

Lewisville Independent School District
Shadow Ridge Middle School
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Revised/Approved: July 27, 2015

Demographics

Demographics Summary

Based on the 2017 Texas Academic Performance Report (TAPR), Shadow Ridge Middle School serves a total of 699 students (214 6th grade, 254 7th grade, and 231 8th grade). The demographics of our students are approximately 60.5% White, 18.9% Asian, 12.7% Hispanic, and 3.6% African American. 4.6% of our students are economically disadvantaged, 3.3% are English Language Learners (ELLs), and 24.3% are considered at-risk. 10.7% of students are enrolled in special education and 22.3% are Gifted/Talented.

Shadow Ridge Middle School has a staff comprised of 64 employees with 52 teachers. Approximately 84% of classroom teachers are White, 4% Hispanic and 1% African American. On average, our teachers have at least 13 years of experience and 10 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 24% also hold advanced degrees.

Demographics Strengths

Shadow Ridge Middle School has a fairly stable student population with a low mobility rate at 3.4%, 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 Academic Achievement

Student Academic Achievement Summary

Based on the 2018 state assessment, Shadow Ridge students outperformed state and district averages in every subject tested across sixth, seventh and eighth grade. Passing and advanced percentages also increased from the 2016 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 social studies made exceptional progress, due to scores increasing by 8 % from the 2017.

Student Academic Achievement 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 13 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.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: September 07, 2018

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 Source(s) 1: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will collaborate and develop professional learning goals in LEAD and share their learning throughout the year with their colleagues during PLC time.	Campus administrators Teachers	During the 2018-19 school year, all classroom teachers will create LEAD goals that are aligned with the district's I statements to enhance their learning through PLC's.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = 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 Source(s) 2: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Classroom instruction will be aligned to the LISD curriculum that provides relevant and meaning work.	Administrators Teachers	During the 2018-19 school year, all classroom instruction will have evidence of 100% alignment to the district curriculum and/or TEKS, based on classroom walk through data.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 3: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Shadow Ridge will implement programs to address social-emotional needs of students.	Campus Administration Classroom Teachers Surveys	During the 2018-19 school year, programs such as Kindness Week, PAWS, etc. will be implemented to all students to decrease discipline/counseling referrals.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = 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 Source(s) 4: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation 4:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will create meaningful and relevant lessons that engage students by utilizing PLC time.	Campus administrators	During the 2018-19 school year, 100% of staff will meet in PLC's on a weekly basis to collaborate and design engaging lessons.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 1: Safety and security reports; drill logs; discipline data

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Shadow Ridge will implement the new safety protocols that the district has put in place.	Campus administration Campus staff	100% of required drills will be conducted, debriefed and reported each month as required by the district.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 2: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curricular; course enrollment data

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Shadow Ridge Middle School will continue to develop staff as culturally proficient educators.	Campus administrators	100% of campus staff will continue to participate in cultural proficiency professional learning throughout the year.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 3: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Shadow Ridge will continue to provide authentic learning experiences to students by retaining and hiring teachers that share LISD's vision.	Campus administration	During the 2018-19 school year, 100% of teachers will participate in professional learning PLCs, and campus/district leadership opportunities.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 4: ePortfolios; performance tasks; maker-spaces; community showcases; open houses

Summative Evaluation 4:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Shadow Ridge students will create formal and informal opportunities to communicate their learning.	Campus administrators Teachers	During the 2018-19 school year, all students will continue to showcase work through eportfolios by showing growth throughout the year from artifacts submitted.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 5: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation 5:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Shadow Ridge staff members will volunteer for at least one school-wide event per semester, attended by students, to encourage students and promote positive experiences.	Staff Administrators	By the end of the 2018-19 school year, 100% of staff members will attend and/or participate in a student activity by signing up on our school calendar.				
						

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 Source(s) 1: Staff meeting agendas

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will use Canvas as an tool to effectively communicate to parents and students.	Administration Staff	By end of 2018-2019, 100% of teachers will increase their knowledge and implementation of Canvas so that students and parents have access to meaningful learning.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 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 Source(s) 2: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will utilize campus and district purchased resources to impact student learning.	Administrators Teachers	During the 2018-19 school year, all teachers will utilize ipads at least 50% of the time to enhance learning .				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 3: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation 3:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1. CANVAS training will be conducted to help staff utilize the districts newly implemented CANVAS platform to effectively communicate with students and families.	Teachers Administrators	During the 2018-19 school year, all teachers will utilize Canvas to communicate classroom information and district goals to students and parents.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 1: Campus profile survey results; volunteer records; business partner database

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SRMS staff and students will partner with a variety of community businesses for several service projects.(Music Miles &5K, angel tree, shoe and coat drives)	Administration Counselors NJHS Student Council Band	During the 2018-19 school year, all teachers will utilize VOLY when organizing field trips or needing volunteers to build stronger relationships with community and impact all stakeholders.				
						

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 Source(s) 2: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SRMS staff will participate in a book study, "Hello My Name is Public School and I Have an Image Problem" to promote a positive community perception about public schools.	Administration Teachers	During the 2018-19 school year, all core teachers will participate in a book study to promote a positive perception about public schools.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 3: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff will participate in cultural diversity training to help build stronger relationships with students by using strategies learned.	Administration Staff Professional Learning Department	During the 2018-19 school year, 100% of staff will participate in cultural diversity training in order to build better relationships with students and community.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = 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 Source(s) 4: VOLY (volunteer management system)

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will utilize the district's VOLY system to recruit community members for class and campus activities.	Administration Teachers	During the 2018-19 school year, teachers will utilize the VOLY system to get 25% parent participation to help build stronger relationships with all stakeholders and allow students to hear and learn about real world experiences.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 1: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June








<p>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.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>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.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>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.</p>	<p>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinued </p>						

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Source(s) 1: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p>	All staff	Student attendance records demonstrating appropriately high levels				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 Source(s) 2: 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 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p>	All staff	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				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 6: State and Federal Mandates

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

Evaluation Data Source(s) 3: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>1) The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p>	<p>All staff</p>	<p>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</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						








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 Source(s) 4: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>1) Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>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.).</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p>	<p>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

2018-2019 Campus BLT

Committee Role	Name	Position
Classroom Teacher	Glenna Pierce	
Classroom Teacher	Sandra Becker	
Classroom Teacher	Karrie Koester	
Classroom Teacher	Jennifer Wallace	
Classroom Teacher	Cheryl Oberkrieser	
Classroom Teacher	Ginger Newbern	
Classroom Teacher	Christopher Meredith	
Community Representative	Rose Palacios	
Parent	Courtney Weller	
Business Representative	Megan Toole-Hall	
District-level Professional	Rebecca Clark	
Administrator	Gary Gibson	
Classroom Teacher	Amanda Rockwell	
Classroom Teacher	Rhonda Reinacher	
Classroom Teacher	Robin Maguire	