuing in being a School Transforming Learning using out flexible classroom environment as well as our outdoor learning areas.	Administration and Teachers	Engaged and successful learners.				




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

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) Continue to support teachers in their professional development to build capacity through the use of districts facilitators.	Administration	Quality staff Successful students				




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

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:

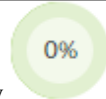
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to monitor electric costs as well as paper usage.	Administration	Continue the rating of an Energy Star Campus Lower paper usage as reported by papercut				
2) Maximize staffing and scheduling resources.	Administration	No loss of staff effectiveness in supporting student growth				
3) Continue to Collaborate with the Castle Hills Education Foundation	Administration	Grant requests to the CHE Education Foundation will support furthering teacher learning or support student academic enrichment.				
4) Resource Recycle/Repairs	Art Teacher	Support of community by giving back				




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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:

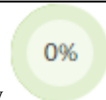
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue College/Career Day once in the fall and once in the spring	Administration and Teacher Leader	Student better understanding of the different college opportunities available as well as different careers.				
2) Monetarily support the LISD Back to School Fair. Supporting the different needs or community with either supplies or money. Support of LEF	Administration, Student Council, Brianna's Buddies	Students understanding of giving to others in need. Support of our community.				
3) Continue Watch D.O.G. program	Administration, Teachers	Partnership with parents to support the education of the whole child.				
4) PTA Community Service Opportunities.	Administration, Teachers,	Working with the community and supporting one another.				




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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) Support a culture of voting through communication and understanding and teacher incentives.	Administration	More teachers will become advocates for public education.				
2) Teacher communication with parents will increase through parent/teacher conferences, positive emails home, and sharing information weekly through either a website or newsletter, cyber Tuesday, and googleclassroom.	Administration	Parents will be informed weekly and have better relationships with teachers.				
3) A minimum of 1 teacher representative from each grade level or team will be at all PTA supported actives that take place at the school.	Administration	Parents that are appreciative and understand that teachers want to support their students during and after school hours.				
4) PTA Anonymous Survey	Administration and PTA	Increased communication with parents to problem solve.				




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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) Continue to use a parent input form in the spring for added information on students before student placing for the following year.	Administration	Collaboration with parents and the school for the best possible student placement and therefore child's education.				
2) Host Principal Coffee's with parents in each grade level to better understand parent and student needs	Administration	Collaboration that results in better communication and school improvement.				




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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:

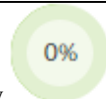
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue our Watch D.O.G. program (Dads of Great Students)	Administration	Allowing more Dad's to be seen at school supporting not only their children but all children at CHE				
2) Continue our collaborative relationship with our very active ad supportive PTA.	Administration, teachers, and staff	Open communication and community pride of Castle Hills Elementary. Student academic support.				
3) Implement the new software system VOLY	Administration	Better monitoring of community supporting involvement in educating our students.				




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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

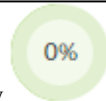
<p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive 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>				
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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				
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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 style="text-align: center;">  = Accomplished  = Continue/Modify  = 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>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

2018-2019 Campus BLT

Committee Role	Name	Position
Classroom Teacher	Mary Fritz	Classroom Teacher
Classroom Teacher	Ronda Gonzalez	Classroom Teacher
Classroom Teacher	Christi DePaul	Classroom Teacher
Classroom Teacher	Stephanie Huntsman	Classroom Teacher
Classroom Teacher	Elizabeth Horiates	Classroom Teacher
Classroom Teacher	Matt Huppe	Classroom Teacher
Non-classroom Professional	Carol Rains	Counselor
Administrator	David Johnson	Assistant Principal
Administrator	Donna J. Taylor	Principal
Non-classroom Professional	Ashton Cantou	District Representative
Community Representative	Amy Gilkenson	Community Representative
Parent	Nina Samuel	PTA President
Parent	Sarah Durrant	CHE Education Foundation
Business Representative	Glen Krieger	Business Representative
Business Representative	Vicki Vaughn	Business Representtive
Business Representative	Artie Williams	Business/Community Representative