

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Killian Middle School is located in Lewisville, Texas and is part of the Lewisville Independent School District. The school opened in 2007 with an enrollment of 493 students. Today, we have a total of 1,100 students at Killian and we are currently the largest middle school in the district. Killian is very fortunate to have a very diverse student population. Our demographics are made up of 11.2% African American students, 22.3% Hispanic students, 30.26% White students, 0.1% American Indian students, 33.36% Asian students and 2.7% student that are two or more races. At Killian 25.4% of our students are economically disadvantaged, 13.12% are English Language Learners, 33.36% are at-risk and we have a 7.29% mobility rate. In addition, 9.91% of our students are served by special education, 11.62% receive 504 services, and 17% of our students are Gifted/Talented.

Killian has a staff of 95 employees, 66 are teachers. 5.26% of the staff is African American, 12.6% are Hispanic, 77.94% are White and 4.2% are Asian. 84.2% are female and 15.78% are male. 4.6% of the teachers are first year teachers, 43.0% have 1-5 years experience, 26.2% have 6-10 years experience, 15.7% have 11-20 years experience and 10.5% have more than 20 years experience in education. We are extremely fortunate to have such a diverse community of students and parents. It is an honor to serve parents who truly want the best for their children and support the teachers at KMS to ensure a high quality education.

Demographics Strengths

Our strength at Killian Middle School is in the diversity of the students. There is a vast array of cultures, ethnicities, experiences, races and the list goes on and on. It is amazing to watch the students learn about each other with regard to the foods, dress, religion, expectations, and values that each culture brings to KMS. It truly enhances the learning taking place and brings a level of authenticity to the classroom.

Student Learning

Student Learning Summary

Due to COVID - 19 we do not have updated scores to share for the 19-20 school year but referring back to 2018- 2019, Killian Middle School had an A rating with an OVERALL score of 90. This rating was made up of a Student Achievement rating of 92 and Closing the Gap rating of 84. We also had a Student Progress of 85. We earned Distinction Designations in Mathematics, Science, Postsecondary Readiness, but did not earn distinctions in Comparative Closing the Gaps, Comparative Academic Growth, in Social Studies, and ELA/Reading. Our Comparative Closing the Gap score was 90; two scale points away from distinction and two schools below the first quartile of data.

In 2019, we increased the percentage of students at Meets or Above on STAAR assessments in all tested areas. The chart below details these 2019 STAAR results for all students at Killian.

Reading	66%
Math	63%
Writing	69%
Science	75%
Social Studies	56%

In 2019, we increased the percentage of students scoring MASTERS GRADE LEVEL from 2018 STAAR assessments in all tested areas. The chart below details these 2019 STAAR results for all students at Killian.

Reading	44%
Math	30%
Writing	37%
Science	54%
Social Studies	40%

When looking at how we "serve many students well", the measures used in analyzing a school's performance in specific sub-groups of our population, four areas are measured. Killian scored a 77 in regards to our Closing the Gaps score. In Academic Achievement expected outcome of 24 of our 24 sub-population groups. We did not meet our expected outcome for our English Language Proficiency Status, but we did meet twelve out of twelve of our Student Success Status measures. In the area of Growth Status we met sixteen of our twenty-two expected outcome measures. The four measures missed were with two-or-more races, Economically Disadvantaged, English Language Learners, and Special Education sub-populations of students. Our plans to respond to this outcome is addressed in our 2020-2021 Campus Improvement Plan.

Student Learning Strengths

We are most proud of our work to impact the overall well-being of students; we strive to support the development of happy and healthy students who have acquired a growth mindset and are readied for their future in regards to academic, social, and study skills. Student Achievement data supports that our students are prepared for the next step in their lives. The students we send on from Killian Middle School have grown and developed from elementary students to students prepared for high school because we focus on the well-being and development of the whole student- cognitively, socially and emotionally.

We believe much of our direct impact on student success, specifically on STAAR achievement, growth/progress, and our service to all sub-populations is impacted by the exceptional work of our skilled teachers and their design and delivery of innovative, meaningful, standard-aligned instruction, and their assessment of student learning. Common assessments provided by our district as well as teacher-created assessments are used to assess the learning outcomes of all students. When students aren't able to demonstrate progress and mastery of grade level learning, their needs are responded to with reteaching, intervention, and/or added supports. We continuously use formative and summative assessments to measure the impact of our efforts. At Killian we look for ways to continuously learn, craft and improve our own individual skills and competencies to provide a first class education to ALL students. Through departmental Professional Learning Communities, we work collaboratively to inform and improve our professional practice to impact the learning of our students. School leaders and teachers participate in the PLC process so that we are all vested in the understandings of student achievement at KMS, alignment of resources and our needs for continuous improvement. Item analysis data of formative and summative assessments indicate areas of strengths and weaknesses on individual learning standards and for individual students. This data is shared and analyzed in PLC meetings to drive the decisions made in regards to student need and our instructional design improvements.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores have decreased in the percentage of students who meet or master grade level standards. **Root Cause:** Many students are not making adequate yearly progress in a year of schooling.

School Processes & Programs

School Processes & Programs Summary

Teachers at Killian are committed to providing students with a high quality and challenging education while preparing them for high school and beyond. The faculty and staff work closely with students in class and during the various Mustang Time activities that help create strong student-teacher relationships. Killian teachers utilize RTI processes to respond to the learning needs of struggling students through one-on-one and small group support as well as personalized and computer-based interventions. Teachers consider child find processes in their identification of students who demonstrate academic need and serve those students through robust, research-based 504 and special education services. Our master schedule is designed to best meet the needs of all-level learners in age-appropriate middle school settings. Our teachers and staff take the time to look for ways to utilize scheduling in a fluid and flexible way to serve the learning needs of our students. We provide a wide range of course offerings and our building is designed to best accommodate middle school students with the numerous flexible learning spaces located throughout the building. We provide before and after school tutoring programs. We employ eight highly qualified teachers supported by six support staff to meet the needs of our special education students. Ten classroom units are equipped with state of the art technology and effective instructional resources that are used to maximize student learning and progress. We serve our gifted and talented learners through differentiated instruction in both ELA and Science with curriculum designed specifically to accommodate and address their unique learning needs. Career and Technology programs are provided to teach students authentic learning experiences and applications in the realm of STEAM.

Teachers seek out professional learning opportunities to build their knowledge base and to complete the necessary requirements needed to become certified in various areas such as English as a Second Language, Gifted & Talented and Dyslexia. Administrators work closely with the grade level teams and departments so that students are provided with as many opportunities as possible to succeed in learning.

To maintain an emphasis on student learning and creating a positive culture at Killian, job candidates are recruited and carefully screened before being interviewed by administrators, department heads and team leaders. The interview committee works together to ensure the best candidate is chosen for the job. New teachers at Killian are provided a mentor teacher to help with campus policies and procedures and are always provided time each week to collaborate and plan with veteran teachers in the same subject.

School Processes & Programs Strengths

- Grade level teams meet once a week to discuss concerns about students, update and manage students who are currently in RTI, plan for field trips/special events, schedule and hold conferences with parents/guardians.
- Grade level departments meet twice a week to plan and prepare quality lessons and all grade levels from each department meet twice a week in PLC's to analyze data regarding student performance, develop authentic and formative assessments, plan and develop engaging and challenging lessons.
- Strong relationships are built through Mustang Time, which allows students to sign up and participate in an activity of their choice, developed and supervised by a classroom teacher.
- Administrators provide relevant and purposeful professional development opportunities for teachers throughout the year.
- Students attend a weekly advisory class where teachers facilitate discussions and activities that help develop and strengthen the students social and emotional well-being.
- There are numerous clubs, organizations and activities for students to participate in throughout the school year (NJHS, Student Council, Circle of friends).

- The Killian Mentor Program provides an opportunity for community volunteers to work one-on-one with struggling or at-risk students.

Perceptions

Perceptions Summary

Killian Middle School is committed to providing all students with a forward thinking education that gives them the opportunity to empower, inspire, create and innovate. We are a close-knit community that works collaboratively with all levels in order to provide a smooth transition from elementary and then on to high school. 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. With the support of a strong community, we develop well-rounded students who are successful academically and beyond the classroom. Our teachers are invested in their work and building relationships with students while embracing open lines of communication and continually improving their practice.

Over the past several years, volunteers supported all content area teachers through PBLs and guest speakers. Booster clubs are active and support all extra curricular programs and we consistently have 100% PTA participation. We have a very engaged parent community and based on parent survey results 94% of them are satisfied overall with the quality of service provided by Killian Middle School. We are proud that the parent results indicate that 94% feel their child is safe at school and 92% feel the school staff cares about their child. We continue to work on serving students who fall behind and are struggling and the parent survey results support this need. Barriers that prevented parent participation are due to constraints with time and resources. With current COVID-19 restrictions, we are working hard to find ways to bring in guests virtually and ensure that parents are still feeling connected to the school. Small group webex meetings, weekly S'more newsletter, and added social media hope to bridge the gap.

Every new teacher is supported with a district certified mentor as well as a campus mentor in which they collaborate around topics such as school logistics, expectations, classroom management, policies and procedures and best practices. They also meet daily in departmental PLCs to ensure curriculum alignment, design engaging lessons and analyze their impact on student learning. We exceed all district averages with regard to instructional staff, as reflected in the Panorama Survey results, in the areas of school climate, school leadership, teacher efficacy, resources and readiness to address issues of diversity. The results all fell within the seventy percentile range.

Since the school opened in 2007, the attendance rate has never dropped below 97.0%. With regard to discipline, we have had a decrease in all exclusionary practices such as in-school suspension, out-of-school suspension and detention. Last year, we had an decrease in DAEP placements due to Student Code of Conduct violations from the prior year. We apply restorative practices with remediation and restorative chats to build social skills and mediate conflict.

Perceptions Strengths

Killian Middle School provides a rigorous academic program, enhanced by an exceptional fine arts program (band, choir orchestra, theater) and advanced placement courses. It is a close-knit school community where students are nurtured through strong social relationships among peers and teachers, extra-curricular activities inclusive of all and a high standard of academic success is the norm.

The variety of flexible, state-of-the-art learning spaces provide unique opportunities to support teachers in instructional decisions that are appropriate to student needs and instruction being delivered.

The dual-language program, GT program, ESL program, and other differentiated programs offer students a variety of unique yet exceptional learning experiences.

Priority Problem Statements





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, walkthroughs

Summative Evaluation: None





<p>Strategy 1: Teachers will utilize Instructional Technology Facilitator and ESL Liaison and Content Facilitators, Brown Bag Trainings, etc. strategies in the classroom to demonstrate continuous growth. They are working through webex and being creative in meeting virtually.</p> <p>Strategy's Expected Result/Impact: 25% of teachers will utilize strategies learned in professional development on campus in their classroom.</p> <p>Staff Responsible for Monitoring: Admin, Kevin Swan, Sherin George</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, lesson plans, performance tasks

Summative Evaluation: None





<p>Strategy 1: During the 2020 - 2021 school year, teachers will provide student learning targets to make learning meaningful. Teachers will post these on canvas for virtual students and on the board or on the assignment for in person students.</p> <p>Strategy's Expected Result/Impact: PLC agendas, lesson plans, posted learning targets, students will be able to articulate what they are learning, students connect their learning to real world scenarios</p> <p>Staff Responsible for Monitoring: Admin, Team Leads, Department Chairs</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: During the 2020 - 2021 school year, teachers will use a variety of diagnostic, formative and summative assessment measures to determine student need and progression. Teachers will make connections with students both in person or virtually to ensure that students are making passing grades. As students are struggling, teachers will contact students through webex or in person during homeroom/advisory to provide support.</p> <p>Strategy's Expected Result/Impact: Teachers will include a variety of data sources in their student progress goal documentation.</p> <p>Staff Responsible for Monitoring: Admin Dept Chairs</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 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: All teachers will utilize Canvas for grades and assignments consistently, as made clear by a slide show for Scoop. Virtual teachers will use edgenuity and canvas and provide additional learning opportunities as it allows.</p> <p>Strategy's Expected Result/Impact: All students will have a clear understanding of how to access resources on Canvas for every class.</p> <p>Staff Responsible for Monitoring: Admin, Kevin Swan</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,

Summative Evaluation: None





<p>Strategy 1: All core teachers will utilize ALL district CBAs and Performance Tasks as outlined in district curriculum guides as appropriate this year. We know virtual students will not be able to participate as they would have before.</p> <p>Strategy's Expected Result/Impact: Lesson plans & walk-through data will evidence implementation</p> <p>Staff Responsible for Monitoring: Admin Dept Heads</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 the: a thriving student experience comes from 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, restorative practices implementation

Summative Evaluation: None





<p>Strategy 1: All staff members will be visible and monitoring students during transition times as measured by walk-throughs. Strategy's Expected Result/Impact: Teachers will be greeting students at the door and supervising students during each class change. Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: During 2020-2021 school year, the PAWS committee will review Advisory lessons and counselors will distribute plans and train teacher facilitators through quarterly TEAM and/or PLC meetings. Strategy's Expected Result/Impact: Student's social and emotional awareness and skills will be improved as measured by student reflection in exit tickets and survey results. Teachers will be more confident and prepared to deliver social and emotional lessons as reflected in Advisory survey results. Staff Responsible for Monitoring: PAWS Committee Counselors Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Both in person and virtual staff will provide social-emotional learning to students during advisory for in person and through ELA classes for virtual students. Lessons will be provided by our counselors. Strategy's Expected Result/Impact: Student Climate surveys will reflect the strong relationships between teachers & students, a sense of belonging by all students and nurturing the SEL of our students. Staff Responsible for Monitoring: Admin</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 the: a thriving student experience comes from 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; student participation data in clubs, organizations, activities, curricular; course enrollment data

Summative Evaluation: None

<p>Strategy 1: During 2020 - 2021 school year, all students will be involved in at least one social event per quarter- if COVID-19 allows.</p> <p>Strategy's Expected Result/Impact: All students will have meaningful, non-academic learning experiences by participating in pep rallies, varied Mustang Time activities, field trips, etc.</p> <p>Staff Responsible for Monitoring: Killian Student Social Events Committee</p> <p>Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: All teachers</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 the: a thriving student experience comes from 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; teacher lesson plans; program enrollment and participation data

Summative Evaluation: None

<p>Strategy 1: During 20-21 school year, departmental staff will participate in the development of tools used in the hiring process. (lists of look fors, job descriptions specific to role, interview panel and interview questions)</p> <p>Strategy's Expected Result/Impact: A document detailing look fors, job descriptions specific to role, interview panel and interview questions will be created by each department.</p> <p>Staff Responsible for Monitoring: Department Chairs Admin</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 the: a thriving student experience comes from 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: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation: None





<p>Strategy 1: During the 20-21 school year, all staff will be involved in the intentional efforts to recognize one another and their alignment to campus goals and initiatives. Staff will share positives with admin and celebrate through the weekly agenda and social media shout outs.</p> <p>Strategy's Expected Result/Impact: All teachers will be encouraged to celebrate the hard work and efforts of one another.</p> <p>Staff Responsible for Monitoring: Admin</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 the: a thriving student experience comes from 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: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation: None

<p>Strategy 1: During the 20-21 school year, a school-wide, positive reinforcement system will be implemented. Students will be nominated for Mustangs of Merit, receive postcards, and positive phone calls home from admin for both virtual and in-person students.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in recognition of student success</p> <p>Staff Responsible for Monitoring: Admin TEAM leads DEPT chairs</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: During the 2020 -2021 school year, each teacher will post a common module on Canvas to include information on school-wide initiatives. All teachers will have lesson plans posted on Fridays by 5:00 pm.</p> <p>Strategy's Expected Result/Impact: Killian Operating Procedures (KOP) will be posted on each teacher's Canvas course.</p> <p>Staff Responsible for Monitoring: Admin TEAM chairs</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 1: I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.


Evaluation Data Sources: During our COVID-19 school time, we will be creative in creating exceptional learning experiences through unconventional times.


Summative Evaluation: None

<p>Strategy 1: During COVID-19, teachers will be creative in creating innovative learning opportunities for our students within the orange mitigation.</p> <p>Strategy's Expected Result/Impact: Lesson plans of document flexible learning through webex, outdoor spaces, and virtual classrooms</p> <p>Staff Responsible for Monitoring: admin Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% 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 the greatest student and staff impact; Stay current with professional practices.

Evaluation Data Sources: Electronic textbooks, LEAD & Trend Data Walkthrough forms

Summative Evaluation: None





<p>Strategy 1: All core-content teachers will utilize the electronic textbook at least once a month or provide opportunities to reference additional resources to supplement assignments</p> <p>Strategy's Expected Result/Impact: Use of lesson plans to document use of electronic textbooks and walkthroughs by administration.</p> <p>Staff Responsible for Monitoring: Administration Classroom 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 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: Meeting agendas

Summative Evaluation: None





<p>Strategy 1: All faculty members will be involved in at least one campus committee in order to create buy-in of faculty/staff to improve the climate of Killian Middle School based upon teacher feedback.</p> <p>Strategy's Expected Result/Impact: Meeting agendas will include collaboration by staff members.</p> <p>Staff Responsible for Monitoring: All KMS Faculty/Staff</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; See business and community partnerships to engage students; Model community service to students.

Evaluation Data Sources: Parent Surveys, Student Climate Surveys, Sign-In Sheets

Summative Evaluation: None





<p>Strategy 1: Teachers will participate in a committee that will service the educational and non-educational needs of our lower socioeconomic communities.</p> <p>Strategy's Expected Result/Impact: Coordinate a fair for students to share their cultural background.</p> <p>Fall/Winter fundraiser to raise money for Merry Mustangs.</p> <p>Staff Responsible for Monitoring: All KMS Faculty/Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Participate in the District Cultural Proficiency Work and provide students opportunities for cultural proficiency.</p> <p>Strategy's Expected Result/Impact: Greater sense of pride, community, and decreased discipline and increased community within the school.</p> <p>Staff Responsible for Monitoring: admin, counselor, cultural proficiency team</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 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 through social media and parent flyers.

Evaluation Data Sources: Parent survey, community feedback.

Summative Evaluation: None





<p>Strategy 1: Eighth grade teachers and counselors will provide more opportunities for students to work on their four-year plans.</p> <p>Strategy's Expected Result/Impact: Eighth grade students will have a clear understanding of their own high school transition plans.</p> <p>Staff Responsible for Monitoring: Anu Daniel, Lisa Ingalls, Taylor Bailey</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 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. There will be Facebook Live sessions, Webex Meetings, and other opportunities for the school and administration to get feedback from the parents.

Evaluation Data Sources: Emails, Attendance sheets from Parent U, Copies of Presentations used at Parent U, Flyers

Summative Evaluation: None

<p>Strategy 1: During the 2020-2021 school year, Parent Universities will be offered once a semester through the use of webex meetings.</p> <p>Strategy's Expected Result/Impact: Develop a consistent module aligned district requirements and resources to include information for each teacher and their Canvas course.</p> <p>Develop a slideshow to display Canvas grading policy and assignments (get help from Swan) highlighting the expectations of teacher and student use.</p> <p>Educate parents on Canvas, Skyward, and school policies.</p> <p>Staff Responsible for Monitoring: Admin Counselors</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. Utilize social media, announcements, and flyers.

<p>Strategy 1: During the 20-21 school year, students will have the opportunity to participate in community outreach activities with local elementary schools, Discovery Senior Living, Special Olympics and other events at KMS. Depending on COVID-19 mitigation, the connections might be virtual or electronic.</p> <p>Strategy's Expected Result/Impact: Teachers will work to connect students with opportunities to serve the community, as well as to connect the community within the school through in person and virtual opportunities.</p> <p>Staff Responsible for Monitoring: Admin Committee Chairs</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: The LISD Way

Goal 6: Federal and State Mandates

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