

Lewisville Independent School District
Downing Middle School
Campus Improvement Plan
2020-2021

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Comprehensive Needs Assessment Data Documentation	7
Goals	8
Goal 1: Cornerstone 1: Student Learning-In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.	8
Goal 2: Cornerstone 2: Student Experience-In LISD reporting on student experience will focus on creating an an environment that engages and connects students to each other and with staff.	11
Goal 3: Cornerstone 3: Resource Stewardship-Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.	16
Goal 4: Cornerstone 4: Community Engagement -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. Local accountability and decision-making is an important aspect of this cornerstone.	19
Goal 5: The LISD Way	23
Goal 6: Federal and State Mandates	24
Goal 7: Student Achievement/State Mandated Testing/Address Safeguards	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Downing Middle School has a total enrollment of 470 students (147 6th graders, 154 7th graders, and 169 8th graders). The demographics of our student population is approximately 76% White, 10% Hispanic, 7% Asian, and 3% African American. Approximately 6% of our students are economically disadvantaged, 2% are English Language Learners (ELLs), and 9% are served by Special Education.

Demographics Strengths

Our students are our greatest strength. They are kind, positive, and hard-working. We truly have the most amazing students attending Downing Middle School. We are also blessed with a talented, student-focused faculty and highly engaged parents.

Student Learning

Student Learning Summary

In the spring of 2019, the students at Downing Middle School out performed the state and district averages in every subject area tested. In fact, our passing percentages were among the top scores in the district for every subject area assessed. Additionally, one hundred percent of students enrolled in high school credit Algebra passed the End of Course State Assessment.

Student Learning Strengths

Students at Downing excel in academics in all content areas. Students routinely perform well above average on all Curriculum Based Assessments and State Tests.

School Processes & Programs

School Processes & Programs Summary

In the 2020-2021 school year, the Downing faculty members who taught English, math, social studies, and science engaged in professional learning communities (PLCs) two times per week. Each PLC is planned and facilitated by the department chair with the assistance of instructional specialists. One administrator is assigned to each content area and participates in the weekly PLCs. The Downing faculty members have an average of 13.5 years teaching experience and have collectively accrued 4000 professional learning hours.

School Processes & Programs Strengths

- During PLCs, teachers use data to guide instructional planning and ensure alignment with the district curriculum, instruction/assessment, and intervention to produce student learning at or above performance standards.
- Seventy percent of the staff members have at least seven years teaching experience with most having 10+ years in education and a long tenure at Downing Middle School. This creates a stable culture where all staff members proactively address the needs of student and assist with campus initiatives.

Perceptions

Perceptions Summary

Downing Middle School is well respected within the community. We consistently provide a well-rounded approach to helping students achieve success inside and outside of the classroom. We strive to create an inclusive environment where all students feel a sense of belonging and engagement through our clubs, organizations, PTA, and family-friendly events. Our campus is committed to ensuring a positive transition for students coming from elementary school and going to high school by maintaining close communication with our feeder schools and providing frequent opportunities for family involvement. Our parents are supportive and committed to LISD and its vision.

Perceptions Strengths

Last year, Downing earned the prestigious "No Place For Hate" distinction for a 9th straight year for providing students with engaging programs that promote kindness and reject bullying.

Parents take pride in all of Downing's accomplishments.

100% of the staff members joined the campus PTA.

Downing counselors earned the Crest Award for the 4th straight year.

Panorama Survey Data on campus culture and climate ranks DMS in the top 20% of schools in all categories.

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data





Goals

Goal 1: Cornerstone 1: Student Learning-In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

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: Downing Middle School Professional Development will include implementation of Restorative Practices, certification of Science teachers in STEM, and train Assistant Principals and Department Heads in PLC Leadership by attending the Solution Tree Conference.</p> <p>Strategy's Expected Result/Impact: These trainings will result in implementation of Restorative Practices, STEM, and improved PLC's.</p> <p>Staff Responsible for Monitoring: DMS Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Cornerstone 1: Student Learning-In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

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

Summative Evaluation: None





<p>Strategy 1: DMS Teachers will implement the Downing Professional Learning Community cycle to select essential standards, create engaging lessons, develop a Campus Based Common Assessment, analyze the assessments, and provide interventions for struggling students.</p> <p>Strategy's Expected Result/Impact: Common Formative Assessments in all grade levels and subjects. 90% of students approaching grade level, 70% meeting grade level, and 40% exceeding grade level on all STAAR tests.</p> <p>Staff Responsible for Monitoring: DMS Administration, Department Leads, Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Goal 1: Cornerstone 1: Student Learning-In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

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

Evaluation Data Sources: Trend walkthrough data; Graduation Rate Data, Literacy Data; Linguistic Accommodations walkthroughs

Summative Evaluation: None





<p>Strategy 1: DMS will implement a common late work practice that includes a Creating an Atmosphere of REsponsibility "CARE" Program for students to complete missing work.</p> <p>Strategy's Expected Result/Impact: The CARE program will result in less than 2% of students being required to attend summer school.</p> <p>Staff Responsible for Monitoring: Adminstration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Cornerstone 1: Student Learning-In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

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, Student Gallup Survey

Summative Evaluation: None





<p>Strategy 1: Teachers will actively engage students by incorporating a variety of lesson formats including but not limited to Kagen Cooperative structures, Project-Based Learning, and Technology Immersion.</p> <p>Strategy's Expected Result/Impact: Students will enjoy a wide variety of educational experiences as evidenced by 600+ Trend Walkthroughs</p> <p>Staff Responsible for Monitoring: DMS Administration, Department Leads, Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cornerstone 2: Student Experience-In LISD reporting on student experience will focus on creating an an environment that engages and connects students to each other and with staff.

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





Strategy 1: LISD District Required Second Step counseling lessons will be implemented electronically through Advisory to both In-person and Virtual students.. Strategy's Expected Result/Impact: Uniformity in presentation of the 36 Second Step Lessons. Staff Responsible for Monitoring: DMS Administration and Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cornerstone 2: Student Experience-In LISD reporting on student experience will focus on creating an an environment that engages and connects students to each other and with staff.

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; cultural proficiency data collection,

Summative Evaluation: None





Strategy 1: DMS Counselors will implement Kindness Week, No Place for Hate, and apply for the CREST Award. Strategy's Expected Result/Impact: Earn designations of No Place for Hate School and CREST Award. Staff Responsible for Monitoring: DMS Administration and Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cornerstone 2: Student Experience-In LISD reporting on student experience will focus on creating an an environment that engages and connects students to each other and with staff.

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; program enrollment and participation data

Summative Evaluation: None





<p>Strategy 1: We will create a positive culture and climate among the faculty that feels like an extended family. Strategy's Expected Result/Impact: Less than a 5% turnover rate. Panorama Survey Data in the top 20% of all educational institutions and above the LISD Middle School Average in all categories. Staff Responsible for Monitoring: DMS Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cornerstone 2: Student Experience-In LISD reporting on student experience will focus on creating an an environment that engages and connects students to each other and with staff.

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: Canvas data, assessment calendar, Eduphoria Aware,

Summative Evaluation: None





<p>Strategy 1: Our Librarian will coordinate the campus Project-Based Learning activity "There's No Place Like Home," ensure students upload them to their ePortfolios, and create a display for Spring Open House with student QR codes.</p> <p>Strategy's Expected Result/Impact: Campus-wide Project Based Learning activity displayed for Open House</p> <p>Staff Responsible for Monitoring: DMS Library</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cornerstone 2: Student Experience-In LISD reporting on student experience will focus on creating an an environment that engages and connects students to each other and with staff.

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: Career Out data and survey feedback; student assistance counselor and behavior interventionist data;

Summative Evaluation: None

<p>Strategy 1: We will promote campus unity and spirit by participating in school-wide activities such as Pep Rallies, Faculty Tournament, Fun Run, Holiday Sing-a-long, and at least one motivational speaker. If these activities are not allowed due to Covid-19, we will find alternate ways to promote campus unity such as watching "Wonder" in Advisory and providing citizenship lessons that accompany the movie, and doing community drive-in movie events where all are social distanced.</p> <p>Strategy's Expected Result/Impact: Increased school spirit. Plentiful student opportunities to enjoy the school experience</p> <p>Staff Responsible for Monitoring: Cheer Sponsors Fine Arts Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 3: Cornerstone 3: Resource Stewardship-Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.


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


Evaluation Data Sources: Staff meeting agendas


Summative Evaluation: None

<p>Strategy 1: We will implement Co-Teaching in SDI Math by creating parallel classes at all grade levels taught by SDI/Gen Ed Teachers to maximize effectiveness of the SDI teachers in the Math Department.</p> <p>Strategy's Expected Result/Impact: Smaller Student/Teacher Ratio in all General Education Math Classes. Maximum flexibility in SDI math through a parallel co-teach structure.</p> <p>Staff Responsible for Monitoring: DMS Administration, Math Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify






Discontinue

Goal 3: Cornerstone 3: Resource Stewardship-Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.

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

Evaluation Data Sources: facilitator logs, Eduphoria Workshop registrations, technology usage data

Summative Evaluation: None





Strategy 1: LISD Resiliency Lessons will be taught by the DMS teachers directly to students during Advisory. Strategy's Expected Result/Impact: Uniform lesson implementation. Availability of Admin/Counselor if students express need. Staff Responsible for Monitoring: DMS Administration, Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Cornerstone 3: Resource Stewardship-Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.

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, school schedules that show maximization of staff

Summative Evaluation: None





<p>Strategy 1: We will certify all Science Teachers in STEM prior to the 2021-2022 implementation of STEM campus wide at DMS.</p> <p>Strategy's Expected Result/Impact: Prepare for STEM Implementation</p> <p>Staff Responsible for Monitoring: DMS Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cornerstone 4: Community Engagement -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. Local accountability and decision-making is an important aspect of this cornerstone.

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 services to students

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

Summative Evaluation: None

<p>Strategy 1: Downing students will engage in college and career and college events led by our campus counselors, and all 7th grade students will visit the Career Centers once field trips are approved..</p> <p>Strategy's Expected Result/Impact: Student awareness of opportunities. Career Day/Week</p> <p>Staff Responsible for Monitoring: School Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 4: Cornerstone 4: Community Engagement -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. Local accountability and decision-making is an important aspect of this cornerstone.


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


Evaluation Data Sources: Campus profile survey results, communications home to families, sign in sheets, Eduphoria Workshop data


Summative Evaluation: None

<p>Strategy 1: DMS faculty will communicate frequently to minimize confusion and develop a sense of clear and concise information for all stakeholders.</p> <p>Strategy's Expected Result/Impact: Distribution of the monthly calendar in the "Downing Dispatch" by the Principal to the Parents/Teachers Distribution of the "Weekly Agenda" by the Assistant Principal to the Teachers Distribution of "Downing TV" by the the Librarian daily to the Teachers Frequent Facebook, Twitter, and Instagram posts by the Librarian Frequent Web Site Posts by the Campus Secretary Weekly Canvas Website Posts by the Teachers</p> <p>Staff Responsible for Monitoring: DMS Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 4: Cornerstone 4: Community Engagement -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. Local accountability and decision-making is an important aspect of this cornerstone.

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 hold a minimum of one Principal and two Counselor coffee talks to invite parents to discuss education with the campus principals and school counselors (once campus visitors are allowed).</p> <p>Strategy's Expected Result/Impact: Opportunities for parents to meet with Principals and Counselors.</p> <p>Staff Responsible for Monitoring: DMS Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cornerstone 4: Community Engagement -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. Local accountability and decision-making is an important aspect of this cornerstone.

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

Evaluation Data Sources: VOLY (volunteer management system)

Summative Evaluation: None

<p>Strategy 1: We will hold a Cultural Fair highlighting the contribution of the many cultures that influence our state that will result in greater understanding of the unique diversity in Texas.</p> <p>Strategy's Expected Result/Impact: Increased cultural awareness.</p> <p>Staff Responsible for Monitoring: DMS Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: The LISD Way

Performance Objective 1: The LISD Way is further defined by I statements that describe the behaviors expected throughout the organization in each cornerstone.

Evaluation Data Sources: campus improvement plans, campus profile sheets

Summative Evaluation: None

Goal 6: Federal and State Mandates

Performance Objective 1: Coordinated Health - School Health Advisory Council (SHAC) Strategies

Evaluation Data Sources: Annual Report to the Board of Trustees

Summative Evaluation: None

Goal 6: Federal and State Mandates

Performance Objective 2: Migrant Services for "Priority for Service" (PFS) Students

Evaluation Data Sources: PEIMS records for LISD Migrant students, ICR Report

Summative Evaluation: None

Goal 6: Federal and State Mandates

Performance Objective 3: Equity Plan Strategies (connected to ESSA)

Evaluation Data Sources: 2018-2019 Lewisville ISD Equity Plan and supporting data

Summative Evaluation: None

Goal 6: Federal and State Mandates

Performance Objective 4: Federal Program Strategies

Evaluation Data Sources: 2018-2019 Every Student Succeeds Act (ESSA) Application for Federal Funding

Summative Evaluation: None

Goal 6: Federal and State Mandates

Performance Objective 5: Homeless Children and Youth Strategies (Must list: the services the LEA will provide homeless children and youths to support their enrollment, attendance, and success.)

Goal 7: Student Achievement/State Mandated Testing/Address Safeguards

Performance Objective 1: Analyze state mandated testing data to inform accelerated instruction needs for students and address safeguards.

Evaluation Data Sources: CBA's, local tests, STAAR data, TAPR, PBMAS

Summative Evaluation: None