

Lewisville Independent School District

McKamy Middle School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McKamy Middle School educates a total of 821 students: 231 6th graders, 286 7th graders, and 304 8th graders. 7.9% of these students identify as Hispanic; 54.8% are White; 0.5% are American Indian; 31% are Asian; 0.1% are Pacific Islander; and 3% are Two or More Races. 49.1% are female and 50.0% are male.

Student Learning

Student Learning Summary

McKamy Middle School consistently has some of the highest passing rates in the State of Texas on the STAAR assessment every year across all subject areas. Almost all subject areas are in the 90 percentile passing rates, except for 7th Grade Math which is in the 80 percentile. Our campus consistently receives an A rating from the State.

We are also proud of our high passing rates for students served by special education as well as our high percentages of students scoring Masters/Advanced. While we do not believe one test on one day is an indicator of a student's overall success and well-being, the STAAR assessment is one data point we monitor each year as we work to promote academic growth and success for all of our students. Many of our students are enrolled in Honors and/or High School credit courses. This ensures they are college ready. Many of our students also take CTE elective courses in middle school.

School Processes & Programs

School Processes & Programs Summary

McKamy Middle School teachers follow all State standards, or TEKS, as well as the Lewisville ISD Curriculum Guides for each content area. Teachers collaborate in Professional Learning Communities (PLCs) every week by department teams to create best instructional practices, common formative assessments, and student interventions and enrichments. Our staff also meets monthly in grade-level teams to monitor student progress and create plans for interventions and accelerated learning. Teachers routinely meet with parents and students to ensure student success and address academic, behavioral, and social-emotional needs.

Perceptions

Perceptions Summary

Our school is fortunate to have a vibrant, hardworking PTA that collaborates in partnership with our campus to serve our school community. The link below is an example of many of our rich traditions that are part of our events calendar. These include: our "New to Community" Welcome Event, 6th Grade Social, 7th/8th Grade Social, Color Run, Culturally U-Knighted, Parent/Principal Coffee Talks, Parent Education Assemblies, Monthly Student Birthday Celebrations, Game of Life, Reflections Student Arts Contest, "Mix It Monday" Student Lunch Engagement Activities, Student Education Assemblies, Spring Into Action Event, Spring Awards Ceremony, Staff Appreciation Events, and the 8th Grade Dance.

Goals

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal






Evaluation Data Sources: See campus scorecard for targeted outcomes

ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness






HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
Strategy 1: We will create a campus culture that encourages students and families to enroll in honors and high school credit courses, and we will provide resources to students and families explaining the benefits of these courses. Additionally teachers of these courses will provide students with support (ie. tutoring, remediation, interventions, supplemental resources) to be successful in these courses. Strategy's Expected Result/Impact: Increase enrollment in honors and high school credit courses from 22-23 SY to 23-24 SY. Staff Responsible for Monitoring: counselors	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.






Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Strategy 1 Details	Formative Reviews		
Strategy 1: McKamy core teachers will identify students in need of interventions and will provide small group instruction during Advisory. Teachers will collaboratively track, monitor, and analyze the progress of these interventions during weekly departmental PLCs and monthly grade level meetings. Strategy's Expected Result/Impact: identify students in need of special services (RtI, 504, Special education), ensure academic success of students (70+ at nine weeks report cards), and prepare students for growth and passing STAAR assessments Staff Responsible for Monitoring: core teachers	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.






Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Strategy 1 Details	Formative Reviews		
Strategy 1: McKamy's Principal Advisory Committee (MPAC) will meet to follow through on the goals and action items the committee initiated in 2022-2023. These goals have included promoting student connections to the campus, helping students who are new to the campus feel welcomed, and creating a feedback loop for students who visit the counselors or administrators with a concern. The committee will also identify needs for the 23-24 school year and begin working on new goals and action items for the 23-24 school year. Strategy's Expected Result/Impact: progress on 22-23 MPAC initiatives that became 23-24 CIP goals, positive impact from these goals through survey results and anecdotal feedback Staff Responsible for Monitoring: McKamy Principal and MPAC	Formative		
	Nov	Feb	May
	 10%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.






Evaluation Data Sources: See campus scorecard for targeted outcomes
ES, MS, HS - Student survey results
MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will increase clubs and organizations available for students to join, and enrollment in these clubs. We will also increase communication/recognition for students and families. Strategy's Expected Result/Impact: We will increase our students' sense of belonging and build a positive school culture as evidenced by formal survey results and anecdotal feedback. Staff Responsible for Monitoring: Principal, BLT Committee	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.






Evaluation Data Sources: See campus scorecard for targeted outcomes
Attendance Rate
Chronic truancy

Strategy 1 Details	Formative Reviews		
Strategy 1: We will regularly monitor the attendance of our students, communicate proactively with students and families, and collaborate with students and families to create attendance plans as required by district and state guidelines to curb chronic absences and truancy. Strategy's Expected Result/Impact: 96.9 attendance rate Staff Responsible for Monitoring: Calvin Gothard, Susan Eyer	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.






Evaluation Data Sources: See campus scorecard for targeted outcomes
Compliance with safety drills
Completion of staff and student safety trainings

Strategy 1 Details	Formative Reviews		
Strategy 1: We will conduct all district/state required safety training and drills, conduct all weekly required perimeter checks, and submit all required reports. Strategy's Expected Result/Impact: 100 percent compliance of safety training, drills, perimeter checks and reports Staff Responsible for Monitoring: Calvin Gothard	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Student survey results
Parent survey results

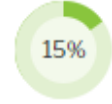




Strategy 1 Details	Formative Reviews		
Strategy 1: Campus staff will complete a campus-wide restorative training at the start of the school year and will implement restorative practices throughout the school year to improve rapport with students and as part of the campus behavior management plan. Strategy's Expected Result/Impact: student survey results will reflect that students are aware of restorative practices, specifically classroom treatment agreements Staff Responsible for Monitoring: BLT committee, campus teachers	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal:

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority
Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: The Campus Kai Zen Committee will submit to the district its 2023-2024 Behavior Management Plan and will regularly monitor student discipline throughout the year to ensure a fair and equitable implementation of the LISD Student Code of Conduct and campus/district behavior management plan. Strategy's Expected Result/Impact: fair and equitable discipline practices, restorative practices in the classroom and front office Staff Responsible for Monitoring: Kai Zen Committee	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.






Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.






Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Strategy 1 Details	Formative Reviews		
Strategy 1: We will meet every three weeks as a Guiding Coalition Team to monitor staff well being and create initiatives to improve staff well being as needed. Some of these initiatives might include administrators covering classes, staff socials, and/or monthly "pick-me-up" treats in the lounge. Strategy's Expected Result/Impact: slight increase in staff well being results Staff Responsible for Monitoring: guiding coalition team, BLT	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation

Strategy 1 Details	Formative Reviews		
Strategy 1: We will encourage staff to participate in district leadership programs, share the information and availability for these programs and mentorship as needed. Strategy's Expected Result/Impact: increased leadership capacity of employees Staff Responsible for Monitoring: principal	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).






Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Strategy 1 Details	Formative Reviews		
Strategy 1: We will increase opportunities for staff to give feedback on decisions that affect them through the 2023-2024 school year. Strategy's Expected Result/Impact: positive impact on survey question and anecdotal feedback Staff Responsible for Monitoring: principal	Formative		
	Nov	Feb	May
	<div><div></div><div>15%</div></div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

Evaluation Data Sources: See campus scorecard for targeted outcomes
 Staff survey

Strategy 1 Details	Formative Reviews		
Strategy 1: We will continue to provide training at the campus level for staff to maximize professional learning. Strategy's Expected Result/Impact: maintain positive survey results (last year was 100%) Staff Responsible for Monitoring: principal	Formative		
	Nov	Feb	May
	 15%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.






High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey






Recognize Someone program

Strategy 1 Details	Formative Reviews		
Strategy 1: We will increase the number of Recognize Someone submissions/recognitions from our campus. One way we will do this is by meeting weekly as an administrative team each week to submit formal nominations. Strategy's Expected Result/Impact: increase campus Recognize Someone submissions Staff Responsible for Monitoring: McKamy administrators	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Customer Service survey






Strategy 1 Details	Formative Reviews		
Strategy 1: In the 2023-2024 school year the principal will convert from a weekly email newsletter to families to a weekly Smore. The Smore that has previously only been sent to staff will now be sent to families as well and will also be posted to campus social media. This will allow for increased interactive media and links and LISD resources that can be shared with families. Strategy's Expected Result/Impact: improved communication with families, positive survey results Staff Responsible for Monitoring: principal, BLT committee	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			






Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

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

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; 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</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			


Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

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

Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</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>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</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>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.

Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.

Staff Responsible for Monitoring: All staff



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	Formative		
	Nov	Feb	May

aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).

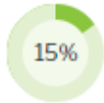
Teachers receive training and support to differentiate instruction to meet the needs of all students.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

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 involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff



 No Progress

 Accomplished

 Continue/Modify






 Discontinue

Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Plan Notes

McKamy MS 23-24 BLT Committee
Wednesday, August 30th, 4:20-5:00pm
AGENDA

1. Introduce all new committee members for this school year.
2. Review each campus improvement plan goal and strategy.
3. Make adjustments to goals as needed. We will accumulate evidence between now and the November formative check that will show evidence of accomplishing each goal/campus strategy and we will begin documenting these at our next meeting in October.
4. Formally approve goals.
5. Take a group photo.