Lewisville Independent School District

Killian Middle School

2021-2022 Campus Improvement Plan

Table of Contents

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 1,029 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 96 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.

We focus on serving our community well and realizing that our various populations have very different needs. We are lucky to have parents and community members who support us.

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. The level of acceptance and work in cultural proficiency creates a dynamic in which all students and staff have a sense of belonging.

Student Learning

Student Learning Summary

Due to COVID - 19 we do not have updated scores to share for the 19-20 school year and the scores for the 20-21 school year are not fully accurate because it was an optional assessment for our virtual students. You are able to refer 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%

In 2021, our STAAR scores are as follows:

	Does Not Meet	**Approaches**	**Meets**	**Masters**
Math	24%	27%	25%	24%
Reading	20%	21%	24%	36%
Writing	16%	23%	39%	22%
Science	15%	21%	19%	45 %
Social Studies	19%	26%	23%	33%

Based on 2019 data, 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 2021-2022 Campus Improvement Plan.

We also know that our students are more than a test score and we foster opportunities for showcase student talents through athletics, performing arts, arts, technology, and student leadership.

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.

With the honors program, dual language opportunities, gifted and talented courses- we are able to find ways to challenge each learner. We believe that all of our learners have the ability to participate in at least one honors program and a large majority of our students are enrolled in at least one honors course.

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. We will have a focus on college and career readiness during the 21-22 school year with our WiseUp Wednesdays. On Wednesdays, during the announcements, we will focus on a different trade, University, or community college.We will focus on Kindness on Kindness Mondays. These intentional components will align with our vision and mission.

The faculty and staff work closely with students in class and during the various before and after school activities/clubs 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.

Our administrative team is a strong team made up of 3 assistant principals and 3 counselors. The three counselors and APs work together with groups of students and roll with the students throughout their time in middle school so that they can build strong relationships with their AP and counselor.

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 advisory, clubs, and classtime.

- 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 (with the exception of 20-21), 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 from the staff. 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 Panarama 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.

The unique diversity of our school creates the best environment for cultural proficiency. We pride ourselves in being innovative and fortward thinking. Our community knows that our students have many opportunities to shine!

Goals

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 1: Board Goals:
* HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
* HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
* HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
* Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

Superintendent Goals:
* Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
* Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
* Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
* Utilize readiness dashboard to identify and target students for readiness as the campus level
* Provide support to campuses in creating intervention programs for summer 2021 and beyond

DIP Goals:
* Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
* Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
* Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
* Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

HB3 Goal

Evaluation Data Sources: BOY and EOY assessments, dashboard data, walk data including TREND and content walks

Strategy 1 Details		Reviews			
Strategy 1: Admin team will conduct an average of 10 trendwalks a week to gather substantial data. Assistant principals will share trend data through PLC time once a month with a focus on instructional design and student engagement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Opportunities for reflection on instructional design and student engagement levels. A gradual increase of engagement across all content areas. **Staff Responsible for Monitoring:** Admin team					

Strategy 2 Details		Reviews			
Strategy 2: All students will participate in a BOY reading assessment and data for readers who are below grade level will be shared with all grade level teachers. Interventions will be planned and implemented for readers below grade level.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All core content teachers will be aware of students who are not reading at grade level and will be able to differentiate instructional practices to support the students. Data on Mindplay will show increase in reading levels in the different domains. Students in all core areas will show improvement based on scaffolding and pre-reading strategies done by teachers. **Staff Responsible for Monitoring:** ELA teachers, Admin, Yanda					

Strategy 3 Details		Reviews			
Strategy 3: HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase. AVID students at Killian MS will facilitate Wise Up Wednesday during the 2nd, 3rd, and 4th nine weeks to increase awareness of College and Career Opportunities post high school. These will include vocational, Armed Forces, community colleges, and Universities.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase knowledge and engagement in CCRM					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 2: Student Learning I Statements:
* I ensure learning is based on defined standards.
* I model lifelong learning.
* I create an environment optimal for learning.
* I ensure that learners are actively engaged in meaningful and relevant work.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: I ensure learning is based on defined standards: Teachers will plan learning experiences based on defined TEKS and standards and post the learning targets in the classroom or on the assignment and find opportunities to connect the learning target to real life.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will understand what the learning target is and be able to advocate for various strategies to achieve the learning goal. Students will understand and communicate the purpose in the learning as evidenced by trend-data. **Staff Responsible for Monitoring:** Admin teachers				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Cornerstone 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: Board Goals:
* Ensure students are college and career-ready based on LISD readiness indicators
* Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

Superintendent Goals:
* Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
* Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
* Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

DIP Goals:
* Complete all campus emergency drills and scheduled safety and security audits
* Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
* Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
* Ensure all students receive support and guidance from a counselor through a minimum of two touch points
* Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
* Identify and utilize performance tasks at specific grade levels and content areas
* All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

    Evaluation Data Sources: Readiness dashboard, counselor data, student survey, discipline data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will actively engage in restorative practices daily. The strategies will include treatment agreements, two minute connections, circles, and other strategies as determined by staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student connections to other staff and students as evidenced by student survey data. Decreased behavior based on discipline data. **Staff Responsible for Monitoring:** teacher, admin, counselors				
Strategy 2 Details	Reviews			
Strategy 2: Students and staff will have increased experiences related to cultural proficiency, including August professional learning, advisory lessons, and a student and staff experience in the spring.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased understanding and awareness of cultural proficiency and an increased sense of belonging for all students and staff as evidenced in panorama and student survey. **Staff Responsible for Monitoring:** Admin, Cultural Proficiency Team,				

0% No Progress	100% Accomplished	➡ Continue/Modify ✖ Discontinue

Goal 2: Cornerstone 2/ Student Experience

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

Performance Objective 2: Student Experience I Statements:

* I create safe and inclusive opportunities.
* I nurture each learner as an individual and as a citizen of the community.
* I seek and encourage talent development.
* I collaborate, communication, and persevere.
* I engage in work that directly and indirectly creates positive experiences for learners.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: I create safe and inclusive opportunities. The Paws committee will review advisory lessons and counselors will distribute plans and train teacher facilitators through quarterly team/PLC meetings. The teachers will deliver the advisory lessons with fidelity and ensure authentic learning opportunities during the 45 minute lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be more comfortable and confident in delivering the advisory lessons which include but are not limited to: second step, digital citizenship, cultural proficiency, etc, as evidenced by a campus created SEL/Advisory lesson survey multiple times during the school year. **Staff Responsible for Monitoring:** counselors				

Strategy 2 Details	Reviews			
Strategy 2: I communicate, collaborate, and persevere : teachers will participate in PLC every Tuesday and Block day. This time will be dedicated to creating common formative assessments, analyzing various forms of student data, and collaborating on learning experiences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increased teacher efficacy, increased student achievement, decreased failure rates, as evidenced through trend and discipline data. **Staff Responsible for Monitoring:** department chairs and admin				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Cornerstone 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: Board Goals:
* Review and implement agreed upon findings from current and future internal audit reports when completed
* Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

Superintendent Goals:
* Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
* Develop short-term and long-term calendar of various efforts

DIP Goals:
* Maximize the use of technology investment and resources to enhance student learning and experience
* Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
* Respond to new 87th legislative session requirements

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: survey data, views on resources, leadership opportunities

Strategy 1 Details		Reviews		
Strategy 1: First Year Teachers at Kilian MS will have support from various district/campus staff members. KMS will increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: First year teachers will adjust to their new profession as smoothly as possible and want to return for a second and third year. **Staff Responsible for Monitoring:** First Year Teacher Mentors, Admin, Mentor teacher, and district support staff.				

Strategy 2 Details		Reviews		
Strategy 2: Teachers will continue to utilize the 1:X technology and canvas courses to utilize technology and district resources effectively as evidenced by walkthroughs and trend-data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective and efficient use of district resources to increase engagement and				

student production opportunities.
Staff Responsible for Monitoring: teachers and admin

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Goal 3: Cornerstone 3/ Resource Stewardship

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

Performance Objective 2: Resource Stewardship I Statements:
* I embrace innovation with a flexible, relevant, and solution-oriented mindset
* I have a mind for practicing efficient use of resources
* I use resources in an effective and efficient way that serves others

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: I have a mind for practicing efficient use of resources: During a once a month PLC, teachers will learn from instructional technology facilitator, ESL liaison, and content facilitator.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will utilize district resources more efficiently and effectively and therefore impact instructional strategies and student learning as evidenced by trend, weekly lesson plans, and walk-throughs. **Staff Responsible for Monitoring:** Admin and department chairs				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Cornerstone 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 strategies 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: Board Goals:
* Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
* Continue to enhance cultural proficiency within the organization through authentic engagement

Superintendent Goals:
* Administer surveys to various groups to gain feedback
* Hire a consultant for a new Strategic Planning process
* Increase opportunities for authentic stakeholder engagement and measure engagement levels
* Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
* Implement common learning expectation in every summer professional learning opportunity about student health and well-being

DIP Goals:
* Increase student participation in job-embedded learning opportunities and engage with local businesses
* Conduct student survey to obtain feedback on schoolwide experience and campus culture
* Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
* Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
* Continue to implement Restorative Practices with fidelity to impact discipline and culture

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: attendance records, views, and shares
surveys, discipline data

Strategy 1 Details			Reviews	
Strategy 1: Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create a more welcoming environment at Killian Middle School by				

utilizing raptor survey results for additional campus supports and district customer service training.
Staff Responsible for Monitoring: Admin

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 4: Cornerstone 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 strategies 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 2: Community Engagement I Statements:
* I go above and beyond to serve
* I seek out accurate information to represent my classroom
* I communicate with all stakeholders to understand diverse perspectives
* I actively involve community partners in campus and district initiatives

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
Strategy 1: I communicate with all stakeholders to understand diverse perspectives . Teachers and administration will send a weekly email with the upcoming events for the following week.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will have a better understanding of what is happening within the school to support the transition from virtual to in-person and from elementary to middle school as evidenced by campus profile survey. **Staff Responsible for Monitoring:** teachers and admin				
Strategy 2 Details	Reviews			
Strategy 2: I go above and beyond to serve: students will have multiple opportunities to serve the community. Opportunities could include but are not limited to: canned food drive, socktober, nursing home interaction, recycling, campus clean up, and other opportunities.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By the level of student participation.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: 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; family and community involvement records

Strategy 1 Details			Reviews			
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.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.						
Parent/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.						
Failure rates will be used to identify students' needs, and students at risk.						
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.						

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
    Staff Responsible for Monitoring: All staff
 	
    Title I Schoolwide Elements: 2.4, 2.6						

0% No Progress	100% Accomplished		Continue/Modify		✖ Discontinue	

Goal 6: State and Federal 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; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.	**Formative**			**Summative**
A process is used to refer students with excessive absences to the counseling and/or health services departments.	**Nov**	**Jan**	**Mar**	**June**
Truancy charges are regularly filed when appropriate.				
Parent notification is given when students are absent.				
Student residency is verified.				
Strategies are implemented to increase parental involvement.				
Training is provided for parents regarding how to utilize technology to monitor student progress and achievement. **Strategy's Expected Result/Impact:** Student attendance records demonstrating appropriately high levels **Staff Responsible for Monitoring:** All staff				
_{0%} No Progress _{100%} Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: State and Federal 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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: At-risk students will be identified using available data.	**Formative**			**Summative**
Students will be provided opportunities to explore career options.	**Nov**	**Jan**	**Mar**	**June**
Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness. **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 **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: State and Federal 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: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: A proactive plan identifies and helps troubled youth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Students receive public acknowledgement for non-academic achievement.				
Students participate in activities that foster positive teacher/student relationships.				
The student code of conduct is available online and copies are available to students and reviewed with students by teachers.				
Orientation is held.				
Civic responsibility and community service and community involvement are encouraged.				
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.				
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.				
Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.				
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.				
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.				
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. **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				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: State and Federal 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; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.				
Special education services are provided to students as determined by the ARD committee.				
G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.				
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.)				
Campus personnel utilize appropriate interventions for students with special needs.				
The RtI team is in place and appropriately trained to serve students.				
Campus personnel will be trained in violence prevention and intervention.				
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.				
The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.				
Strategies will be implemented for recruiting highly effective teachers				
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.				
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.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				