

Lewisville Independent School District
Flower Mound 9th Grade Campus
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

STUDENT DATA:

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

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

Enrollment data shows that:

Ethnicity	
White:	54%
Asian:	26%
Hispanic:	14%
Two or More	4%
African American	3%
American Indian	0%

The primary campus student groups are as follows:

Student Groups		
Gender	Female:48%	Male:52%
Economic Disadvantage	Free Lunch:8%	Reduced: 2%
Gift & Talented	24%	

Student Groups	
At-Risk	14%
ELL	2%
Special Ed	11%
504	14%

STAFF DATA:

Flower Mound 9th Grade Campus has a total staff of 63 members. The campus has 38 classroom teaching staff, with an average of 13 years of classroom experience. In addition to our teaching staff, we have a team of about 20 professionals who serve as campus administrators, counselors, librarians, nurses, classroom support, cafeteria managers/workers, and safety/security officers who assist our learners and stakeholders as they make the most of their 9th grade year. For specific information about our teacher demographics, visit:

[2020-2021 Texas Academic Performance Report](#)

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Student Learning

Student Learning Summary

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

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

2022 STAAR Data		
Algebra I	Passed: 93%	Mastered: 54%
Biology I	Passed: 98%	Mastered: 58%
English	Passed: 95%	Mastered: 42%

College Readiness	
SAT Reading/Writing	92%
SAT Math	80%
ACT English Comp	88%
ACT Algebra	77%
ACT Social Science	76%
ACT Biology	72%
PSAT/NMSQT Reading/Writing	89.4%
PSAT/NMSQT Math	68.7%

Flower Mound High School received the 2022 Accountability Rating: A

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

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

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

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Perceptions

Perceptions Summary

The Flower Mound 9th Grade Campus prides itself on being a positive, innovative, student-focused place of learning. Teachers and staff at FM9 believe in "what matters"- relationships, communication, and supporting our learners & one another. To help all students, feel that they are part of Jag Pride and Spirit, we work to ensure that all know the services, organizations, staff, and opportunities available to all who attend FM9. From Student Council to sports to theater/arts programs, FM9/FMHS has academic and social programs in place so that every student can pursue his or her interests, passions, and talents.

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

Goals

Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.





Performance Objective 1: Board and Superintendent Goals:

- *Increase early childhood literacy reading - % of 3rd graders that score meets grade level on Istation indicators of Progress will increase
- *Increase early childhood math levels - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- *Increase the % of graduates that engage in CCMR related indicators

DIP Strategies:

- *Through a collaborative approach with PLCs, support teachers in understanding effective instructional practices
- *Utilize district resources and coaching to customize campus support
- *Utilize readiness dashboard to monitor student progress and discuss response
- *Provide professional learning and support to campus leaders to increase understanding of practices and data analysis with Edugence
- *Utilize dashboards to identify students who have not engaged in CCMR related activities to provide targeted interventions
- *Provide academic guidance and counseling to assist students in course selections and encouragement in CTE pathways, AP and dual credit when applicable

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our educators will attend & lead ongoing PLC meetings comprising administrators, teachers, and/or district instructional facilitators to ensure alignment and TEKS -based instruction and assessment.</p> <p>Strategy's Expected Result/Impact: Development of an ongoing partnership with curriculum specialists and LISD curriculum support; campus protocol training for PLC success; ongoing LEAD conversations to monitor team/individual growth; collaboration around 4 questions that address standards, assessment, supports, and rigor.</p> <p>Staff Responsible for Monitoring: Principal/ Assistant Principals LEAD Appraisers Department Heads</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.





Performance Objective 1: Board and Superintendent Goals:

- *Ensure students are college and career-ready based on LISD readiness indicators - increase % readiness based on grades, discipline, attendance, successful completion of benchmark courses, etc.
- *Ensure students have an environment conducive to learning by increasing the % of students that report they have a trusting relationship with staff on student survey

DIP Strategies:

- *Through a collaborative approach with PLCs, utilize dashboard data to identify and respond to students who are not on track to meet district created readiness indicators
- *Provide campus leadership with learning to best support students based on their individual readiness pathway
- *Provide learning for staff to increase awareness and necessity for building strong relationships
- *Continue to support campuses in effective implementation of Restorative Practices
- *Provide opportunities for students to tell their stories and have a voice
- *Celebrate successes and provide opportunities for students to connect with each other and staff

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p>Strategy 1: School administrators, campus mentor teachers, and teacher leaders will engage in work that directly and indirectly creates positive experiences for learners:</p> <p>Strategy's Expected Result/Impact: The creation and cultivation of a Profound Learning Climate in which administrators and staff are building relationships, providing support, and ongoing communication with students and all organizational stakeholders.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Department Heads Teachers/Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive.





Performance Objective 1: Board and Superintendent Goals:

- *Ensure high quality staff are employed to provide the best learning experiences for students - maintain retention rate & turnout rate
- *Provide technology resources that prepare students to be future ready and equip staff for organizational effectiveness and efficiency
- *Ensure the financial health of the district through frequent and regular monitoring of financial indicators
- *Prioritize and allocate resources to ensure safety and security of students and staff

DIP Strategies:

- *Provide opportunities for staff to be heard and have a voice in finding solutions
- *Cultivate a culture of connectedness and positive recognition
- *Expand recruiting sites to reach a larger diverse population of possible applicants
- *Utilize results from device evaluation process to determine student technology needs
- *Implement cybersecurity training to maintain low risk rating
- *Determine key indicators for financial health to develop a dashboard
- *Provide campuses with tools to assist in ensuring and monitoring safety
- *Implement protocols to improve security in collaboration with local agencies

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will use district-approved resources and campus-purchased resources to impact student learning.</p> <p>Strategy's Expected Result/Impact: FM9 educators will demonstrate the use of LISD-provided tech, Canvas, textbooks/resources, and/or ancillary materials through posted learning, lesson plans, and observable learning/student use in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselors Tech Specialist Media Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.





Performance Objective 1: Board and Superintendent Goals:

*Ensure the desired LISD culture of connectedness is communicated and felt internally and by key stakeholders - increase parent survey responses for communicating with parents and feeling welcomed.

DIP Strategies:

- *Provide clear and proactive communication commitments for engaging with stakeholders and resolving concerns
- *Provide opportunities for staff and stakeholders to engage with and connect at the campus and district level
- *Increase opportunity to provide feedback through pulse surveys

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.





Strategy 1 Details	Reviews			
<p>Strategy 1: FM9 staff and digital media classes will use social media (Facebook, Twitter, and Instagram), weekly FM9 Newsletters, the campus and district website, and email throughout the year to share photos and accurate information that positively reflects our campus and LISD as a school district.</p> <p>Strategy's Expected Result/Impact: Stakeholders will have consistent, reliable access to campus information. Parents, students, educators, and stakeholders will be well-informed regarding FM9 activities, successes, and programs.</p> <p>Staff Responsible for Monitoring: -Campus Administration -Library Media Specialist -Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: 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; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>RaaWee will be used to monitor excessive absences and a process is used to refer students to the counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Federal and State Mandates





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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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</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>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention 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.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Federal and State Mandates

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You will update the formative and summative reviews.

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</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>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</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>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>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 STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: 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; family and community involvement records

Strategy 1 Details	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>Campus personnel will be trained in violence prevention and intervention.</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>Strategies will be implemented for recruiting highly effective teachers</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 and community involvement.</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: 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; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD Assessment and Accountability Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system.</p> <p>Strategy's Expected Result/Impact: Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Schools and Student Activities</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				