

Lewisville Independent School District
Forestwood 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
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
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.	9
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.	12
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.	17
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.	20
Goal 5: Student Achievement/Safeguards	24
Goal 6: State and Federal Mandates	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Forestwood Middle School opened in the fall of 1992 and has been a high performing school since its inception. The feeder elementary schools include Donald, Forest Vista and Garden Ridge. The student population for 2017-2018 was 920 students; the current enrollment is 910 students. The demographics of the student body follows:

- African American: 3.7%
- Hispanic: 16.4%
- White: 62.9%
- Asian: 13.0%

7.6% of the student population is economically disadvantaged; 2.8% are English language learners, 24.2% are at-risk while 12.5% are served through the Special Education program. The student mobility rate is 4.2% while attendance is 97.4% or better consistently on an annual basis.

We experience a high level of parent involvement through our PTA which boasts an executive board of 25 members.

Forestwood enjoys a highly experienced and very stable staff. 80.3% hold bachelors degrees while 19.3 have earned masters degrees in their fields of study. in terms of teaching experience:

- 10.6% have 1 to 5 years;
- 17.6% have 6 to 10 years;
- 47.1% have 11 to 20 years, and
- 23.0% have greater than 20 years experience.

The average amount of teaching experience overall is 14.9 years with 10.4 years in LISD.

Demographics Strengths

Our strengths can be found in the longevity, experience and education of our staff, the effectiveness of our Special Education Program serving 13.3% of our students with outstanding work is being accomplished in our Functional Life Skills, Academic Vocational Life Skills and Behavior Intervention classrooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to our reputation as an educational institution we are challenged to meet the expectations that go with the reputation for students with very diverse backgrounds arriving at Forestwood with significant needs in terms of identified disabilities. **Root Cause:** Staff and students work hard to achieve success; parents support our efforts.

Student Learning

Student Learning Summary

Through the course of an average school year, 70% to 75% of the students achieve honor roll level performance, on the average. Another 300+ students are recognized by their teachers in the Falcon Fiesta each month and another 320+ students are nominated for the Fabulous Falcon award each year. Failure rates remain in the single digits for each quarterly grading period through the school year. Two students were retained as a result of the 2018-2019 school year, one as a result of the 2017-2018 school year and the same is true for the 2016-2017 school year; none were retained for the three years preceding.

STAAR Score summary by grade and subject:

Subject	6th grade		7th grade		8th grade	
	(Met/Mast)	(Met/Mast)	(Met/Mast)	(Met/Mast)	(Met/Mast)	(Met/Mast)
Reading	92	32	89	48	94	53
Math	96	51	83	5	94	28
Writing			90	41		
Science					91	39
Social Studies					88	48

Student Learning Strengths

Based on the data presented above, reading and math are clear strengths in terms of STAAR data. Academic achievement on a daily basis is a general strength based on Honor Roll data, failure data and retention records.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While "met standard" scores are generally strong, the mastered scores are lower than expected as compared to other LISD West Zone schools. **Root Cause:** We must better identify those students capable of achieving Masters and work to get them there.

Problem Statement 2: The Low SES sub-population is significantly lower in terms of percentages having met standard in all tests. **Root Cause:** We need to better identify and remediate this sub-population.

School Processes & Programs

School Processes & Programs Summary

The Forestwood instructional program is strong due to the longevity and retention rate for teachers, rendering consistency and expertise among the staff. Our school community has a very active and strong PTA which in turn fosters parental support for the many facets of the school. The introduction of the Dual Language program will enhance our curricular offerings, solidify student growth and truly stabilize the staff at Forestwood.

School Processes & Programs Strengths

Strengths include:

- strong, experienced, talented staff;
- introduction of the Dual Language program and an experienced staff with expertise in the subject area;
- expansion of the GT program to include science;
- retention of staff;
- low failure rates;
- high performance rates;
- variety of recognition programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are not seeing the growth of masters level achievement one would expect from a school with these strengths. That is compounded by the lack of achievement of distinction designations. **Root Cause:** Need greater attention to identification of students in need of remediation and acceleration.

Problem Statement 2: The Low SES sub-population is significantly lower in terms of percentages having met standard in all tests. **Root Cause:** Need to improve processes for identification and remediation.

Perceptions

Perceptions Summary

The perceptions of Forestwood Middle School are very positive by the community at-large. We are well known for our high level of parental involvement, a school culture that values education, higher education, and parent involvement. The focus on the theme of kindness across the campus helps create a positive and productive atmosphere with high expectations for the way in which all people are treated.

Perceptions Strengths

The strength of these perceptions are that Forestwood is seen as a destination school and sought out by many each year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The problem associated with these perceptions is that we have very high expectations to meet and any faltering is much more obvious and highly scrutinized. **Root Cause:** Community values for educational achievement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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 Released Test Questions
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

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

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

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

Summative Evaluation: None

<p>Strategy 1: Continue implementation of PLC's aligned to district expectations. Specifically, we will meet 90 minutes weekly focused on department specific instructional concerns; individual members will share their learning with the PLC.</p> <p>Strategy's Expected Result/Impact: Core subject departments will meet 90 minutes per week (September - May) focusing on student achievement and alignment with curriculum standards as evidenced by agendas and meeting notes.</p> <p>Staff Responsible for Monitoring: Administrators / Department Heads</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Summative Evaluation: None

<p>Strategy 1: Classroom instruction, both virtually and in-person, will be aligned with district curriculum as observed through weekly lesson plans and classroom walk through observations.</p> <p>Strategy's Expected Result/Impact: Classroom instruction in all subject areas will be aligned with district curriculum and learning standards 100% of the time as evidenced by weekly lesson plans and walk-through observation documentation.</p> <p>Staff Responsible for Monitoring: Administrators / Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 100% of our Science teachers will complete STEM training by May 1, 2021.</p> <p>Strategy's Expected Result/Impact: Science teachers will have the needed to training to implement STEM lessons for students during the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

<p>Strategy 1: Our English Language Learning Liaison will partner with core subject departments to provide differentiation strategies to be implemented for all learners in the virtual and in-person setting. Strategy's Expected Result/Impact: Our ELL Liaison will meet with each core subject department twice during the course of the school year as evidenced by meeting logs and notes. Staff Responsible for Monitoring: Liaison; Department Heads</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 2) Our SDI Teachers will partner with core subject teachers to provide differentiation strategies to be implemented for all learners in both the virtual and in-person setting. Strategy's Expected Result/Impact: Our SDI Teachers will meet when available with core subject PLC's as evidenced through meeting logs and notes. Staff Responsible for Monitoring: SDI Strategists; Gen Ed Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Summative Evaluation: None

<p>Strategy 1: Educators design meaningful and relevant lessons that engage all learners while increasing student use of technology.</p> <p>Strategy's Expected Result/Impact: By May 15, each teacher will submit two lesson plans per semester that illustrate the creation of a product through the use of technology in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators; Instructional staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 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: Complete all required safety protocol drills for the 2020-21 school year. Strategy's Expected Result/Impact: 100% of the safety drills will be completed by May 21st as evidenced by Emergency Drill reports for each drill conducted. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Plan continuous collaboration with School Resource Officer, students and the wider community. Strategy's Expected Result/Impact: Meet with SRO, counselors, and admin team to plan outreach Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Summative Evaluation: None

<p>Strategy 1: All staff will prepare for, lead and be engaged in Social and Emotional learning Advisory lessons twice each week.</p> <p>Strategy's Expected Result/Impact: Based on survey data from 2017-2018, 2018-2019, and 2019-2020 we will show growth in the areas of belonging, connectedness, and overall positive experiences.</p> <p>Staff Responsible for Monitoring: Administrators; staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Summative Evaluation: None

<p>Strategy 1: Continue to provide authentic learning experiences that acknowledge and build upon talents and strengths of staff through participation in clubs, organizations, and extra-curricular activities.</p> <p>Strategy's Expected Result/Impact: 25% of the staff and 45% of the student body will be involved in a club, organization or extracurricular activity as measured by initial enrollment lists.</p> <p>Staff Responsible for Monitoring: Administrators; instructional staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 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: performance tasks; makerspaces; community showcases; open houses

Summative Evaluation: None

Strategy 1: Teachers will utilize Canvas as a learning and communications platform with students and parents. Strategy's Expected Result/Impact: 100% of the instructional staff will utilize Canvas as a means of communication throughout the school year. Staff Responsible for Monitoring: Instructional staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

<p>Strategy 1: All teachers will greet students positively in their classroom as they enter the room.</p> <p>Strategy's Expected Result/Impact: Administrators will conduct 2 random observations per quarter. 75% of the staff will be positively engaging with their students.</p> <p>Staff Responsible for Monitoring: Administrators; classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 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

Strategy 1: Increase the use of student technology in classes as producers. Strategy's Expected Result/Impact: As evidenced by classroom walk throughs, 25% of the observations conducted between September 8, 2020 and April 30, 2021 will indicate the use of technology tools as a producer. Staff Responsible for Monitoring: Administrators; classroom teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Evaluation Data Sources: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data, STEM Training, apple training, Common Sense Media training

Summative Evaluation: None

<p>Strategy 1: Support job-embedded professional learning and capacity building for teachers through the use of learning and technology facilitators.</p> <p>Strategy's Expected Result/Impact: Teaching staff will utilize strategies acquired through professional learning. Results should be observed through lesson plans and accounting of professional learning hours.</p> <p>Staff Responsible for Monitoring: Teaching staff; administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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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: Canvas Reports and materials costs

Summative Evaluation: None

<p>Strategy 1: Teachers will utilize Canvas as a learning and communications platform with students and parents to reduce hard copy communication.</p> <p>Strategy's Expected Result/Impact: The use of Canvas and Skyward with a focus on the reduction of hard copy communication.</p> <p>Staff Responsible for Monitoring: Instructional staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

<p>Strategy 1: Allow for a minimum of two service projects for students and community members to interact with and donate to the LISD community. (Ex: Food Drive/Angel Tree)</p> <p>Strategy's Expected Result/Impact: Between October 1, 2020 and April 15, 2021 two community service activities will be documented through publications and photos.</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Summative Evaluation: None

<p>Strategy 1: All teachers will communicate with 100% of their students' parents a minimum of twice throughout the school year.</p> <p>Strategy's Expected Result/Impact: Each staff member will submit a record of communication with 100% of their students' parents by May 1, 2021.</p> <p>Staff Responsible for Monitoring: Administrators; teaching staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

<p>Strategy 1: Instructional staff will actively search for opportunities to bring guest speakers from our community into the classroom via WebEx or in person, when allowed.</p> <p>Strategy's Expected Result/Impact: Between September 8, 2020 and May 1, 2021 Guest Speaker Approval Forms will indicate that 10 teachers have included guest speakers in their classroom via WebEx or in-person when allowed.</p> <p>Staff Responsible for Monitoring: Administrators; instructional staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: VOLY (volunteer management system)

Summative Evaluation: None

Strategy 1: Instructional staff will actively search for opportunities to involve our community by actively seeking contributions to school-wide initiatives. Strategy's Expected Result/Impact: Community involvement in Angel Tree, gift card donations from local businesses. Staff Responsible for Monitoring: Administrators; instructional staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Student Achievement/Safeguards

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

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

Summative Evaluation: None

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

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

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

Summative Evaluation: None

<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: State and Federal Mandates

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

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

Summative Evaluation: None

<p>Strategy 1: At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RTI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: State and Federal Mandates

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

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

Summative Evaluation: None

<p>Strategy 1: The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

Goal 6: State and Federal Mandates

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

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

Summative Evaluation: None

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