Lewisville Independent School District

Marcus 9th Grade Campus

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Marcus Ninth Grade Campus is located in Flower Mound, Texas. Flower Mound, located in Denton County, Texas, reported a population of 79,102 in 2023 (World Population Review, 2022). The average household income in Flower Mound is $171,734 with a poverty rate of 4.14% (World Population Review, 2023). Flower Mound is approximately 75.87% White, 3.73% Black or African American, and 12.32% Asian.

Marcus High School Ninth Grade Campus has a population of 727 students with 13.21% Economically Disadvantaged, 6.19% English Language Learners, and 22.15% At-Risk. Marcus Ninth Grade Campus is 50.21% male and 49.79% female.
African American= 4.68%
Hispanic= 16.92%
White= 64.24%
American Indian= <1%
Asian= 8.8%
Pacific Islander= <1%
Two or More Races= 4.26%

Demographics Strengths

Marcus High School Ninth Grade Campus has a population that is more diverse than the city as a whole, allowing for a broader cultural experience for our students. This enables students with diverse backgrounds to experience growth and cultural proficiency in classes, clubs, and extra-curricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students from all backgrounds and diversities make up the student body at M9 and we want to build relationships to welcome and support all students. **Root Cause:** Our student population is growing in diversity each year and student/staff relationships must be formed and maintained to help all students.

Student Learning

Student Learning Summary

Based on the 2021/2022 TEA Accountability Summary, MHS9 students received an "A" rating for student achievement, which includes:

- Top 25 Percent: Comparative Closing the Gaps

STAAR testing results from the 2021/2022 school year show 89% of Marcus Ninth Grade Campus students passed the English 1 STAAR, 90% passed the Algebra 1 STAAR, and 96% passed the Biology STAAR.
Students participate in Virtual Learning Academy, the AVID program, and Career and Technical Education courses (including Career Center courses) to develop College, Career, and Military Ready habits and proficiencies.

Student Learning Strengths

Students from Marcus Ninth Grade Campus have received awards and recognitions in local, state, and national competitions. Students challenge themselves and enjoy rigorous coursework.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Though STAAR scores are high as a whole, student class grades at the 9-week marks do not always reflect their capabilities. Improvement is needed between the 3 and 6, as well as the 6 and 9-week marks for all students to achieve their best.   **Root Cause:** Intentional conversations with department chairs/admin/teachers at every 6-week mark to identify students and teachers who need support.

School Processes & Programs

School Processes & Programs Summary

In alignment with Lewisville ISD's four cornerstones, Marcus 9th Grade campus excels in meeting the needs of the students through several academic and social programs.

Staff members are selected based upon certification areas, technology adaptability, experience in best practices with struggling learners, and relationship-building skills. In addition, teachers are working on dual certifications in English as a Second Language, to support all learners. Protocols and practices have been developed that assist educators organized in a classroom SDI model in multiple classrooms to work efficiently utilizing technology and communication channels. Campus teachers participate in Professional Learning Communities to review and analyze student data and develop strategies to increase student achievement. All teachers are trained in Restorative Practices and understand the importance of sustaining positive teacher-student relationships and maintaining a positive learning environment for students. Staff members also provide feedback and input on a regular basis through staff surveys which indicate their thoughts and preferences about a myriad of campus-related topics.

School Processes & Programs Strengths

Additionally, school safety is a priority of LISD and M9. M9 administrators complete weekly safety checks around the grounds of the campus, as well as inside the campus. Students are trained on not opening or propping doors, and what to do in an emergency situation. The staff has completed the district training for safety and security regarding Safety Response Protocol.

School Processes & Programs Strengths

1. Students are afforded the opportunity to obtain a various array of learning such as AP, Honors, Virtual, etc.
2. Extensive Professional Learning opportunities for teachers
3. Staff and students are trained on safety measures

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the end of year Pulse Check, M9 staff feels somewhat disconnected and left out of decisions and communications on campus. **Root Cause:** Lack of communication from administration regarding the outcome of staff input.

Perceptions

Perceptions Summary

Creating a positive and safe culture and climate for all learners is the primary focus of the M9 leadership team, faculty, and staff.

We celebrate and recognize students and staff in a variety of ways throughout the school year:

- Caught Being Kind

- Magnificent Marauder

- Staff donations to PTSA, LEF, and Sunshine & Wellness

- Annual Academic Achievements Awards

- M9 Teacher of the Year

- Recognize Someone Program

- Hand-written cards

- Emails

Perceptions Strengths

Data from the 2022/2023 campus profile indicated that 93.3% of parents are satisfied with M9 overall. Additionally, 91.5% of parents believe they can reach out to staff, and 90.4% believe that their student is happy at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many parents and community members may not be aware of ways they can support M9, thus a student mentor program was started during the 2021/2022 school year.   **Root Cause:** The community and parents have been somewhat disconnected from M9 since the onset of COVID.

Priority Problem Statements

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: Meet every 3-weeks to review failure reports with MTSS teacher, and every 6-weeks to review failure reports with department chairs to identify students and teachers in need of additional supports.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student numbers in MTSS, 504, and SPED based on individual student needs. **Staff Responsible for Monitoring:** All **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Design and deliver instruction to increase teacher efficiency, leading to maximized student learning.	**Formative**		

Work to define our PLC structure.
Work with district curriculum director(s).
Schedule time for teachers to PLC.
 	
    Strategy's Expected Result/Impact: Meeting with district curriculum directors and working with department chairs to refine PLC structures will allow for PLC time to be given to core departments.
    Staff Responsible for Monitoring: Admin, department chairs, teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Nov	**Feb**	**May**

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.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase restorative disciplinary practices for students who have participated in a disciplinary act that involved the poor use of social skills.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will receive social skill practice to mediate social skills issues with peer and adults. **Staff Responsible for Monitoring:** APs **ESF Levers:** Lever 3: Positive School Culture			
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 6: Campus Behavior Goal: M9 will utilize restorative disciplinary practices regularly to build relationships with students.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Make campus expectations visible in common areas to reinforce appropriate and acceptable behaviors.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to refer to and review campus expectations when needed and staff can also redirect students to the expectations.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the use of restorative practices in disciplinary situations.	**Formative**		
Strategy's Expected Result/Impact: Administrators show at least 50 restorative action codes each during the 2023/2024 school year.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

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: Increase staff involvement in decision-making that affects them.	**Formative**		
	Nov	**Feb**	**May**
Point out when we solicit their input. Point out when we utilize their input. Ask what it looks like to them to be involved. Ask what input looks like to them.			
Strategy's Expected Result/Impact: Through surveys, department chair feedback, and personal conversations, we will work to increase staff involvement in giving feedback and learning the outcomes of their feedback. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with department chairs monthly to gather input about campus items.	**Formative**		
Strategy's Expected Result/Impact: Clear communication from department leaders to admin	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly meetings with counselors to discuss campus needs.	**Formative**		
Strategy's Expected Result/Impact: Gathering information about concerns on campus	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Weekly meetings with admin team to discuss campus concerns.	**Formative**		
Strategy's Expected Result/Impact: Increased information of campus concerns	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

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 the staff survey communication category to 83%	**Formative**		
Increase the parent survey category to 93% Increase staff "Recognize Someone" nominations to 50	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Staff and parent satisfaction with communication will increase leading to a higher sense of connectedness to M9. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Advance a positive message about LISD/M9.	**Formative**		
Strategy's Expected Result/Impact: Promote and attend an LISD or campus event, raise positive awareness to the community/parents regarding aspects or events happening in LISD or M9, and/or incorporate community and/or parent involvement within the classroom or	**Nov**	**Feb**	**May**

school physically or virtually.
Staff Responsible for Monitoring: All

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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.
    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
	Nov	**Feb**	**May**

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

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. . 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	**Formative**		
	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			