Lewisville Independent School District

Flower Mound High School

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment 3
Demographics 3
Student Learning 5
School Processes & Programs 6
Perceptions 7
Priority Problem Statements 8
Goals 9
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. 9
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. 13
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. 27
Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications. 30
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. 34
Goal 7: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews. 41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Flower Mound High School is part of the Lewisville Independent School District. Our feeder pattern schools include the Flower Mound Ninth Grade Campus, Forestwood Middle School, McKamy Middle School, and Shadow Ridge Middle School. Our Elementary feeder schools include Donald Elementary, Forest Vista Elementary, Garden Ridge Elementary, Liberty Elementary, Old Settlers Elementary, Wellington Elementary, and Bluebonnet Elementary.

School Profile: Flower Mound High School serves approximately 2,639 students in grades 10-12.

School Demographics: White - 55.7%, Asian - 23.9%, Hispanic - 13.1%, African American - 14.46%, Two or More Races - 4.2%

Gender: Female - 50.4%, Males - 49.6%

Gifted and Talented: 24.1%, ELL: 2.5%, Economically Disadvantaged: 6.9%, At Risk: 23.8%, SpEd: 11.8%, 504: 12.9%

School Summary Statistics: Graduation Rate - 99.6%, Average Daily Attendance Rate - 94.7%

Flower Mound High School has 216 total staff members. 15.2 is the average number of years teaching. 10.3 is the average number of years teaching in LISD schools. Flower Mound staff spend a total of 11,456 hours in professional learning which is 47.3 hours per staff member. Flower Mound Administrators conducted a total of 1,258 visits to classrooms, which is an average of 180 observations per administrator.

College and Career Readiness: Average SAT score - 1228, Average ACT score - 25.4

There were 853 CTE certifications earned by students in 2024.

61% of students are enrolled in Honors/AP or Dual Credit courses.

49% of students participate in athletics or PE, while 43% participate in arts.

Demographics Strengths

Flower Mound High School offers a well rounded educational experience for each of our students by providing programs such as Boys and Girls Athletics, Performing and Visual Arts, AP, Dual Credit, Honors, and On-Level courses, World Languages, Special Education Services, UIL academics and Academic Decathlon, JROTC, a variety of club opportunities, and CTE course/programs including Robotics, Education and Training, Business, Family and Consumer Sciences, and Computer Science.

Awards and Recognitions include but are not limited to:

- 33 National Merit Finalists
- 2024 UIL State Runner Up in Boys Soccer
- 2024 UIL State Champions in FRC Robotics
- 2024 TFA State Champions in Debate
- 2023 Sudler Flag of Honor Recipient for excellence in band
- 2023 UIL State Champions in Baseball
- 2023 UIL State Champions in FTC Robotics
- 2022 UIL State Champions in Girls Track and Field
- 2020, 2021, 2022, 2023 UIL State Champions in Girls Cross Country
- 2021 UIL State Champions in Girls Soccer

96% of our students plan to go to college and 90% of our students feel that there is at least one staff member at school they are comfortable talking to. Additionally, 96% of our parents polled stated they were satisfied with their student's education at Flower Mound High school.

Student Learning

Student Learning Summary

All schools in Texas must meet the standards set in 4 state accountability areas. Flower Mound High School received an “A” rating by TEA with an overall accountability score of 97.
Student Achievement Score - 95, School Progress - 84, and Closing the Gaps - 100

Student Learning Strengths

Flower Mound High School received Distinction Designations from TEA in the following areas:

- ELA/Reading
- Mathematics
- Science
- Comparative Academic Growth
- Post Secondary Readiness
- Comparative Closing the Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Flower Mound High School needs to increase the percentage of students in grades 10-12 with a GPA of 2.7 or higher. **Root Cause:** In their transition from 9th grade, our 10th grade students have a lower GPA than 11th and 12th grades.

Problem Statement 2 (Prioritized): Flower Mound High School needs to increase the percentage of students in grades 10-12 with a GPA of 2.7 or higher. **Root Cause:** In their transition from 9th grade, our 10th grade students have a lower GPA than 11th and 12th grades.

School Processes & Programs

School Processes & Programs Summary

FMHS staff is involved in the planning for and success of our campus through multiple committees and leadership opportunities. Groups include, but are not limited to our Department Head Meeting, Student Engagement Committee, Staff Engagement Committee, Building Leadership Team, and Interdisciplinary Meetings.

School Processes & Programs Strengths

FMHS Interdisciplinary Teams are groups of staff members from various disciplines and positions around campus. These staff members come together to discuss important issues, answer campus questions, provide input to administration, and spend time getting to know one another better in an effort to maintain a strong community and morale amongst the building.

FMHS Engagement Committees are designed to bring staff member together to discuss and plan for a school community that is as engaged as possible. There are two separate committees - one focused on Staff Engagement and the other focused on Student Engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The clarity of expectations and accountability for staff and students could be an area of growth. **Root Cause:** Lack of streamlined and consistent communication processes and accountability from campus administration.

Problem Statement 2 (Prioritized): The clarity of expectations and accountability for students could be an area of growth. **Root Cause:** Lack of streamlined and consistent communication processes and accountability from campus administration.

Problem Statement 3 (Prioritized): According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause:** Not enough directed focus on over all staff well-being from campus administration.

Perceptions

Perceptions Summary

According to the LISD provided Pulse Survey:

The percentage of staff members who feel there is clear and open communication continues to trend in the upward direction and currently sits at 81% of staff surveyed. Last year, an average of 90.5 teachers feel as though they have a sense of belonging at FMHS.

An overwhelming majority of parent/families who visit FMHS feel they are welcomed treated with respect, and encouraged to be involved.

91% percent of parents/families feel their child's individual culture and needs are recognized by school personnel.

93% percent of parents have little or no concern about their child's mental health and well-being.

82% of students surveyed stated they feel involved in their school community and 90% feel they have at least one adult at FMHS they feel comfortable talking to.

Perceptions Strengths

An average of 91.5% of teacher surveyed last year feel they have established trusting relationships with coworkers.

In the Spring of 2024, 92% of polled teachers feel the training they receive is effective.

98% of parents surveyed stated that their child feels safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the most recent Pulse Check, some FMHS staff feel that, at times, their overall well-being has not been as good as they would want. **Root Cause:** Not enough directed focus on over-all staff well-being from campus administration.

Problem Statement 2 (Prioritized): According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause:** Not enough directed focus on over all staff well-being from campus administration.

Priority Problem Statements

Problem Statement 1: Flower Mound High School needs to increase the percentage of students in grades 10-12 with a GPA of 2.7 or higher.
Root Cause 1: In their transition from 9th grade, our 10th grade students have a lower GPA than 11th and 12th grades.
Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: The clarity of expectations and accountability for students could be an area of growth.
Root Cause 2: Lack of streamlined and consistent communication processes and accountability from campus administration.
Problem Statement 2 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 3: According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want.
Root Cause 3: Not enough directed focus on over all staff well-being from campus administration.
Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention - School Processes & Programs - Perceptions

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: HS - GPA 2.7 or higher readiness
HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Utilize Wednesday/Saturday schools, detentions (before/after school and during lunch) as opportunities for enrichment and remediation. **Strategy's Expected Result/Impact:** At the end of the 2024-2025 school year, Flower Mound High School will raise the number of students in grades 10-12 who have a GPA of 2.7 or higher from 82.9% to 88%. **Staff Responsible for Monitoring:** Wednesday/Saturday school staff, Detention staff, Teachers provided enrichment, FMHS Administration **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Gather and narrow the focus of available data in order to identify targeted students/groups for MTSS process. **Strategy's Expected Result/Impact:** At the end of the 2024-2025 school year, Flower Mound High School will raise the number of students in grades 10-12 who have a GPA of 2.7 or higher from 82.9% to 88%. **Staff Responsible for Monitoring:** Campus Administration, MTSS support staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Develop individualized student plans based on needs. **Strategy's Expected Result/Impact:** At the end of the 2024-2025 school year, Flower Mound High School will raise the number of students in grades 10-12 who have a GPA of 2.7 or higher from 82.9% to 88%. **Staff Responsible for Monitoring:** Campus Administration, MTSS support staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Staff will implement individualized student plans. **Strategy's Expected Result/Impact:** At the end of the 2024-2025 school year, Flower Mound High School will raise the number of students in grades 10-12 who have a GPA of 2.7 or higher from 82.9% to 88%. **Staff Responsible for Monitoring:** Campus Administration, MTSS Support Staff, Instructional Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Flower Mound High School needs to increase the percentage of students in grades 10-12 with a GPA of 2.7 or higher. **Root Cause**: In their transition from 9th grade, our 10th grade students have a lower GPA than 11th and 12th grades.

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS 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	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Increase clarity of expectations and ensure accountability and safety of students through beginning of year administration expectations presentation, new hall pass system, safe and civil school **Strategy's Expected Result/Impact:** Students can clearly define rules and regulations and follow them accordingly creating a more positive experience. **Staff Responsible for Monitoring:** Administration and staff **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Use weekly student video announcement to emphasize student expectations throughout the 24/25 SY **Strategy's Expected Result/Impact:** Students can clearly define rules and regulations and follow them accordingly creating a more positive experience. **Staff Responsible for Monitoring:** Administration and staff **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress 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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide students with clear and consistent rules and expectations. **Strategy's Expected Result/Impact:** FMHS will increase the clarity of expectations and accountability of students in general operations and safety as made evident by an increase in student survey results (environment), and increase in survey results for the number of students who feel comfortable speaking with staff, an increase in attendance rate, and a decrease in chronic absenteeism. **Staff Responsible for Monitoring:** Administration, teaching staff **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Implement a system for hallway activity during class time. **Strategy's Expected Result/Impact:** FMHS will increase the clarity of expectations and accountability of students in general operations and safety as made evident by an increase in student survey results (environment), and increase in survey results for the number of students who feel comfortable speaking with staff, an increase in attendance rate, and a decrease in chronic absenteeism. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement Safe and Civil Schools at FMHS. **Strategy's Expected Result/Impact:** FMHS will increase the clarity of expectations and accountability of students in general operations and safety as made evident by an increase in student survey results (environment), and increase in survey results for the number of students who feel comfortable speaking with staff, an increase in attendance rate, and a decrease in chronic absenteeism. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Processes & Programs 2				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: The clarity of expectations and accountability for students could be an area of growth. **Root Cause**: Lack of streamlined and consistent communication processes and accountability from campus administration.

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Implement a new campus-wide hall pass system. **Strategy's Expected Result/Impact:** Decrease hallway activity during class time in order to increase productive instructional time. **Staff Responsible for Monitoring:** Administration and staff **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 2 - School Culture and Climate 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Use weekly announcements to emphasize student expectations throughout the 24/25 school year. **Strategy's Expected Result/Impact:** Decrease hallway activity during class time in order to increase productive instructional time. **Staff Responsible for Monitoring:** FMHS Administration and designated staff **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Culture and Climate 1 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Increase clarity of expectations and ensure accountability and safety of students through beginning of year administration expectations presentation and presentations as needed. **Strategy's Expected Result/Impact:** Decrease hallway activity during class time in order to increase productive instructional time. **Staff Responsible for Monitoring:** Campus administation **Title I:** 2.4, 2.5, 2.6 **- 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	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Reinstate Safe and Civil Schools as a foundational support for staff to expand skills in effective supervision, discipline, positive behavior supports, and classroom management. **Strategy's Expected Result/Impact:** Decrease hallway activity during class time in order to increase productive instructional time. **Staff Responsible for Monitoring:** Campus Administration and designated staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Achievement 1 - Student Learning 2 - School Culture and Climate 1 - School Processes & Programs 2, 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Flower Mound High School needs to increase the percentage of students in grades 10-12 with a GPA of 2.7 or higher. **Root Cause**: In their transition from 9th grade, our 10th grade students have a lower GPA than 11th and 12th grades.

School Processes & Programs
Problem Statement 2: The clarity of expectations and accountability for students could be an area of growth. **Root Cause**: Lack of streamlined and consistent communication processes and accountability from campus administration.

School Processes & Programs
Problem Statement 3: According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause**: Not enough directed focus on over all staff well-being from campus administration.
Perceptions
Problem Statement 2: According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause**: Not enough directed focus on over all staff well-being from campus administration.

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Decrease the amount of staff paperwork where possible.	Formative			Summative
Strategy's Expected Result/Impact: Increase the overall staff well-being at FMHS as made evident by increasing a positive staff pulse survey response from 78.9% to 85%. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for staff to be engaged and involved in campus decision making.	Formative			Summative
Strategy's Expected Result/Impact: Increase the overall staff well-being at FMHS as made evident by increasing a positive staff pulse survey response from 78.9% to 85%. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2	Nov	Feb	May	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Provide opportunities for staff to strengthen relationships with coworkers. **Strategy's Expected Result/Impact:** Increase the overall staff well-being at FMHS as made evident by increasing a positive staff pulse survey response from 78.9% to 85%. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Focus on promoting and increasing the number of "Recognize Someone" submissions for the campus. **Strategy's Expected Result/Impact:** Increase the overall staff well-being at FMHS as made evident by increasing a positive staff pulse survey response from 78.9% to 85%. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause**: Not enough directed focus on over all staff well-being from campus administration.

Perceptions
Problem Statement 2: According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause**: Not enough directed focus on over all staff well-being from campus administration.

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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Increase overall staff well-being by reducing unneccesary paperwork and solidifying procedural processes and focusing on staff celebrations. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

No Progress

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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 5.1 ON SCORECARD.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Use weekly announcements to emphasize student expectations throughout the 24/25 school year. **Strategy's Expected Result/Impact:** FMHS Administration will help maintain a clear picture of campus and district direction through consistent and efficient communication to parents, students, and staff. **Staff Responsible for Monitoring:** FMHS Administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - School Processes & Programs 2, 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Increase clarity of expectations and ensure accountability and safety of students through beginning of year administration expectations presentation, administrative presentations as needed, a new hall pass system, and reintroducing the safe and civil school program. **Strategy's Expected Result/Impact:** Students can clearly define rules and regulations and follow them accordingly creating a more positive experience. **Staff Responsible for Monitoring:** Administration and staff **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Utilize various staff groups to provide information and receive feedback on the current status and future direction of the campus and the district. **Strategy's Expected Result/Impact:** FMHS Administration will help maintain a clear picture of campus and district direction through consistent and efficient communication to parents, students, and staff. **Staff Responsible for Monitoring:** FMHS Administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Provide necessary parent communication on expectations and the current needs and direction of the campus and district. **Strategy's Expected Result/Impact:** FMHS Administration will maintain a clear picture of campus and district direction through consistent and efficient communication to parents, students, and staff. **Staff Responsible for Monitoring:** FMHS Administration and Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The clarity of expectations and accountability for students could be an area of growth. **Root Cause**: Lack of streamlined and consistent communication processes and accountability from campus administration.
Problem Statement 3: According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause**: Not enough directed focus on over all staff well-being from campus administration.
Perceptions
Problem Statement 2: According to the most recent Pulse Check, some FMHS staff feel that, at times, their over all well-being has not been as good as they want. **Root Cause**: Not enough directed focus on over all staff well-being from campus administration.

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.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Increase opportunities for affirmation and feedback from multiple platforms. **Strategy's Expected Result/Impact:** Increase in Recognize Someones by 500%. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

Performance Objective 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	Reviews			
	Formative			Summative
	Nov	Feb	May	
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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

Performance Objective 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	Reviews			
	Formative			Summative
	Nov	Feb	May	
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. 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				

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	Reviews			
	Formative			Summative
	Nov	Feb	May	
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. 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. Campus personnel will be trained in violence prevention and intervention. 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. Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed. 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. 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. Students receive public acknowledgement for non-academic achievement. **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	Reviews			
	Formative			Summative
	Nov	Feb	May	
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: 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. A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	

Strategy 1: Special program students are accurately identified and appropriately served. 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 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.

Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models 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.

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

LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 7: Student Achievement/Safeguards

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
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				

 No Progress Accomplished Continue/Modify Discontinue