

Lewisville Independent School District

Marcus 9th Grade Campus

2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Marcus Ninth Grade Campus is located within Flower Mound, Texas. Flower Mound, located in Denton County, Texas, reported a population of 78,214 in 2022 (World Population Review, 2022). The average household income in Flower Mound is \$160,973 with a poverty rate of 3.77% (World Population Review, 2022).

Approximately 68% of the adult population in Flower Mound has a post-secondary degree; Associate, Bachelor's, or Graduate degree (World Population Review, 2022). Flower Mound is approximately 78.02% White, 3.94% Black or African American, and 10.74% Asian.

Marcus High School Ninth Grade Campus has a population of 740 students with 11.76% Economically Disadvantaged, 5.41% English Language Learners, and 34.59% At-Risk. Marcus Ninth Grade Campus is 53.65% male and 46.35% female.

African American=4.73%

Hispanic=18.38%

White=61.22%

American Indian=<1%

Asian=11.22%

Pacific Islander=<1%

Two or More Races=4.32%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

- STAAR Performance
- College Career Readiness
- Military Readiness
- Graduation Rate

STAAR testing results from the 2020/2021 school year show 92% of Marcus Ninth Grade Campus students passed the English 1 STAAR, 93% passed the Algebra 1 STAAR, and 96% passed the Biology STAAR.

Students participate in Virtual Learning Academy, the AVID program, and Career and Technical Education courses (including Career Center courses) to develop College, Career, and Military Ready habits and proficiencies.

At the conclusion of the 1st 6 weeks of school, M9 had an 11% failure rate (78/740).

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to a summer survey, M9 staff feels somewhat disconnected and left out of decisions and communications on campus. **Root Cause:** Lack of communication from administration and lack of opportunities for input for staff members.

Perceptions

Perceptions Summary

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

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

- Caught Being Kind
- Marauder Awards (Students)
- Magnificent Marauder
- Staff donations to PTSA, LEF, Sunshine & Wellness, and United Way
- Annual Academic Achievements Awards
- M9 Teacher of the Year
- Marauder Awards (Staff)

Perceptions Strengths

Data from the 2021/2022 campus profile indicated that 93% of parents are satisfied with M9 overall. Additionally, 91% of parents believe they can reach out to staff, and 93% believe that their student is happy at school.

Problem Statements Identifying Perceptions Needs

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

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:

Board Goals:

- * HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
- * HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- * HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
- * Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

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.

HB3 Goal

Evaluation Data Sources: Failure Reports
Review of MTSS/504/SPED programs
Trend Walk Data
Campus/Department PLC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: M9 will work to proactively decrease failure rates between each 6-week and 9-week period by engaging multiple levels of support for students and teachers.</p> <p>Tasks:</p> <ul style="list-style-type: none"> -Failure reports (by student and teacher) will be run every 6 weeks, reviewed by administration, and discussed with department heads. -Administrators will review student support in MTSS/504/SPED programs at each 9-week mark to identify possible patterns of success or areas for improvement based on student need. -At least 400 Trend walks will be completed during the 22/23 school year. -Campus PLCs will be completed with fidelity each 9 week period to ensure student success. <p>Strategy's Expected Result/Impact: Failure rates between 6-wk and 9-wk marks will decrease.</p> <p>Staff Responsible for Monitoring: Administration Counselors Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Evaluation Data Sources: Marauder Time Lessons Calendar
 Marcus Mentor Program Data
 Club and Activity Involvement Data

Strategy 1 Details	Reviews			
<p>Strategy 1: M9 will focus on building relationships with students to help them feel connected and part of our campus family.</p> <p>Tasks: -Marauder Time lessons will focus on social/emotional components when appropriate to help students practice those skills. -M9 staff will work to identify students who could benefit from the "Marcus Mentors" program. -M9 staff will promote club and activity involvement for all students by offering a club fair each semester</p> <p>Strategy's Expected Result/Impact: Students will be able to report they have a connection with at least one staff member from M9 or MHS.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
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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

Evaluation Data Sources: Staff Survey Data
Connections/Celebrations Events

Strategy 1 Details	Reviews			
Strategy 1: M9 will provide a high level of support for our teachers and staff throughout the 22-23 school year by creating a school culture that supports, encourages, and celebrates staff in an effort to retain the highly effective staff members who serve M9.	Formative			Summative
	Nov	Jan	Mar	June

Tasks:
 -Increase collaboration and input prior throughout the year (pre and post surveys).
 -Increase opportunities for connection with other team members and main campus during professional development, as well as faculty & department meetings.
 -Increase opportunities for M9 staff to connect and celebrate successes.

Strategy's Expected Result/Impact: All staff will feel supported, encouraged, and celebrated during the year.
Staff Responsible for Monitoring: Principal
 Administrators

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 No Progress
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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.

Evaluation Data Sources: Teacher and Counselor Data
Partnerships with Community
Training for Mentors





Strategy 1 Details	Reviews			
<p>Strategy 1: During the 22-23 school year, M9 will collaborate with MHS to build a mentor program utilizing community partners to increase academic and behavioral student success rates for identified students. This program will be called "Marcus Mentors."</p> <p>Tasks: -Collaborate with teachers and counselors to compile a list of at least 10 students who could benefit from joining the "Marcus Mentors". -Partner with community groups to gain volunteers for "Marcus Mentors". Volunteers will be processed through the VOLY system and will be thoroughly trained by M9/MHS staff. We will initially partner with organizations we already have a relationship with and we expand the outreach as the program expands. -Create and administer training to mentors to provide parameters and clear guidelines to follow.</p> <p>Strategy's Expected Result/Impact: M9 will identify at least 10 students who could benefit from the mentoring program. Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
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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
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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
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Strategy 2 Details	Reviews			
Strategy 2: 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.	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

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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
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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>				