

Lewisville Independent School District

Griffin Middle School

2023-2024 Improvement Plan



Mission Statement

In partnership with families and community, students develop a sense of responsibility for self and acknowledge the impact their actions have on others and the environment. All students are known and valued by staff and peers, and their individual needs are acknowledged, accepted, and met in order to ensure academic progress.

Vision

All of our students enjoy thriving, productive lives in a future they create.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	13
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.	16
Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.	22
Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.	26
Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.	29
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.	31
Goal 7: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews.	40

Comprehensive Needs Assessment

Revised/Approved: September 27, 2023

Demographics

Demographics Summary

2023-2024 SY- Griffin MS has approximately 714 students. Of these students, the demographic breakdown consists of .42% American Indian, 7.98% Asian, 19.33% African American, 40.34% Hispanic, 4.48% two or more races, and 27.17% are White. Our population is down slightly from the 22-23 school year which reached 750. The two highest subpops on our campus are Hispanic, followed by White. Out of our 714 students: 53.08% are Economically Disadvantaged, 20.45% are English Language Learners, 24.51% receive Special Education supports, and 56.58% are coded At-Risk. All of these student groups have increased from the previous school year. The campus had an average daily attendance rate of 95.45% in 2022-2023, which was down from the previous year of 96%

Griffin Middle School is located in The Colony, TX. The Colony became a Home Rule city in 1979. Griffin Middle School opened its doors in the Fall of 1982, and the campus was completely rebuilt in 2015.

Our school community is very close knit, supportive, and a viable part of the success of our campus. In Spring of 2023, our parents were surveyed about the campus. The survey reflected that 99% of our parents are satisfied overall, 98% believe that the school staff cares, 98.2% feel that the school is safe, 99.1% stated they feel welcome when coming in the building, and 96% surveyed stated that the school values different cultures and individual needs.

Demographics Strengths

We maintained an attendance rate of 95.45% during the 22-23 school year. We have 100% participation in digital citizenship and have been named a Common Sense Media Campus since 2019. 100% of students participate in a Performing Arts Class and Athletics/PE. Our student population is diverse in race and in socioeconomic status.

We have one shared ESL liaison who builds teacher capacity through professional development training, pull-out lessons with students, classroom observations, and student and teacher conferencing. 65% of our core content area teachers are ESL certified.

Griffin Middle School offers clubs and programs for students' diverse interests, passions, and needs. Some of our clubs include Robotics and gaming, Cheerleading and Dance, AVID, AP Spanish- Advanced Spanish Language and Culture, NJHS, and STUCO. We also offer grade level gifted and talented classes, beginner ESL classes, special education classes, orchestra, band, choir, art, theater, and athletics to meet student educational needs and interests.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We do not have a campus-wide system for needed academic interventions that occur during the school day to ensure targeted students are all included. **Root Cause:** Students dependent on the buses to get to and from school do not have the same opportunities to attend before/after school tutoring when needed, and time during the school day is limited.

Student Learning

Student Learning Summary

The Griffin MS staff works collaboratively to create positive learning experiences for all students. 72.2% of all students are enrolled in an advanced course. On STAAR during the 2022-2023 school year, students made academic progress in the area of 6th grade Reading, but declined in the **All Students** category for all other tests. On the TELPAS test, 3.33% of students rated as beginner, 33.33% of students rated as intermediate, 56.66% of students rated as Advanced, 7.33% of students rated as Advanced High.

Student Learning Strengths

Griffin Middle School showed progress on STAAR tests among specific subpopulations:

1. On 6th grade Reading, the percentages for *Approaches* increased for the following subpopulations: Hispanic, Asian, African American, Economically Disadvantaged, and Special Education.
2. On 6th grade Math, the percentages for *Approaches* increased for the following subpopulations: Asian, Two or More Races, Economically Disadvantaged, and Special Education.
3. On 7th grade Reading, the percentages for *Meets* increased in the following subpopulations: Hispanic, American Indian, Asian, African American, White, Economically Disadvantaged, and Special Education.
4. On 7th grade Math, the percentages for *Approaches* increased in the following subpopulations: African American, White, Economically Disadvantaged, and ESL.
5. On 8th grade Reading, the percentages for *Approaches* increased in the White and Special Education subpopulations.
6. On 8th grade Math, the percentages for *Approaches* or *Meets* increased in the following subpopulations: White, Two or More Races, and Special Education.
7. On 8th grade Science, the percentages for *Approaches* or *Meets* increased in the Two or More Races and Special Education subpopulations.
8. On 8th grade Social Studies, the percentage for *Meets* increased in the Special Education subpopulation.

Several staff members attended the Solution Tree PLC training this summer, and they are using information gained from that training to lead departments through the 4 PLC questions:

1. What do students need to know?
2. How do we know that they know it?
3. What do we for students who don't demonstrate mastery?
4. What do we for students who already understand the learning objective?

Departments are focusing on questions 3 and 4 and looking at individual student samples to dig deeper in student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. **Root Cause:** Students have different levels of growth needed across all content areas.

School Processes & Programs

School Processes & Programs Summary

GMS core staff meet 2 times per week in PLC meetings to focus on student assessment data (both formal and informal), as well as monitor student needs such as ESL strategies, MTSS interventions, and SPED/504 accommodations.

The 6th, 7th, & 8th grade AVID courses create opportunities for our students to explore their interpersonal leadership skills, study skills, and college prep. Enrollment in AVID is 36 students. Cultural awareness and diversity are being recognized this year, with activities and celebrations. GMS has a Cultural Awareness Committee that recognizes various groups each month and provides information and celebrations that meet the safety guidelines in place for the 23-24 school year.

Every academic teacher has posted tutorial times for students to attend when/if they need help on work. Additionally, students who are in the building at 8:15 each morning report to their home room class where they can work on homework, visit teachers for academic support, or read. GMS will provide a bus at 5:00 pm twice per week (pending student need) to allow students who are otherwise not able to stay after school to attend tutorials on Tuesdays and Wednesdays.

Advisory Lessons are integrated into the day on Wednesdays and Thursdays. The lessons incorporate topics such as suicide prevention, cultural proficiency, digital citizenship, diverse cultures, and character development. These are provided to staff by the counseling team on a weekly basis.

The first week of school was devoted to re-establishing campus expectations for behavior and teaching routines.

School Processes & Programs Strengths

Communities In Schools (CIS) continues to grow at Griffin for the 23-24 school year. This program provides a dedicated Site Coordinator who is able to meet with students for social and emotional needs, as well as meet the physical needs such as food and clothing for students and their families.

The Griffin counselors are continuing to provide advisory lessons that are focused on current social/emotional needs of students. Additionally, they continue to operate a "Zen Den" for students to decompress and regroup while also providing one-on-one counseling with coping strategies.

The campus has several regularly scheduled school events. Some of these opportunities include student attendance at games, after school clubs and activities, in-school pep rallies and/or assemblies, and community/family events. Grade level teams nominate 5 students each month based on various categories like academics, perseverance, integrity, determination, and respect.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions. **Root Cause:** Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations.

Perceptions

Perceptions Summary

Griffin MS provides weekly communication to parents through a newsletter. All staff receive a weekly staff newsletter detailing upcoming events, important dates, and pertinent information. Parents are also communicated with through a weekly newsletter as well as social media. There are additional messages sent for special events, health updates and/or announcements, and campus activities. Additionally, the campus utilizes the feature to text parents quick updates and links to the weekly newsletter.

Surveys collected last year from students, parents, and staff all indicate a positive campus perception among stakeholders. Parent surveys indicated over 90% of parents feel students are provided a safe, culturally aware, and inviting environment with which to learn. They also feel the campus staff show students they care.

Staff data encompassed the panorama survey as well as various informal surveys from the principal to assess staff needs and perceptions. The Panorama results for 22-23 continued to have positive results in every area. This data represents the relationships and work campus administration has done to create a positive work environment. Staff report that they feel welcomed, heard, and cared for within the campus workplace.

Perceptions Strengths

Griffin MS is in its second year with a functional PTA chapter. In the 22-23 school year, we received awards from TxPTA almost monthly for achievements our chapter received. We currently have most board positions filled for our 23-24 PTA.

Parents continue to reach out via email and/or phone call to collaborate with campus personnel to meet the needs of students. Parents are reading and responding to the weekly information sent out; we have had good turnout for parent meetings such as our Coffee Talk with the principal, and teachers continue to reach out to parents to keep them informed on student progress.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to increase parent and community collaboration in order to support student learning and accountability. **Root Cause:** Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school, which makes meeting times, as well as in person/ phone conversations limited.

Priority Problem Statements

Problem Statement 1: We do not have a campus-wide system for needed academic interventions that occur during the school day to ensure targeted students are all included.

Root Cause 1: Students dependent on the buses to get to and from school do not have the same opportunities to attend before/after school tutoring when needed, and time during the school day is limited.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations.

Root Cause 2: Students have different levels of growth needed across all content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions.

Root Cause 3: Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We need to increase parent and community collaboration in order to support student learning and accountability.

Root Cause 4: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school, which makes meeting times, as well as in person/phone conversations limited.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Revised/Approved: September 27, 2023

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: Campus staff will collaborate with feeder elementary school 5th grade teachers to identify and support students in pursuing advanced courses in 6th grade. The campus will also provide resources to students and families explaining the benefits of these courses. Additionally teachers of these courses will provide current students with support (ie. tutoring, remediation, interventions, supplemental resources) to be successful in these courses. Strategy's Expected Result/Impact: By the end of the 23-24 school year, the number of 5th grade students signed up to take an advanced course in 6th grade will increase by 5% when compared to the end of the 22-23 school year. Student passing rates for those already in advanced courses will increase by 2%. Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.5 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will have opportunities to attend tutoring and other remediation efforts, outside of the regular school day through after school tutoring sessions. Students will be provided materials needed to be successful in classes, including but not limited to paper, headphones, charging stations for school iPads, writing/drawing utensils, and online content specific supports needed for learning opportunities such as IXL. Strategy's Expected Result/Impact: Over the course of the 23-24 school year, all students will have the materials and technology necessary to successfully complete all coursework, and they will have opportunities outside of the school day for supplemental support. Staff Responsible for Monitoring: Assistant principals and teaching staff Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Western BRW Paper Company - 211 - Title I, Part A - \$2,628, IXL - 211 - Title I, Part A - \$15,750	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: We do not have a campus-wide system for needed academic interventions that occur during the school day to ensure targeted students are all included. Root Cause: Students dependent on the buses to get to and from school do not have the same opportunities to attend before/after school tutoring when needed, and time during the school day is limited.
Student Learning
Problem Statement 1: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. Root Cause: Students have different levels of growth needed across all content areas.

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: Griffin core teachers will identify students in need of interventions and will provide small group instruction during Homeroom time or after school. Teachers will collaboratively track, monitor, and analyze the progress of these interventions during weekly departmental PLC time. Strategy's Expected Result/Impact: Student performance on state and local common assessments will show a 5% increase for the All Students category. Staff Responsible for Monitoring: Core teachers Title I: 2.4, 2.5 Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We do not have a campus-wide system for needed academic interventions that occur during the school day to ensure targeted students are all included. Root Cause: Students dependent on the buses to get to and from school do not have the same opportunities to attend before/after school tutoring when needed, and time during the school day is limited.
Student Learning
Problem Statement 1: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. Root Cause: Students have different levels of growth needed across all content areas.

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.

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: Bring in motivational speakers Jennifer A Nielsen, such as authors, anti-bullying, and educational speakers to enrich student experience. Problem Statements: Perceptions 1 Funding Sources: Obsidian F/X INC (Jennifer A. Nielsen) - 211 - Title I, Part A - \$1,006.78	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We need to increase parent and community collaboration in order to support student learning and accountability. Root Cause: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school, which makes meeting times, as well as in person/phone conversations limited.

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
Edugence Data

Strategy 1 Details	Formative Reviews		
Strategy 1: GMS counselors will operate a monthly attendance award system (N.B.A.) to recognize the grade level with the smallest percentage of unexcused absences. Strategy's Expected Result/Impact: By the end of the school year, GMS will reduce it's overall percentage of per-student unexcused absences. Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.5 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. Root Cause: Students have different levels of growth needed across all content areas.

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:

* 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: Griffin MS will improve the consistency of the student experience between classes and with administrators, thereby reducing the resulting incidents of certain student discipline and any unintentional differences in resulting consequences. Staff will engage in training on interpreting student behavior, classroom expectations, and developing relationships. At the beginning of the year, administration will calibrate on common discipline scenarios and have weekly updates on the level of consistency of restorative practices and consequences. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, incidents of insubordination and disrespect will drop by 10% compared to the previous school year. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions. Root Cause: Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations.

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 well-being.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Title I aides will assist campus staff with attendance, MTSS, technology, and discipline entry. Strategy's Expected Result/Impact: Campus staff have increased wellbeing due to more balanced workload. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We do not have a campus-wide system for needed academic interventions that occur during the school day to ensure targeted students are all included. Root Cause: Students dependent on the buses to get to and from school do not have the same opportunities to attend before/after school tutoring when needed, and time during the school day is limited.

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).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The staff at Griffin MS will receive consistent, transparent communication through weekly newsletters and be recognized through the LISD Recognize Someone program, GMS employees of the month, and on our social media platforms. Strategy's Expected Result/Impact: By the end of the school year, GMS will show improvement on positive responses to staff survey items related to recognition and belonging. Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We need to increase parent and community collaboration in order to support student learning and accountability. Root Cause: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school, which makes meeting times, as well as in person/phone conversations limited.

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: Griffin will solicit volunteers in the district volunteer management system (VOLY), PTA, Skylerts, and social media messaging. In addition, with the help of staff and parents, Griffin will develop and distribute a Parent & Family Engagement Policy to encourage active participation and life long learning opportunities. Forums will be held through Open House nights, Building Leadership Team meetings, Campus Leadership Team meetings, Cultural Awareness Nights, inviting Tall Cop for drug awareness, and content-specific evening events. Strategy's Expected Result/Impact: Each week, all parent involvement information will be included in community newsletters, callouts, or emails. Staff Responsible for Monitoring: Administrators and teachers Title I: 4.1, 4.2 Problem Statements: Perceptions 1 Funding Sources: Chad Professional Training- Speaker for parents - 211 - Title I, Part A - \$2,000	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: We need to increase parent and community collaboration in order to support student learning and accountability. Root Cause: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school, which makes meeting times, as well as in person/phone conversations limited.

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

Performance Objective 2: Increase the utilization of feedback through surveys 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. 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 Problem Statements: Student Learning 1 - Perceptions 1	Formative		
	Nov	Feb	May
<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>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. Root Cause: Students have different levels of growth needed across all content areas.
Perceptions
Problem Statement 1: We need to increase parent and community collaboration in order to support student learning and accountability. Root Cause: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school, which makes meeting times, as well as in person/phone conversations limited.

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> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: We do not have a campus-wide system for needed academic interventions that occur during the school day to ensure targeted students are all included.

Root Cause: Students dependent on the buses to get to and from school do not have the same opportunities to attend before/after school tutoring when needed, and time during the school day is limited.

Student Learning

Problem Statement 1: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. **Root Cause:** Students have different levels of growth needed across all content areas.

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> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: None</p> <p>Problem Statements: School Processes & Programs 1</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> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence 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 Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Students have inappropriate interactions with one another and with staff in the building, which results in disciplinary actions. Root Cause: Students continue to struggle with identifying and using appropriate coping/communication strategies when faced with difficult situations.
Perceptions
Problem Statement 1: We need to increase parent and community collaboration in order to support student learning and accountability. Root Cause: Many of our parents and students have competing commitments (i.e. work, sports, and social engagements) before, during, and after school, which makes meeting times, as well as in person/phone conversations limited.





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		
<p>Strategy 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>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>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>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</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>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.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: We do not have a campus-wide system for needed academic interventions that occur during the school day to ensure targeted students are all included.</p> <p>Root Cause: Students dependent on the buses to get to and from school do not have the same opportunities to attend before/after school tutoring when needed, and time during the school day is limited.</p>

Student Learning

Problem Statement 1: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. **Root Cause:** Students have different levels of growth needed across all content areas.

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. . 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 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
<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>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Academic achievement and growth for core subject areas are not as high as they should be for students across most sub-populations. Root Cause: Students have different levels of growth needed across all content areas.