

Lewisville Independent School District
Killian Middle School
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Killian Middle School opened its doors in the fall of 2007 and serves the community of Lewisville. The feeder elementary schools include Castle Hills Elementary, Independence Elementary, and Coyote Ridge Elementary. Our schools feed into the Hebron 9th Grade Center, and then Hebron High School. We have a current enrollment of 1000 students. The demographics of our campus are listed below. Killian Middle School has 97 staff members. Killian demographics ethnic distribution: Asian: 34.73%, White: 24.42 %, Hispanic: 23.32%, African. Am.: 11.41%, Two or More: 5.81%, American Ind.: 0.20%, Pacific Isl.: 0.10%, Economically disadvantaged: 23.72%, At Risk, 38.14%, English learners: 17%, 504: 6.61%, Special Education: 17.72%, Gifted and Talented: 20.32%.

Demographics Strengths

Our strengths are student achievement in both the classroom and extra-curricular activities, specifically in athletics and fine arts programs. Our Fine Arts staff, athletic coaches, auxiliary staff, and Special Education staff are outstanding. Our students excel in opportunities such as academic UIL, NJHS, Student Council, Kindness Club, and Circle of Friends.

Student Learning

Student Learning Summary

Texas Education Agency
2022 School Report Card
KILLIAN MIDDLE (061902059) - LEWISVILLE ISD - DENTON COUNTY

School Information

District Name:	LEWISVILLE ISD
Campus Type:	Middle School
Total Students:	1,033
Grade Span:	06 - 08

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating



90 of 100

Student Achievement



92 of 100

School Progress



88 of 100

Closing the Gaps

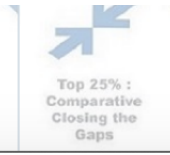


85 of 100

Distinction Designations

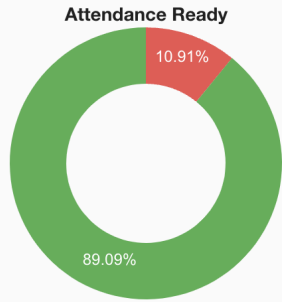
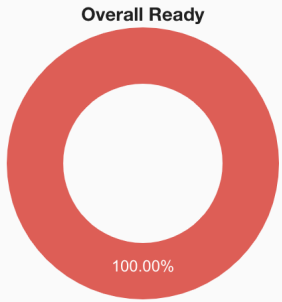
Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



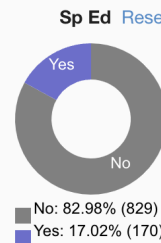
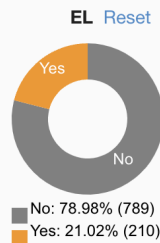
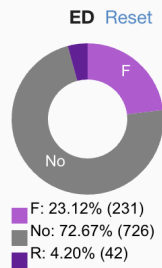
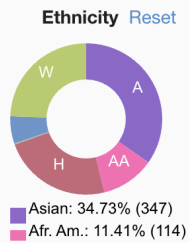
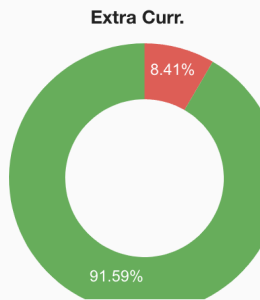
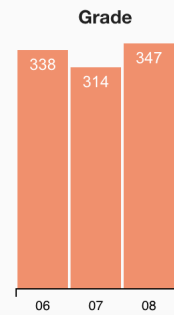
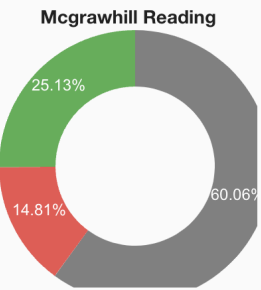
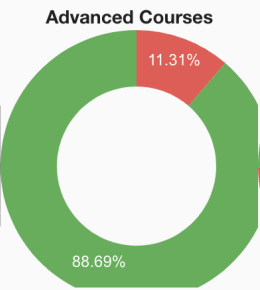
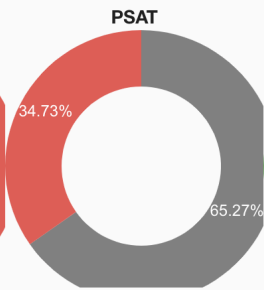
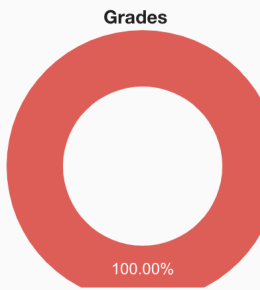


Middle School Readiness

Reset All 2025



999 Students



Student Learning Strengths

All STAAR scores are high and remain above the state average. Student enrollment in honors classes continues to surpass previous years, and students find success in those classes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Balancing the required interventions of HB1416 with the interventions that students actually need and can more effectively benefit from **Root Cause:** The difference of what students actually need versus the requirements mandated by the Texas Legislature that provides no funds to implement them.

School Processes & Programs

School Processes & Programs Summary

Killian Middle School teachers follow all state standards, or TEKS, as well as the Lewisville ISD curriculum guides for each content area. Teachers collaborate in Professional Learning Communities (PLC's) regularly to ensure best instructional practices, create common formative assessments, and prepare student interventions and enrichments. Staff also meet every three weeks in grade level teams to monitor student progress and create plans for interventions and accelerated learning. Teachers routinely meet with parents and students to ensure student success and address academic, behavioral, and social-emotional needs. Decision making is a shared responsibility of the campus leadership team with as much teacher input as possible.

School Processes & Programs Strengths

Killian Middle School utilizes professional learning communities to positively impact student growth and success. Killian Middle School pursues highly qualified staff and volunteers. The Killian PTA and Castle Hills Educational Foundation provide tremendous support to our campus. They play a vital role in the positive culture of our campus. The campus works closely with teacher leaders and district leadership to collaboratively create an engaging and safe learning environment for all students.

Perceptions

Perceptions Summary

Killian Middle School has a strong, vibrant PTA that collaborates in partnership with our campus to support our school community. The campus hosts and participates in a myriad of annual events including Fall and Spring Open Houses, multiple pep rallies, fundraising events to support local nonprofits, 6th grade Social dance, 7th/8th Grade Dances, Killian Fall Fest, Halloween Hallway Celebrations, PTA Merry Mustangs, Red Ribbon Week, Kindness Week, Spring Multicultural Fair, Student Education Assemblies, Monthly student celebrations, Staff Appreciation events, Spring Awards ceremonies, 8th Grade End-of-Year "Come Together" dance, Parent education opportunities, and much more. The campus works hard to engage all stakeholders and strengthen the community/school relationship.

Perceptions Strengths

Killian Middle School offers many events for parents, the community, and students to participate in. We promote involvement in community service projects including several food drives throughout the year. Teachers bring in experts from the community to help our students understand how what they are studying connects to the world. We collaborate with our feeder elementary schools, fellow middle schools, and Hebron High School to be an inclusive and unified community. We connect with parents via weekly newsletters and our social media presence to highlight the amazing things happening at Killian.

Priority Problem Statements

Goals

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.





* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes

- ES - Istation reading and math
- MS - enrollment in advanced courses
- HS - GPA 2.7 or higher readiness
- HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor current students in on-level classes to identify those who can move into advanced/honors classes using classroom data, test scores, and other formative data.</p> <p>Strategy's Expected Result/Impact: We will increase the percentage of students taking advanced/honors level classes from 84% to at least 85% by the end of the school year.</p> <p>Staff Responsible for Monitoring: Admin, counselors, teachers, staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: We will also visit elementary feeder schools during middle school registration times to recruit students into advanced/honors classes.</p> <p>Strategy's Expected Result/Impact: We will increase the percentage of students taking advanced/honors level classes from 84% to at least 85% by the end of the school year.</p> <p>Staff Responsible for Monitoring: Admin, Counselors</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.


*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
 ES, MS, HS - Student survey results
 MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize clubs/extracurricular/co-curricular etc to improve connectedness and student/staff relationships through "Mustang Time" during the school day and allowing students to participate in clubs of their choice. (Staff will sponsor clubs and build connections with students.)</p> <p>Strategy's Expected Result/Impact: Increase in students comfortable talking to staff from 81% to 83% by the end of the school year, and increase in student involvement(extra curricular, co curricular, clubs, etc.) from 89.2% to 91% by the end of the school year.</p> <p>Staff Responsible for Monitoring: Admin, counselors, staff members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: We will host events and celebrations on campus to improve connectedness. These include Fall Fest, Celebrations for Hispanic Heritage Month, Black History Month, Pep Rallies (with grade level competitions), Culture Fest, and visits to the TECC Centers/LLELA.</p> <p>Strategy's Expected Result/Impact: Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.


Performance Objective 6: Campus Behavior Goal: Decreasing the overall number of infractions coded insubordination, disruption, and inappropriate verbal by 5% from the previous school year. Reduce from 331 to 314 for the year


* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.


High Priority


Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet regularly in grade level teams to monitor student behavior and discuss intervention strategies for specific students. Continue using restorative practices. Continue working with staff on de-escalation strategies. Admin present in hallways and classrooms as much as possible for proximity control.</p> <p>Strategy's Expected Result/Impact: Decreasing the overall number of infractions coded insubordination, disruption, and inappropriate verbal. Increase teacher capacity to handle student behavior and improve teacher/student connectedness.</p> <p>Staff Responsible for Monitoring: Admin, counselors, staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes
Financial dashboard visits
Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.


Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.


*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


High Priority


Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Balance staff workload to better meet student needs and increase staff wellbeing; be proactive in calendaring yearlong school events on an at-a-glance document viewable to staff to support planning and awareness of important dates and events. Focus on planning staff appreciation efforts throughout the school year. Minimize staff duty times by moving afternoon bus students to the cafeteria with staff instead of in teacher classrooms. Minimize requirements in meeting times (continue to find ways to provide teachers with more time to accomplish their work.)</p> <p>Strategy's Expected Result/Impact: Increase staff well-being from 80.8% to 81% by end of year</p> <p>Staff Responsible for Monitoring: admin, department heads</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY





Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Restructure committee responsibilities, increase the number of staff members on a committee, have committees drive the decision making on campus. Utilize department heads to facilitate decision making in departments and work with admin to make decisions that impact the work environment.</p> <p>Strategy's Expected Result/Impact: Increase staff involved in decisions (based on pulse data) from 57% to 61% by end of year</p> <p>Staff Responsible for Monitoring: admin, department heads</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD.





High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
<p>Strategy 1: We are intentional about including time during our weekly admin and counselor meetings to recognize staff through Recognize Someone cards. In addition, we have included a section for Recognize Someone in our parent newsletter to hopefully increase community recognition of staff.</p> <p>Strategy's Expected Result/Impact: Increase staff recognition of all the great things happening so they feel valued and recognized for their hard work.</p> <p>Staff Responsible for Monitoring: Admin, staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly SMORE Newsletter highlighting good things happening at KMS</p> <p>Strategy's Expected Result/Impact: Promote LISD and a positive community culture at Killian Middle School</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

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 and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; 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> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.


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


Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data


Strategy 1 Details	Reviews			
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</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>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</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>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 6: Federal and State Mandates


THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. 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. The RtI team is in place and appropriately trained to serve students.</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.). 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>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>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
 You will update the formative and summative reviews.

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 indicating interventions are successful, family involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue