Lewisville Independent School District

McKamy Middle School

Campus Improvement Plan

2020-2021

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Demographics

Demographics Summary

We are McKamy Middle School, located in Flower Mound, Texas. We are projected to have a student enrollment of approximately 850 students in 2018-2019 with a staff of 73 dedicated, hardworking people who collaborate each day to engage our students in the pursuit of lifelong learning.

Demographics Strengths

We are fortunate that many of our students come from families that place a high value on education. Most come from parents who are college educated. Most of our students are affluent. We serve a high socio-economic demographic, with low percentages of poverty, ESL, special education, and at risk populations. We have high percentages of gifted and talented populations and students enrolled in pre-advanced placement classes. Our ethnic/racial demograpics are majority white with approximiately 30% Asian or Indian. We have a very small percentage of students who are Hispanic and/or African American.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students report a high level of stress and anxiety **Root Cause:** affluence and the competitive nature of our school, parental/peer pressure

Student Learning

Student Learning Summary

STAAR scores 2016, 2017, 2018:

https://docs.google.com/spreadsheets/d/1MDLusxBXZR-RtfnFc7yZe9-sEnt0jHmF9vzP76vecPw/edit?usp=sharing

Student Learning Strengths

Our students generally outperform other schools in our district and across the State on the STAAR test. Our advanced scores are also high. Our goal/focus area has been on increasing our passing scores of our students served by special education and increasing our advanced scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 6th Grade Reading Scores, although high, have declined over the past three years **Root Cause:** students in all teachers' classes have made limited progress (less than a year's growth)

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School Processes & Programs Summary

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Perceptions Summary

add the campus profile info from Karen Hilliard's spring BLT subcommittee

Problem Statements Identifying Perceptions Needs

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Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Goals

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

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

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

Summative Evaluation: None

Strategy 1: Core teachers will engage in professional learning communities every week during their common plan time to allow for horizontal and vertical peer to peer collaboration. Special education teachers who specialize in each content area will also engage in these professional learning communities.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: The campus will create instructional best practices and individual teachers will make progress toward and eventually achieve their LEAD/Strive Student Progress Goals, which in turn helps the campus achieve its Campus Student Achievement Goal.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: campus administrators, department leads, district instructional facilitators				
Strategy 2: Faculty meetings (Power Hours) will be used as learning times for staff. We will analyze trend walk-through data, stakeholder survey data, engage in team building activities, study educational articles, and share best practices each month. This year we will engage in a book study of the book StrengthFinders, which will include individual surveys and a visit from a an outside trainer.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: improve and maintain positive staff climate and culture, professional learning focus for all staff	Nov	Jan	Mar	June
Staff Responsible for Monitoring: BLT committee, administrators				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 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

Strategy 1: Campus administrators will ensure that teachers who teach the same grade level and same subject are aligned with the district curriculum and with each other and are implementing campus instructional best practices by monitoring weekly lesson plans, walking classrooms, conferencing with teachers, and providing feedback to teachers in PLCs.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: average of 10 principal and 5 AP trend data walks per week; trend data report reviewed every three weeks at PLC meetings	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: campus administrators				

Strategy 2: History teachers will improve students' ability to think critically in order to master State process standards as evidenced by CBA assessment data taken and analyzed during PLCs periodically throughout the year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: improvement through CBA data				
Staff Responsible for Monitoring: history teachers	**Nov**	**Jan**	**Mar**	**June**

Strategy 3: Virtual ELAR and Virtual Sped teachers will instruct students on how to use correct sentence structure, mechanics, and vocabulary to build an academically appropriate essay . Teachers will do this in order for students to write to a specific audience and have their writing meaningful. Evidence of student success toward this goal will include samples of student work and survey data.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: students will be able to write academically appropriate essays				
Staff Responsible for Monitoring: teachers, administrators				

Strategy 4: Students in Virtual Science classes will successfully participate and understand the standards set by Edgenuity as evidenced by 70% of Virtual Science students scoring a minimum of 70% or higher on unit assessments.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: success on science unit assessments				
Staff Responsible for Monitoring: teachers, administrators	**Nov**	**Jan**	**Mar**	**June**

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

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

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

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

   Summative Evaluation: None

Strategy 1: 6th and 7th grade English teachers, Special Education teachers, and Spanish teachers will incorporate reading strategies to increase student reading comprehension as evidenced by district-wide assessments and probe measurement against IEP goals given throughout the year and/or student surveys given at the start and end of the year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Core teachers can incorporate in LEAD/Strive goals to show reflection/growth in a particular instructional goal area (eg. I want my students to improve in reading stamina, so I'm going to try this new reading strategy. Peer teacher comes to observe and gives feedback in PLC.). **Staff Responsible for Monitoring:** core teachers, administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: PE students will complete eight 40 yard dashes, 2 each 9 weeks, in order to access the improvement of overall generation speed evidenced by times collected after each test and documented in an excel spreadsheet to show results.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: speed improvement, physical fitness, pride in accomplishment **Staff Responsible for Monitoring:** coaches	**Nov**	**Jan**	**Mar**	**June**

Strategy 3: The campus RtI committee will meet every three weeks, assess the progress and success of each student's interventions, and determine next steps. We will also determine if new students need to be added by meeting with teachers in PLCs and analyzing the failure report each three weeks.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: passing grades of students served by RtI, ensure RtI accommodations are met, refer RtI students to Sped who are identified as potential learning disabled and refer back to GenEd students who have proven successful in RtI program **Staff Responsible for Monitoring:** Campus RtI committee	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 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

Strategy 1: Students will use their LISD ePortfolios as a repository for their learning. Teachers will regularly make time during class for students to upload artifacts from class and to encourage students to post reflection entries (written, videos, audios) in order to deepen student metacognition.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will have a place where they can see their cumulative growth in all subjects from the entire year. **Staff Responsible for Monitoring:** campus administrators, teachers, district ITF, librarian	Nov	Jan	Mar	June

Strategy 2: In response to 2019-2020 campus survey results, we will improve students' homework load this year by giving students more time during the school day to complete homework. Students will have a 25 minute Advisory (study hall) each day, and will have some time during 3rd/4th period each day when there are no Second Step or other district/campus required lessons to complete homework. We will also embed some instruction on organization, time management, and study skills.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: improve homework survey results **Staff Responsible for Monitoring:** Admin, staff in PLCs, BLT	Nov	Jan	Mar	June

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

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

Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols.

> **Evaluation Data Sources:** Safety and security reports; drill logs; discipline data

> **Summative Evaluation:** None

Strategy 1: We will implement the district's Standard Response Protocol by training all students and faculty and we will share the SRP information with parents. We will also conduct all monthly safety drills.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Our campus will be prepared for an emergency and will all use the same language if we have one.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: campus assistant principal in charge of emergency drills (Fritz)				
Strategy 2: The campus Kai Zen Committee will review student behavior and consequences. This committee will explore PBIS and restorative practices at other campuses and determine ways to implement them at McKamy. Members of this committee will also provide campus training to staff in restorative practices (since district training has been postponed due to Covid).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: improve relationships with students as evidenced by survey results, improve repeat discipline referrals as evidenced by discipline reports	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: teachers, administrators				

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

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

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

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

Summative Evaluation: None

		Reviews		
Strategy 1: We will host a Multicultural Event in which students can perform talents from a variety of cultures, and present artifacts from different cultures. We will invite families to attend. Teachers are encouraged to link class projects to the event to encourage participation.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will be exposed to community experts from a variety of industries and will see how far their budget and income will last.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: counselors, PTA, BLT, teachers				
Strategy 2: By the end of this year, we will earn another No Place for Hate distinction. In order to do this we will build kindness education programs into our year, which are led by counselors and Student2Student Club Members. We begin with our theme project, #U-KnightedWeStand, in the first few weeks of school.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: earn No Place for Hate banner at end of year, students learn culture of kindness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: counselors, Student2Student club members				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 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

Strategy 1: Faculty members will participate in hiring panels, will mentor new employees, and will serve as teacher leaders on the campus in a variety of roles.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: This will develop mentoring and leadership growth opportunities for teachers . It will also provide mentoring for new teachers on the campus.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

Evaluation Data Sources: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation: None

Strategy 1: Teachers will utilize Canvas as a learning and communications platform with students and parents and may also use ePortfolios to serve as a repository of accomplishments and professional growth. Both may be used in appraisal conferences as evidence of goal achievement.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Personal growth of students and staff	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: public, peers, parents, administrators				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: To increase students' real-world applications of learning, teachers will engage students in problem-based learning (PBL) and/or Performance-Based Assessments which may engage authentic experts from the community who are embedded in the learning and/or assessment of learning.		Reviews		
			Formative	Summative
Strategy's Expected Result/Impact: To help students understand how what they are learning is applicable in the real world	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: teacher, expert advisors				
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

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

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

Evaluation Data Sources: Staff meeting agendas

Summative Evaluation: None

Strategy 1: McKamy's Think Tank Committee (sub-committee of BLT) was formed last year to identify ways the campus can pursue innovation in learning for our staff and students. This committee will continue its work this year, considering cross-curricular PBLs for midterms and final exams as a starting point.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: moving students away from traditional learning into more 21st Century real-world learning experiences	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Think Tank Committee Members (staff, parents, students)				

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

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

Evaluation Data Sources: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation: None

Strategy 1: Because LISD is a 1-X district and issues each student an iPad, we will integrate technology into all our learning. Additionally, students in math classes will integrate appropriate graphing technologies and demonstrate growth in the use of those technologies this year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: students will learn to become responsible digital citizens, learn how to conduct research online, how to properly cite sources, how to protect their identity and how to promote themselves positively	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: administrators through classroom walks, conferences with teachers, PLCs				

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

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

Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

Evaluation Data Sources: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation: None

Strategy 1: Our campus bookkeeper will meet with faculty at August inservice to educate staff about expensive printer usage and more economical printing to copier. The principal and bookkeeper will monitor monthly printer usage reports and communicate with individual staff members and students when printer usage is excessive.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Significant cost savings to budget in order to have funds available to spend on student learning. **Staff Responsible for Monitoring:** principal, bookkeeper	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: All McKamy history students will engage in an "Around the World" project on March 12 and 13 in which they spend 24 hours Skyping with people in countries around the world to learn about different cultures. **Strategy's Expected Result/Impact:** students have exposure to people and cultures from around the world **Staff Responsible for Monitoring:** history teachers	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

> **Evaluation Data Sources:** Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

> **Summative Evaluation:** None

Strategy 1: As a Common Sense School we will continue to engage students in Digital Citizenship lessons this year as we have for the past few years to ensure that our students represent McKamy in a positive manner when they are interacting with us and with each other online.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: feedback from students at end of unit, student ePortfolio entries at end of lessons	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ms. Chambers, Ms. Knight, teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: The campus will create, send, analyze data from, and make campus based decisions on a variety of stakeholder surveys and other feedback sources (parents, faculty, students, subs).	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: use input from customers to continuously improve service offering, measure whether service is improving over time as a result of feedback	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: BLT committee				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Evaluation Data Sources: VOLY (volunteer management system)

Summative Evaluation: None

Strategy 1: We will hold Principal Coffee Talks in the fall and spring to actively involve parents in campus/district initiatives. We will also hold a volunteer appreciation event in early May to thank our volunteers for all their help this year.				Reviews			
Strategy's Expected Result/Impact: increased engagement of parent community				Formative			Summative
Staff Responsible for Monitoring: Knight, Gales, Harris, Reibly, PTA				Nov	Jan	Mar	June
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Goal 5: Student Achievement/Safeguards

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

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

Summative Evaluation: None

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. Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc. Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand. 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

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

Summative Evaluation: None

Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.	Reviews			
	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

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

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

Summative Evaluation: None

Strategy 1: At-risk students will be identified using available data.	Reviews			
Students will be provided opportunities to explore career options.	**Formative**			**Summative**
Procedures will be used to ensure accurate coding/tracking of withdrawals.	**Nov**	**Jan**	**Mar**	**June**
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

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

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

Summative Evaluation: None

Strategy 1: The school safety plan is developed and monitored for effectiveness throughout the school year.	Reviews			
A proactive plan identifies and helps troubled youth.	Formative			Summative
Students receive public acknowledgement for non-academic achievement.	Nov	Jan	Mar	June
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.				
Counselors work with students to make appropriate curricular choices or program choices.				
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.				
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.				
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 **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: State and Federal Mandates

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

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

Summative Evaluation: None

Strategy 1: Special program students are accurately identified and appropriately served.	Reviews			
	Formative			Summative
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.	Nov	Jan	Mar	June
Special education services are provided to students as determined by the ARD committee.				
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.).				
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.				
Teachers receive training and support to differentiate instruction to meet the needs of all students.				
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. **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				