

**Lewisville Independent School District**  
**Shadow Ridge Middle School**  
**Campus Improvement Plan**  
**2020-2021**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Based on the 2019 Texas Academic Performance Report (TAPR), Shadow Ridge Middle School serves a total of 694 students (205 6th grade, 257 7th grade, and 232 8th grade). The demographics of our students are approximately 61% White, 20.7% Asian, 10.2% Hispanic, and 3.9% African American. 4.9% of our students are economically disadvantaged, 3.2% are English Language Learners (ELLs), and 21.2% are considered at-risk. 10.8% of students are enrolled in special education and 25.6% are Gifted/Talented.

Shadow Ridge Middle School has a staff comprised of 59 employees with 45 teachers. Approximately 84% of classroom teachers are White, 9% Hispanic and 2% African American. On average, our teachers have at least 13 years of experience and 11 years with the Lewisville Independent School District. 60% of the teaching staff has more than 10 years of experience, 20% has more than 20 years of experience and another 23% also hold advanced degrees.

### Demographics Strengths

Shadow Ridge Middle School has a fairly stable student population with a low mobility rate at 3.5%, and a smaller than average population of English Language Learners. The experience of our staff combined with the support of our parents and neighborhood communities is a demographic strength that results in a strong level of commitment to academic success and a high level of achievement for our students.

# Student Learning

## Student Learning Summary

Based on the 2019 state assessment, Shadow Ridge students outperformed state and district averages in every subject tested across sixth, seventh and eighth grade. Passing, advanced, and masters percentages also increased from the 2018 school year in most areas tested. 98% of our eighth grade students demonstrated proficiency in reading and math, and 100% of students enrolled in HS credit Algebra passed the End of Course state assessment.

We are very proud of our students and their consistent excellence academically, athletically and in the fine arts. While Shadow Ridge students exhibited academic strengths in most areas, our eighth grade science was exceptional, with 99% of students demonstrating proficiency.

## Student Learning Strengths

Over half of our students are enrolled in Pre-AP courses, and more than 60% of seventh and eighth graders are enrolled in high school credit courses (Algebra, Geometry, Spanish I & II, Art, and Principals for Living).

# School Processes & Programs

## School Processes & Programs Summary

The implementation of professional learning communities (PLCs) at Shadow Ridge Middle School exemplifies our dedication to improvement in staff performance and student learning. PLCs engage core instructional faculty in high-performing collaborative teams through a systematic process of ongoing development. PLC meetings are facilitated by department leads and district instructional specialists with support and participation from campus administration.

Our campus also offers students a wide variety of curricular selections and learning opportunities to ensure access to courses that align with student interests and goals. In addition we have a broad range of clubs and organizations that foster student participation, and the opportunity to establish new clubs and organizations that meet the needs and interests of all student groups.

## School Processes & Programs Strengths

- PLCs use data to guide instructional planning and ensure alignment between the district curriculum, instruction/assessment, and intervention to produce student learning at or above performance standards.
- Staff members have an average of 14 years of experience with most having more than 10 years in education and a long tenure at Shadow Ridge Middle School. This has helped to create a positive, supportive culture where staff members proactively address the needs of students and assist with campus initiatives.

# Perceptions

## Perceptions Summary

Shadow Ridge Middle School is well respected within the community. As a campus, we consistently provide a well-rounded approach to helping students achieve academic and personal success. 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. Our campus is committed to ensuring a positive transition for students coming from elementary school and those going to high school by maintaining close communication with our feeder schools and providing frequent opportunities for family involvement.

Our parents are very proud to be connected with and committed to LISD and the Flower Mound High School traditions. We have established purposeful connections across the Flower Mound zone building trust and pride in our area of the district.

At Shadow Ridge Middle School “Pride is an Everyday Thing.” Our staff is committed to providing students engaging, innovative learning experiences every day. We believe: Our students are unique and capable learners that flourish in our safe and flexible environment. Our students benefit from challenging activities that enhance critical thinking, problem solving, and creative thinking in a collaborative setting. Our students connect to the world outside of our building through the use of technology and community partnerships. Students at Shadow Ridge consistently demonstrate excellence academically, athletically and in the fine arts. We have an incredible staff that is here to provide a nurturing, safe and inclusive environment where students experience engaging, innovative lessons that lead to profound learning.

## Perceptions Strengths

- Our community has high expectations.
- Parents are proud of the accomplishments of our school.
- 100% staff membership in PTA.
- Staff, parent and community participation in Site Based Decision Making Committee (SBDM).
- Parent and community engagement through volunteer opportunities.
- Back to School Orientation, Meet the Teacher, Open House Night, College & Career Week, Spring Talent Show, Book Fair, Counselors' Lunch Bunch, Music Miles 5k Run, Unity Day, Toys for Tots, Dress to Learn Clothing Drive, Technology Week.





# 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 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

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Core subject teachers will participate in departmental and grade level PLC time every week that will allow for both vertical and horizontal collaboration. Special Education teachers will attend core area PLCs for the subject they specialize in and the ESL liaison will attend each core area PLC's. District content facilitators will be invited to participate in Department wide PLC time.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent evidence of alignment with LISD curriculum will be visible in classrooms as measured by Trend and LEAD walkthrough data.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Heads, ESL Liaison, Curriculum facilitators, Administrators.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</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 model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Consistent teacher and student use of Canvas for communication and instruction. In person and virtual teachers will meet as departmental PLCs to ensure that all instruction is aligned with defined standards and students are being assessed throughout the school year on both campus and district developed common assessments in every core subject area.</p> <p><b>Strategy's Expected Result/Impact:</b> Virtual and in person teachers will increase their knowledge and implementation of Canvas to provide access to meaningful learning for students/parents, specifically by utilizing the Canvas calendar and increasing the use of the Canvas gradebook. PLC groups and teams will work collaboratively to reach goals that are directly tied to student growth and learning. Individual teachers will make progress toward and achieve their LEAD Goal by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> All teacher, department heads, and administrators.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				




**Goal 1:** 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><b>Strategy 1:</b> Virtual and in person teachers will create a safe and nurturing classroom environment that will allow for differentiation utilizing the principles of Restorative Practices and the schoolwide PRIDE expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be confident to take risks in their learning, feel that the staff truly cares about them and classroom behaviors will be kept to a minimum.</p> <p><b>Staff Responsible for Monitoring:</b> All staff and administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
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**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, Student Gallup Survey

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Shadow Ridge Middle School teachers will design meaningful and relevant lessons that engage all learners while increasing teacher and student use of Canvas.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop lessons and performance tasks that are relevant to the modern society that our students live in. Students will collaborate and provide reflection through online and in- person communication through Canvas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Chairs, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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

**Summative Evaluation:** None





<p><b>Strategy 1:</b> We will implement the District's Standard Response Protocol Training as required to ensure all staff and students are able to implement it successfully and provide notice of each safety training. LISD District Required Second Step counseling lessons will be implemented electronically by counselors through teachers classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide information to staff and review the changes in procedures with them during August Training. Review all drill procedures with students once on campus. Conduct monthly safety drills as outlined in the district protocol and provide an environment where students and staff are prepared in the event of an emergency. PAWS program and Second Step will be implemented both virtually and in person to help with students social and emotional well being.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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; cultural proficiency data collection,

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Shadow Ridge Middle School will create and promote participation in clubs, organizations, and extracurricular activities to develop a strong sense of belonging and community. Two Multicultural Events will be scheduled in which students can participate in a variety of cultures. We will invite families to attend. Teachers are encouraged to link class projects to the event to encourage participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunities for students to join and participate in clubs to promote a sense of belonging. Students will be exposed to a variety of cultural activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Sponsors, Counselors, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 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; program enrollment and participation data

**Summative Evaluation:** None





<p><b>Strategy 1:</b> We will utilize the skills and talents of our staff to actively lead and drive professional learning on campus. All staff will participate and facilitate professional learning opportunities through PLCs, staff meetings, and staff professional learning days.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will create and lead opportunities for professional learning within their departments, grade levels, and campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and department heads.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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:** Canvas data, assessment calendar, Eduphoria Aware,

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Teachers will utilize curriculum performance tasks and create assessments to showcase and monitor student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to demonstrate their learning in multiple ways to parents at open house, parent nights and throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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><b>Strategy 1:</b> We will promote campus unity and spirit by participating in school-wide activities. Shadow Ridge staff will create relationships with students and parents to promote a learning environment that is positive and uplifting. Students will also be able to choose from a variety of clubs that allow them to further explore areas of interest and develop leadership skills.</p> <p><b>Strategy's Expected Result/Impact:</b> A positive and enriching learning environment will be provided to students. Students will be able to add these learning experiences to their eportfolios and show their learning and/or participation in activities that benefit the community. Students will have a greater connection to the school, community and their interests.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</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:** Staff meeting agendas

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will utilize technology provided by the district to create opportunities for staff to learn in a variety of ways and create innovative ways to show learning through the use of Canvas and LEAD ePortfolios.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to engage in learning activities that respect their time and are flexible to their needs. This will be evidenced by assignments and discussions posted in Canvas.</p> <p><b>Staff Responsible for Monitoring:</b> Staff and Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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**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 greatest staff and student impact, Stay current with professional practices.

**Evaluation Data Sources:** facilitator logs, Eduphoria Workshop registrations, technology usage data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> iPads and Canvas will be utilized and we will integrate technology into all our learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Shadow Ridge 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** staff attendance rates, electricity usage and energy costs, materials costs, school schedules that show maximization of staff

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Decisions involving personnel, professional learning/PLCs, instructional time, events, budget spending will all directly support and tie to the goals of the Campus Improvement Plan and to enhance learning experiences for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> We will value and utilize our most important resource - our staff whether it be for professional learning, PLCs, fundraising, allocating and spending campus funds.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, counselors, and department heads.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
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**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; Seek business and community partnerships to engage students; Model community services to students

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will collaborate and leverage the relationships with businesses and community members to create relevant learning experiences for our students such as Career Day, Multicultural night, Field Trips, Coffee Talks, Mentor Programs, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive responses on the parent and student engagement surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will communicate with parents and staff in a timely and consistent manner by utilizing weekly Skylerts and staff newsletters through Canvas to communicate events, opportunities, and learning that is happening at Shadow Ridge Middle School.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in events and activities by staff, parents, and students that will increase the sense of community and provide avenues for parents to get involved with the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



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

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Shadow Ridge Middle School will offer opportunities for parents and community members to learn about the campus, activities, and staff and provide feedback on how we can improve by utilizing coffee talks, weekly newsletters, and surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus stakeholders will have structured avenues to participate in the decision making process for the campus through the campus BLT, Coffee Talks, PTA membership that will increase the sense of belonging and partnership in the learning process.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 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.

**Evaluation Data Sources:** VOLY (volunteer management system)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will invite community members to come and share their expertise and knowledge with our students so that they can connect what they are learning in school to real world experiences and professions. This will be achieved through Career Day and teachers inviting guests to speak to their classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of professions and opportunities that exist in the real world by interacting with community members through classroom experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, teachers and counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 5:** The LISD Way

**Performance Objective 1:** The LISD Way is further defined by I statements that describe the behaviors expected throughout the organization in each cornerstone.

**Evaluation Data Sources:** campus improvement plans, campus profile sheets

**Summative Evaluation:** None

**Goal 6: Federal and State Mandates**

**Performance Objective 1: Coordinated Health - School Health Advisory Council (SHAC) Strategies**

**Evaluation Data Sources:** Annual Report to the Board of Trustees

**Summative Evaluation:** None



**Goal 6:** Federal and State Mandates

**Performance Objective 2:** Comprehensive School Counseling Program, Positive Behavior Supports and Trauma Informed Care

**Evaluation Data Sources:** Staff training data, local partnerships, counselor data and logs, student assistance counselor data and logs, behavior interventionists logs.

**Summative Evaluation:** None

**Goal 6: Federal and State Mandates**

**Performance Objective 3: Migrant Services for "Priority for Service" (PFS) Students**

**Evaluation Data Sources:** PEIMS records for LISD Migrant students, ICR Report

**Summative Evaluation:** None

**Goal 6:** Federal and State Mandates

**Performance Objective 4:** Equity Plan Strategies (connected to ESSA)

**Evaluation Data Sources:** 2018-2019 Lewisville ISD Equity Plan and supporting data

**Summative Evaluation:** None

**Goal 6: Federal and State Mandates**

**Performance Objective 5: Federal & State Program Strategies**

**Evaluation Data Sources:** 2019-2020 Every Student Succeeds Act (ESSA) Application for Federal Funding

**Summative Evaluation:** None

**Goal 6: Federal and State Mandates**

**Performance Objective 6: Homeless Children and Youth Strategies** (Must list: the services the LEA will provide homeless children and youths to support their enrollment, attendance, and success.)

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

**Performance Objective 1:** Analyze state mandated testing data to inform accelerated instruction needs for students and address safeguards.

**Evaluation Data Sources:** CBA's, local tests, STAAR data, TAPR, PBMAS

**Summative Evaluation:** None