Lewisville Independent School District

Flower Mound 9th Grade Campus

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Flower Mound 9th Grade Campus is proud of the diversity and cultures that contribute to our students' learning experiences. To discover more about our campus and our demographics, please visit: https://www.lisd.net/Page/4064

STUDENT DATA:

Flower Mound 9th Grade has a population of 855 students. Student enrollment at Flower Mound 9th Grade Campus has been constant in the last 3 years; with an average student population of 865 each year.

Student Populations	
2023-24	813
2022-23	855
2021-22	840
2020-21	911
2019-20	899

Enrollment data shows that:

Ethnicity	
White:	49%
Asian:	31%
Hispanic:	13%
Two or More	4%
African American	3%
American Indian	0%

The primary campus student groups are as follows:

Student Groups		
Gender	Female: 52%	Male: 48%
Economic Disadvantage	Free Lunch: 9%	Reduced: 2%

Student Groups	
Gift & Talented	20%
At-Risk	20%
ELL	6%
Special Ed	13%
504	9%

STAFF DATA:

Flower Mound 9th Grade Campus has a total staff of 54 members. The campus has 38 classroom teaching staff, with an average of 14 years of classroom experience. In addition to our teaching staff, we have a team of about 20 professionals who serve as campus administrators, counselors, librarians, nurses, classroom support, cafeteria managers/workers, and safety/security officers who assist our learners and stakeholders as they make the most of their 9th grade year. For specific information about our teacher demographics, visit:

2021-22 Texas Academic Performance Report

Student Learning

Student Learning Summary

Jaguar Pride and Spirit are evident in the achievements of our students.

- 90% of our students participate in a club or student activity
- 2018 Distinguished Teaching Award for K-12, National Council of Geographic Education
- 2016 Texas Outstanding Teaching of Humanities Award
- Energy Star
- Voted Denton County Best Public High School

2023 STAAR Data		
Algebra 1	Passed: 99%	Mastered: 43%
Biology I	Passed: 97%	Mastered: 51%
English	Passed: 97%	Mastered: 28%

College Readiness	
SAT Reading/Writing	93%
SAT Math	77%
ACT English Comp	84%
ACT Algebra	67%
ACT Social Science	69%
ACT Biology	63%
PSAT/NMSQT Reading/Writing	89.2%
PSAT/NMSQT Math	69.3%

Flower Mound High School received the 2022 Accountability Rating: A

- 95% of our students Met Standard on the annual EOC/STAAR exams, and the FM9/FMHS campuses earned 6 distinctions from TEA
  - These areas include ELA/Reading, Mathematics, Science, Postsecondary Readiness, Comparative Closing Academic Growth, and Comparative Closing the Gaps.

We are committed to providing a creative space where students are challenged to use their unique learning styles and the resources of our community to pursue engaging, individual, and collaborative experiences. At FM9, we will inspire innovative, lifelong learners who desire to contribute to the world in meaningful ways. Our students are the leaders of tomorrow and shining examples of learners today.

To learn more about our student's successes, visit:

[FM9 Campus Profile 2023](#)

[FM9 2022 TEA School Report Card](#)

[FM9/FMHS Texas Academic Performance Report (TAPR)](#)

Student Learning Strengths

Below are some of our FM9 and FMHS strengths as a whole:

- 90% of students participate in an extracurricular club or program
- 97.6% average daily attendance
- 99.9% graduation rate
- Common Sense Digital Citizenship Certified Campus
- 68% of students are enrolled in Honors, AP or Dual Credit classes

Perceptions

Perceptions Summary

The Flower Mound 9th Grade Campus prides itself on being a positive, innovative, student-focused place of learning where students thrive. Teachers and staff at FM9 maintain core values in relationships, communication, and support of our learners & one another.

Our 9th grade StuCo has 100+ members, and this organization proudly leads our LISD Kindness programs. FM9 students enjoy access to all the FMHS/FM9 campus offers- over 100 club options, PTSA, pep rallies, dances, volunteer opportunities, and career/technical education courses. All students are encouraged during orientation and the Jag Expo to join at least one extracurricular activity during the 9th-grade year, our counseling team checks in with each student over the course of the year to determine how the student is adjusting to high school and to form 4-year plans, and our Kindness Ambassadors and student groups plan weekly events to meet, greet, and include all students in the FM9/FMHS family.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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: Content teams hold regular PLC meetings to develop and refine common formative and summative assessments in order to drive small group learning.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Strong assessments as a result of collaboration to build enrichment and reteaching practices as a team. **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers					

Strategy 2 Details			Formative Reviews		
Strategy 2: Incorporate Project Based Learning in AP Human Geography curriculum.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in long-term retention, skill development and student satisfaction. **Staff Responsible for Monitoring:** Campus Administration AP Human Geography Team					
0% No Progress	100% 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

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

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.

High Priority

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: Providing a Restorative Practices Refresher and developing Spark Plans for the first three weeks of school during professional development at the beginning of the school year and monitoring continuance throughout the school year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increase students comfortable talking to staff from 77.30% to 80% **Staff Responsible for Monitoring:** Campus Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Model and provide time during staff meetings to write positive notes to students on "How they are Shining at FM9".	Formative		
Strategy's Expected Result/Impact: Increase students comfortable talking to staff from 77.30% to 80%	Nov	Feb	May
Staff Responsible for Monitoring: Campus Administration			

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

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

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

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

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: Decrease the number of incidents of academic dishonesty.

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

High Priority

Evaluation Data Sources: Skyward Office Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development on incorporating AI in the classroom and citing it in student work.	**Formative**		
Strategy's Expected Result/Impact: Decrease academic dishonesty by 10% to move from 5.79% to 5.21%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus administration Classroom Teachers Campus Instructional Technologist			

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate plagiarism lesson in all core classes at beginning of the year for all students.	**Formative**		
Strategy's Expected Result/Impact: Decrease academic dishonesty by 10% to move from 5.79% to 5.21%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administration Classroom Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Discuss academic dishonesty in Principal's Talk with parents during Freshmen Orientation.	**Formative**		
Strategy's Expected Result/Impact: Decrease academic dishonesty by 10% to move from 5.79% to 5.21%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Principal			

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

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

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

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).

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for open discussion through round table discussions and regular department head meetings.	**Formative**		
Strategy's Expected Result/Impact: Increase staff involve in decision making from 64.70% to 67%	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Principal			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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: Increase opportunities for families and community to connect with the FM9 school community:	**Formative**		
* Increase the amount of social media posts highlighting academic endeavors at FMHS/FM9. * Host Jaguar Jubilee for families. * Teacher introduction letters to tell about themselves and welcome communication with the teacher.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Additional awareness of learning taking place on campus. **Staff Responsible for Monitoring:** Campus Administration Web Master Social Media Sponsor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase Recognize Someone submissions by increasing signage around campus, challenging staff to Recognize Someone every three weeks, and including the link in the weekly newsletter.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase staff involve in decision making from 64.70% to 67%. **Staff Responsible for Monitoring:** Campus Administration Web Master			

0% No Progress	100% 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

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.	**Formative**		
	Nov	**Feb**	**May**

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			

0% No Progress 100% 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 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		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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. 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. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students.	**Nov**	**Feb**	**May**

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
    Staff Responsible for Monitoring: All staff
 	
    TEA Priorities:
Connect high school to career and college, Improve low-performing schools			

0% No Progress 100% 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 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		
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.	**Formative**		
	Nov	**Feb**	**May**
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	Formative		
	Nov	Feb	May

Students receive public acknowledgement for non-academic achievement.

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.

Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.

A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.

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.

Civic responsibility and community service and community involvement are encouraged.

Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.

Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.

> **Strategy's Expected Result/Impact:** Increased 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.
> **Staff Responsible for Monitoring:** All staff

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	Formative		
	Nov	Feb	May

LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention

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

0% No Progress   100% 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.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**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

0% No Progress   100% 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		
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. .	**Formative**		
	Nov	**Feb**	**May**
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.			
Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.			
Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			