

Lewisville Independent School District
B.B. Owen Elementary School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

Demographics

Demographics Summary

BB Owen is a small campus with a caring and experienced staff. Our 44.66 staff members have an average teaching experience of 11.3 years. They participated in a variety of professional learning experiences that totaled 2,863 hours last year. Our goal is to provide engaging experiences in a safe learning environment so all our students are confident and equipped with the knowledge and skills to thrive and adapt for their future.

Demographics Strengths

BB Owen is a Restorative Practices campus. These practices are in use on a daily basis with circle time, restorative discipline practices and greeting students each morning at the door. In addition, we have a set of safe and civil campus policies to put expectations for staff and students for all of our common places (playground, cafeteria, hallways,...). Our counselor has also established a character trait program that is unique to our campus needs. This program will run in conjunction with our new house program.

Demographic strengths:

- 94.6 of students showed regular attendance in the 2023-24 school year.
- Culturally diverse student population
- Highly qualified staff
- Range of programs offered to meet the needs of student interests through clubs
- School and community resources to support students and families
- Inclusive, accepting and positive environment for students and staff
- House system to build relationships and culture on campus
- Character trait program to build social/emotional learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming, can be a challenge due to rising needs in students. **Root Cause:** The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This dramatic increase in areas that include the percentage of students who are homeless, transient, in special education, and/or in need of extra assistance or resources is related to how many students are reading below grade level, or not growing academically overall.

Student Learning

Student Learning Summary

BB Owen Elementary is a thriving campus that is unwaveringly committed to the mantra of "Every student, Everyday." This commitment is embedded in our school's core values and educational philosophy, and it drives every aspect of our mission and vision to become an elementary school in which all students are engaged in differentiated learning at high levels equipping them with the knowledge and skills to become innovators in this ever changing world.

Conferences are held with parents and administration regarding student progress and how to best meet their needs to improve student achievement. Data is analyzed and reviewed through Professional Learning Communities as well as 2 Literacy check-ins are conducted each year to analyze the implications to small group instruction and lessons design. All students participate in Istation assessments each month. Our district CIP focuses on 3rd grade growth in istation. Our end of year Istation assessment showed 87.8% of third grade increasing in reading on Tier 1 and 92.5% of third grade students scored a 494 or higher on Istation Math (or achieved their goals on their Individual Education Plan). Students in all grades continue to demonstrate their learning in a variety of ways. Other sources of data used to measure student growth include writing samples, performance tasks, curriculum based assessments, various summative assessments, observations and formative assessment.

Student Learning Strengths

The multi-tiered system of supports are implemented throughout the year to target specific skills for struggling students . Through our MTSS committee we were able to identify students in need of specially designed instruction to meet their specific learning needs. We started the year with 55 students in MTSS. We were successful in decreasing that number to 23 by the end of the year. This was done by providing interventions to close learning gaps. Students who continued to struggle were referred on to special education for additional testing so they could get the specially designed instruction needed. Tutoring is available to all students who are in need. In addition, staff supports students through reteaching of concepts, small groups intensive instruction and hands-on learning experiences.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in the fifth grade performed below the district average on the Science STAAR Assessment in April 2024. **Root Cause:** The campus has not vertically aligned the science standards in at least 2 years. The need for a better vertical alignment along with exploring the rigor of the standards from Kindergarten through Fifth grade is important as the new science TEKS have now changed for each grade level.

School Processes & Programs

School Processes & Programs Summary

BB Owen teachers are qualified and highly effective. Educators provide engaging, hands on learning experiences that include the use of technology. Campus teachers participate in regular professional development. Trend walkthrough data will be utilized to strengthen and develop individual growth in the area of effective instructional strategies. This year we will be focusing on student engagement through the use of Kagan Structures. New teachers are assigned a campus mentor as well as one through the district to aid in professional growth. We offer a variety of programs to support our students and families. Some of our programs include Food for Kids, social/emotional learning opportunities, access to highly certified teachers, after school tutoring, clubs, Special Education, Communication classes, MTA, GT and ESL.

All curriculum taught on campus follows the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) for the assigned grade levels. The curriculum for each subject area is planned by a district curriculum writing committee that is comprised of district writers as well as campus teachers. The fidelity of implementation is monitored through campus walkthroughs conducted by administrators and district professionals. The students' retention and ability to apply their learning are monitored through formative and summative assessments.

Technology is available to students in prekindergarten through fifth grade. B.B. Owen ES has iPads, and MacBook Airs available to students. District technology professionals are available to assist staff and students with technology needs. Fourth and fifth-grade students have the opportunity to sign up for an iPad for the school year that can be taken home. All students participate in a digital safety course.

BB Owen is a diverse community that works together to improve the lives and education of our students. We have many students who come from poverty, and our school is a safe place for students to interact and learn from each other as well as from staff members. Staff, students, and parents work together to bridge understanding of culturally diverse communities and students' needs. Our campus focuses on meeting the needs of the "whole" student. We believe in building strong relationships with our students and families. Our House System is one way we provide additional adults for students to connect with across the campus. BB Owen is a restorative campus that uses restorative techniques such as circle time for building relationships and restorative discipline when there is an issue that needs to be resolved. This restorative component allows us to help students learn from their mistakes. A campus discipline policy is being developed this year to support our teachers and provide clear expectations. It will be used in conjunction with our Save and Civil Policies, which are utilized in all common areas. District safety protocols are followed by all staff members.

Communication between school and home is a vital component of our success. The principal sends a monthly newsletter and additional updates in between newsletters. The teachers provide families with a Smore newsletter each week. Parent conferences are held a minimum of once each semester. Additional conferences will be held when we have concerns for the student or whenever a parent requests to meet.

School Processes & Programs Strengths

- highly qualified teachers
- access to a variety of clubs to meet student interests
- special programs to meet student academic needs
- a campus counselor for small groups and to deliver social/emotional learning opportunities to each classroom
- Food for Kids
- 1 to 1 technology
- House System
- school-wide reward system
- Safe and Civil school policy
- newsletters

- parent conferences
- Restorative practices
- monthly professional development
- mentors for new teachers
- MTSS
- professional learning communities
- Attendance competitions
- Second Steps
- Behavior Reward systems (parties/Bobcat Store)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Disciplinary offenses continue to impact classroom communities and relationship building among student to student. **Root Cause:** A portion of our student population are still developing the social-emotional skills to successfully self-regulate their emotions and navigate social situations.

Perceptions

Perceptions Summary

BB Owen families have shared in Qualtrics surveys:

- that their students are happy to attend school
- Parents are pleased with the culture of our school
- feel welcome on campus
- Surveys will be used with the staff, students, and parents to get input throughout the year so we can continue to grow as a school. Last year, our parent feedback survey results were limited to a small portion of our population. To increase this, we will focus on making connections to our community and keep the lines on communication open.

Communication between school and home is a vital component to our success. The principal sends a comprehensive email each month with smaller updates in between. The teachers provide families with a newsletter each week. Parent conferences are held a minimum of one time each semester. Additional conferences will be held when we have concerns for the student or anytime a parent requests to meet. At these meetings, parents are given resources and ideas about how to support their students' academic and social growth in order to be successful. All families are contacted by students' teacher within the first few weeks of school to build rapport. Parents are invited to MTSS, 504, and ARD committee meetings. For mass communications, we use Skylert, the marquee, and social media. We have a strong social media connection through Twitter and Facebook.

Parents are involved through meetings and communications involving their personal students as well as opportunities to volunteer and lead on campus. Volunteer opportunities include Bobcat Watch, arrival and dismissal routines, field trips, Wonder Wagon, helping during lunch or recess, laminating and making copies, or volunteering in classrooms. Leadership opportunities include serving on our Building Leadership Team as a parent or community volunteer, participation in Feedback Fridays, joining PTA, or serving as a board member with our Parent Teacher Association (PTA). We have also had community support by The City of The Colony, local restaurants, businesses, and doctors; our mentor programs; and multiple community members volunteering to be a part of our career day event.

We have many community partnerships with local businesses that were established through connections built by parents, the school, and community members.

Community partnerships are built through direct communication from our campus to businesses (including The Texas Legends, Thrivent, Chick Fil-A, Cane's Chicken, Josh Knapp Realty, and Bubba's Bar and Grill) through connections built by our parents and community members.

Our counselors is an integral part of making students and families feel safe and heard on campus. They teach students the warning signs for bullying as well as how to ask for help. Students who are new to the campus are shown around the building and introduced to staff by the counselors or students under their leadership. They also participate in a lunch bunch group with our counselor to aid in the transition to a new campus. Our counselor also facilitates our character growth program and recognitions that reinforce everyday manners, lifeskills, and character. She also chairs our PAWS committee, Red Ribbon week, Kindness week, Say Hello week, and Second Steps lessons.

We have an events committee that works to bring community engagement to our campus. This includes grade level music programs, curriculum nights, programs, and a social/emotional connection night. Our staff values the diversity of our campus. We celebrate diversity throughout the year in a variety of ways including our spring multicultural night.

Perceptions Strengths

- In our Qualtrics parent survey, 94% of parents report their children look forward to coming to school.
- In our Qualtrics parent survey, 94% of parents were pleased with communication from the school to home.
- Parents surveyed after visiting the campus gave BB Owen a 100% customer satisfaction score.
- Parents view BB Owen as a safe place for their students.

- Community partnerships have been created that allow local businesses and community services to work alongside the staff and students of BB Owen
- Consistent communication in various forms keep families up-to-date on things that are occurring on campus
- Parents are invited to be active stakeholders in their children's education
- BB Owen strives to develop/grow the "whole" child by teaching students academics as well as soft skills

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Percentage of chronically absent students is still at a higher rate than the district average. **Root Cause:** There is a need to strengthen the home and school connection in order to increase understanding on the importance of attending school on a regular basis. Insufficient outreach efforts for chronically absent students and their families and ineffective school-wide incentives for attendance last year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Revised/Approved: September 26, 2024

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority


HB3 Goal


Evaluation Data Sources: See campus scorecard for targeted outcomes


- ES - Istation reading and math
- MS - enrollment in advanced courses
- HS - GPA 2.7 or higher readiness
- HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will purchase resources with Title I funds to support our teachers and students in classroom instruction/learning/behavior. These materials will give teachers additional resources that can be used to meet student needs. The materials will give students the supplies needed to support their learning and organization in the classroom.</p> <p>Strategy's Expected Result/Impact: This will impact student learning . Students will be met where they are in order to raise their skills. Our goal is an 88% of 3rd grade students increasing reading tier 1 performance or meeting their IEP goals. The math goal is 93% of 3rd graders meeting the target score of 494 in istation math or meeting their IEP goals by EOY.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Special Education teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Classroom Student supplies - 211 - Title I, Part A - \$12,500, Brain Pop Online Resources - 211 - Title I, Part A - \$2,085, Poster Maker - 211 - Title I, Part A - \$2,300, Library Books to enhance student learning - 211 - Title I, Part A - \$3,000, Supplies and materials for classroom instruction - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: In an effort to meet our HB goal 3 in reading and math, individual literacy check-ins with teachers will be used one time each semester to analyze student progress data and brainstorm ways to maximize student growth and identify specific needs/concerns for students. In addition, classroom teachers will meet in 1-2 monthly PLC groups to analyze data to drive future instruction.</p> <p>Strategy's Expected Result/Impact: A minimum of 88% of our 3rd grade students will show growth in Istation Tier 1 reading and 93% will score a 494 or higher on Istation Math. Special Education students will meet their IEP goals in these areas.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.


Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.


*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be a priority focus this year. In addition to regular small group instruction, a daily intervention time has been added to our master schedule for all grades. Students in MTSS will receive target instruction on MTSS goals to close gaps in learning. Other students will participate in practicing skills or extending their learning.</p> <p>Strategy's Expected Result/Impact: Students will close gaps in learning and make academic growth. Students will be on grade level for reading/math or make a full year of growth in those areas. We will measure our success by monitoring our HB 3 reading/math goals.</p> <p>Staff Responsible for Monitoring: Classroom/Special Education teachers and admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Books to update Leveled Library - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	May	

 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 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.

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the following strategies to increase our average daily attendance rate from 94.6% to 96% and decrease truancy by acting on actions provided by Rawee. Orientation welcome video sharing the importance of attendance with specific data on impacting our funding and growth of their child. (explaining why it is so important and how it affects their child) Monthly parent newsletter highlighting specific data and celebrations so we are transparent with families Monthly attendance contests among grade levels Attendance bulletin board to highlight the grade level with the highest attendance percentage Weekly perfect attendance drawings for a trip to the book vending machine 9 week perfect attendance drawing for a larger prize</p> <p>Strategy's Expected Result/Impact: Our daily attendance rate will increase from 94.6% to 96%. Truancy rates will drop. Student growth will increase due to maximizing learning opportunities.</p> <p>Staff Responsible for Monitoring: All instructional staff, admin, and attendance clerk</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Supplies for Book Vending Maching - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	
	Review content area			

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

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			
<p>Strategy 1: Our campus will be implementing the following strategies to increase desired behaviors on campus. Safe and Civil Focus Group to attend Safe and Civil District Training Implement revised campus behavior expectations and guidelines. Teachers will share school-wide expectations the first week of school and after long breaks PD throughout the year to try new ideas from Safe and Civil- focus group PD Continue development of our campus behavior system, updating monthly awards, and refining restorative practices. Provide clarity to teachers on referrals and discipline options. Tracking and sharing behavioral data regularly with staff Use of posters in common places with expectations for the specific area (Cafeteria, hallway, bathrooms)</p> <p>Strategy's Expected Result/Impact: The strategies listed will reduce the number of behavior office referrals by % and provide safe classrooms that support quality instruction.</p> <p>Staff Responsible for Monitoring: Safe/Civil Team, Admin, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Walkie Talkie so all staff have one in case of safety or behavior need - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

***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

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

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

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

*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			
<p>Strategy 1: We will tell the story of BB Owen through our weekly staff newsletter, monthly family newsletter from administration, social media accounts and parent link notifications. All teachers will also send home a weekly Smore newsletter. The staff will also receive communications through email, Remind 101, and on our campus message board in the lounge.</p> <p>Strategy's Expected Result/Impact: We will increase our Qualtrics score on communication with staff to 89%. The score from qualtrics on communication with parents will increase or maintain at 93.8%</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a variety of community and school experiences to build culture and create a sense of belonging with all stakeholders. Examples include: Title I Night Coffee Talks Multicultural Night STEAM night in coordination with Open House Grade level fine arts programs Bobcat Boo Event Deck the halls at BB Owen Living Museum Patrol Stories Perot Museum campus visits Working Animals Career Day Career Day Kindness Ambassadors Various Clubs</p> <p>Strategy's Expected Result/Impact: Increase parent/student participation/attendance for special projects and school events.</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Funding Sources: Supplies for events - 211 - Title I, Part A - \$2,000, Pay for paras working after school events - 211 - Title I, Part A - \$2,000, Snacks for Events - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	

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

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			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>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.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 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			
<p>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.</p> <p>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.</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>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</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



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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			
<p>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.</p> <p>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.</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>Campus personnel will be trained in violence prevention and intervention.</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>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.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</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>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>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: 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> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>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.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>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 services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
<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 6: Federal and State Mandates

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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			
<p>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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</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.). Teachers receive training and support to differentiate instruction to meet the needs of all students.</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>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>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>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 the 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

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
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			
<p>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. .</p> <p>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>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

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Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and BB Owen Building Leadership Team are involved in monitoring the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. MTSS meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

BB Owen CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.