

Lewisville Independent School District
Forestwood Middle School
2022-2023 Campus Improvement Plan

Table of Contents

- Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 3
- School Processes & Programs 4
- Perceptions 5
- Priority Problem Statements 6
- Goals 7
- 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. 8
- 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. 8
- 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. 9
- 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. 11
- 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. 12
- Goal 6: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews. 19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Forestwood Middle School opened in the fall of 1992 and has been a high performing school since its inception. The feeder elementary schools include Donald, Forest Vista and Garden Ridge. A portion of our students come from Wellington due to the Spanish Immersion program. We also receive many transfer students as a STEM Acadamey. The student population for 2021-2022 was 895 students; the current enrollment is ____ students. The demographics of the student body follows:

- African American: 4%
- Hispanic: 17.4%
- White: 58.2%
- Asian: 15.4%

11.2% of the student population is economically disadvantaged; 3.5% are English language learners, 19.3% are at-risk while 14% are served through the Special Education program. The student mobility rate is 4.6% while attendance is 99%

We experience a high level of parent involvement through our PTA which boasts an executive board of 13 members.

Forestwood enjoys a highly experienced and very stable staff. 77.6% hold bachelors degrees while 22.2 % have earned masters degrees in their fields of study. in terms of teaching experience:

- 17.9% have 1 to 5 years;
- 10.4% have 6 to 10 years;
- 38.6% have 11 to 20 years, and
- 28.9% have greater than 20 years experience.

The average amount of teaching experience overall is 14.7 years with 10.1 years in LISD.

Demographics Strengths

Our strengths can be found in the longevity, experience and education of our staff, the effectiveness of our Special Education Program serving 14% of our students with outstanding work is being accomplished in our Functional Life Skills, Academic Vocational Life Skills and Behavior Intervention classrooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to our reputation as an educational institution we are challenged to meet the expectations that go with the reputation for students with very diverse backgrounds arriving at Forestwood with significant needs in terms of identified disabilities. **Root Cause:** Staff and students work hard to achieve success; parents support our efforts.

Student Learning

Student Learning Summary

Through the course of an average school year, 70% to 75% of the students achieve honor roll level performance, on the average. Another 300+ students are recognized by their teachers in the Falcon Fiesta each month and another 300+ students are nominated for the Fabulous Falcon award each year. Failure rates remain in the single digits for each quarterly grading period through the school year.

Student Learning Strengths

Based on the data presented above, reading and math are clear strengths in terms of STAAR data. Academic achievement on a daily basis is a general strength based on Honor Roll data, failure data and retention records.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While "met standard" scores are generally strong, the mastered scores are lower than expected as compared to other LISD West Zone schools. **Root Cause:** We must better identify those students capable of achieving Masters and work to get them there.

Problem Statement 2: The Low SES sub-population is significantly lower in terms of percentages having met standard in all tests. **Root Cause:** We need to better identify and remediate this sub-population.

School Processes & Programs

School Processes & Programs Summary

The Forestwood instructional program is strong due to the longevity and retention rate for teachers, rendering consistency and expertise among the staff. Our school community has a very active and strong PTA which in turn fosters parental support for the many facets of the school. The introduction of the STEM program has enhanced our curricular offerings, solidified student growth and truly stabilized the staff at Forestwood. Teachers are integrating STEM lessons into their core content lessons.

School Processes & Programs Strengths

Strengths include:

- strong, experienced, talented staff;
- Advanced Spanish program
- STEM training completed by 5 teachers
- Named a nationally recognized STEM school in May 2022
- expansion of the GT program to include science;
- retention of staff;
- low failure rates;
- high performance rates;
- variety of recognition programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are not seeing the growth of masters level achievement one would expect from a school with these strengths. That is compounded by the lack of achievement of distinction designations. **Root Cause:** Need greater attention to identification of students in need of remediation and acceleration.

Problem Statement 2: The Low SES sub-population is significantly lower in terms of percentages having met standard in all tests. **Root Cause:** Need to improve processes for identification and remediation.

Perceptions

Perceptions Summary

The perceptions of Forestwood Middle School are very positive by the community at-large. We are well known for our high level of parental involvement, a school culture that values education, higher education, and parent involvement. The focus on the theme of kindness across the campus helps create a positive and productive atmosphere with high expectations for the way in which all people are treated.

Perceptions Strengths

The strength of these perceptions are that Forestwood is seen as a destination school and sought out by many each year. We have an Advanced Spanish program and we are now a STEM academy. This results in many students seeking transfers to attend Forestwood.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The problem associated with these perceptions is that we have very high expectations to meet and any faltering is much more obvious and highly scrutinized.

Root Cause: Community values for educational achievement.

Priority Problem Statements

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: Core teachers will provide students an opportunity to take benchmark assessments a minimum of twice (Ex: one through ELA and one through Math) to give students the ability to work through programs before taking the STAAR test in the spring.</p> <p>Staff Responsible for Monitoring: Administration, Department Heads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will conduct TREND data walks throughout the year and review elements to determine data trends with a focus on student engagement.</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 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			
Strategy 1: Forestwood staff will focus on family communication and engagement to create a more engaged and involved community through school-wide weekly newsletter, volunteer opportunities, STEM family night, and parent education nights. Strategy's Expected Result/Impact: A more connected community Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will focus on relationship building through Advisory activities, the use of restorative practice, connecting with students outside of the classroom at one event per semester, and Falcon Camp. Strategy's Expected Result/Impact: Stronger connections with students. Staff Responsible for Monitoring: Administration.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: All core content areas will embed STEM related lessons a minimum of once per semester Strategy's Expected Result/Impact: Higher order thinking utilized by students. Staff Responsible for Monitoring: Department Heads	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will focus on positive recognition by presenting students with recognition through the following programs: IRock Forestwood Awards, Falcon Fiesta, and Fabulous Falcons Strategy's Expected Result/Impact: More visibility from teachers to present positive feedback to students. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will increase our recognition of staff through the following channels: Teacher of the Month, Three Cheers, and the LISD Recognize Me program.</p> <p>Strategy's Expected Result/Impact: A more positive school climate</p> <p>Staff Responsible for Monitoring: Administration, Counselors</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: Instructional staff will actively search for opportunities to connect with real world experiences outside of the classroom through guest speakers, parent volunteers, retirement home visits, small group service projects, and career day.</p> <p>Strategy's Expected Result/Impact: Real world opportunities</p> <p>Staff Responsible for Monitoring: Administration, Counselors</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

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
	Review content area			
<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

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; 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
	This row is empty as per the image			

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;"> <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 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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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;"> <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>				