Lewisville Independent School District

B.B. Owen Elementary School

2023-2024 Improvement Plan

Mission Statement

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

Student Learning

I model lifelong learning.

- Seek out personalized learning to demonstrate continuous growth.
- Reflect on and share my learning with others.

I ensure learning is based on defined standards.

- Provide meaningful experiences in academic and non-academic areas.
- Measure learning outcomes and adjust instruction based on student needs.

I create an environment optimal for learning.

- Create a safe environment to allow students to take risks and learn from mistakes.
- Intentionally teach classroom structure and routines.
- Differentiate instruction for all students.

I ensure that learners are actively engaged in meaningful and relevant work.

- Model and expect questioning and reflection.
- Engage all learners.

Resource Stewardship

I embrace innovation with a flexible, relevant, and solution-oriented mindset.

- Demonstrate enthusiasm for innovation.
- Seek creative solutions to constraints.

I have a mind for practicing efficient use of resources.

- Utilize resources for the greatest student and staff impact.
- Stay current with professional practices.

I use resources in an effective and efficient way that serves others.

- Commit to campus and district goals in making resource allocation decisions.
- Strategically plan professional learning related to campus and district goals.
- Prepare early and anticipate organizational needs.

Student Experience

I create safe and inclusive opportunities.

- Create meaningful and positive relationships with all students.
- Know and practice all safety protocols.

I nurture each learner as an individual and as a citizen of the community.

- Model and maintain a culture of respect.
- Find and promote students' passion and interest.

I seek and encourage talent development.

- Implement hiring practices that reflect LISD vision and mission.
- Provide authentic learning experiences that acknowledge and build upon talents and strengths.

I collaborate, communicate, and persevere.

- View challenges as opportunities.
- Create formal and informal opportunities to communicate our learning.
- Work as a team and build partnerships across all areas.

I engage in work that directly and indirectly creates positive experiences for learners.

- Be positive and encouraging every day.
- Turn personal interests into learning experiences.

Community Engagement

I go above and beyond to serve.

- Seize the opportunity to serve outside the school day to build relationships.
- See business and community partnerships to engage students.
- Model community service to students.

I seek out accurate information to represent my classroom.

- Seek new and accurate information consistently and actively.
- Represent LISD and my profession in a positive manner.

I communicate with all stakeholders to understand diverse perspectives.

- Practice active listening regarding differing opinions.
- Understand the diverse backgrounds of the community to build relationships.
- Demonstrate care and respect for others.

I actively involve community partners in campus and district initiatives.

- Recognize and appreciate community contributions to the schools, students and district.

Vision

All of our students enjoy thriving, productive lives in a future they create.

Value Statement

We believe:

- Every student is uniquely capable and deserves to be challenged each day.
- Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.
- An educated citizenry is essential for equal opportunity and a prosperous society.
- Meaningful and relevant work engages students in profound learning.
- Critical thinking and problem-solving today are necessary for students to be equipped for future challenges.
- Genuine transformation requires disruptive innovation.
- Education is the shared responsibility of the community.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 21, 2023

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.

See additional Demographic information

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 greating 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:

- 96.4% of students showed regular attendance in the 2022-23 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 (Prioritized): Our overall daily attendance is steady, however a portion of our students require support to attend class regularly. **Root Cause:** Data shows that our early release days have poor attendance. Chronic absences with a portion of our enrollment are an issue.

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 80% of third grade increasing in reading on Tier 1 and 94.3% 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. 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.

- 90% of students passing the 3rd grade reading scored in the meets or masters category
- 78% of students passing the 4th grade reading scored in the meets of masters category
- 71% of students passing the 5th grade reading scored in the meets of masters category
- 76% of students passing the 3rd grade math scored in the meets of masters category
- 77% of students passing the 4th grade math scored in the meets of masters category

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student engagement is an area that BB Owen has identified as area of focus to insure all students area actively participating in their learning. We will address this through providing engaging activities, utilizing a house system, and the use of Kagan structures.   **Root Cause:** During the years of Covid, instruction was isolated due to online instruction and the need to keep students separate while at school. Teachers and students fell into old instructional/learning methods that did not allow for collaboration among students. This in turn has reduced engagement in the classroom.

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. One way we will do this is by adding a Feedback Friday event on campus every other month to increase parent participation and feedback.

Communication between school and home is a vital component to our success. The prinicpal 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 sememster. 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, 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, 96.9% of parents report their children look forward to coming to school.
- n our Qualtrics parent survey, 96.3% 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 (Prioritized): Our student qualtric score on environment was 71%. Ten of our 4th and 5th graders reported they did not have an adult they feel like they could talk to on campus.   **Root Cause:** Challenges in behaviors impeded relationship development

Priority Problem Statements

Problem Statement 1: Our overall daily attendance is steady, however a portion of our students require support to attend class regularly.

Root Cause 1: Data shows that our early release days have poor attendance. Chronic absences with a portion of our enrollment are an issue.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers due to rising needs in students.

Root Cause 2: The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This dramatic increase in things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student engagement is an area that BB Owen has identified as area of focus to insure all students area actively participating in their learning. We will address this through providing engaging activities, utilizing a house system, and the use of Kagan structures.

Root Cause 3: During the years of Covid, instruction was isolated due to online instruction and the need to keep students separate while at school. Teachers and students fell into old instructional/learning methods that did not allow for collaboration among students. This in turn has reduced engagement in the classroom.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our student qualtric score on environment was 71%. Ten of our 4th and 5th graders reported they did not have an adult they feel like they could talk to on campus.

Root Cause 4: Challenges in behaviors impeded relationship development

Problem Statement 4 Areas: Perceptions

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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 21, 2023

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	Formative Reviews		
Strategy 1: Campus will purchase resources with Title I funds to support our teachers and students in classroom instruction/learning. These materials will give teachers additional resources that can be used to meet students. The materials will give students the supplies needed to support their learning and organization in the classroom.	**Formative**		
	Nov	**Feb**	**May**
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 81% of 3rd grade students increasing reading tier 1 performance or meeting their IEP goals. The math goal is 81% of 3rd graders meeting the target score of 494 in istation math or meeting their IEP goals by EOY. **Staff Responsible for Monitoring:** Classroom teachers and Special Education teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Reading A-Z + Raz Online Membership - 211 - Title I, Part A - $4,700, Brain Pop Online resource - 211 - Title I, Part A - $2,000, Classroom supplies - 211 - Title I, Part A - $6,000, Library books to enhance instruction - 211 - Title I, Part A - $3,000 , Okapi Paired text sets - 211 - Title I, Part A - $13,113			

Strategy 2 Details	Formative Reviews		
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, teachers will meet in monthly PLC groups to analyze math data to drive future instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: A minimum of 81% of our3rd grade students will show growth in Istation Tier 1 reading and score a 494 or higher on Istation Math. Special Education students will meet their IEP goals in these areas. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Math manipulatives - 211 - Title I, Part A - $500			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our overall daily attendance is steady, however a portion of our students require support to attend class regularly.   **Root Cause**: Data shows that our early release days have poor attendance. Chronic absences with a portion of our enrollment are an issue.

Student Learning
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

School Processes & Programs
Problem Statement 1: Student engagement is an area that BB Owen has identified as area of focus to insure all students area actively participating in their learning. We will address this through providing engaging activities, utilizing a house system, and the use of Kagan structures.   **Root Cause**: During the years of Covid, instruction was isolated due to online instruction and the need to keep students separate while at school. Teachers and students fell into old instructional/learning methods that did not allow for collaboration among students. This in turn has reduced engagement in the classroom.

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.

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

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

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.

    Evaluation Data Sources: See campus scorecard for targeted outcomes
    ES, MS, HS - Student survey results
    MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will participate in one of four Houses modeled after the Ron Clark Academy House System in an effort to increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership. Houses will compete to earn points by demonstrating character traits, participating in spirit events, academic growth, and community service projects. House celebrations will be held on our half days in order to increase student attendance. The celebration will include a special reward for the house with the most points and individual recognitions for students who excelled at the monthly character trait.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: This will increase relationships and culture on campus. Ultimately, this will impact the student Qualtrics survey scores to show that students have an adult they are comfortable talking to on campus. The sense of belonging will also help with character development and a decrease in discipline issues. **Staff Responsible for Monitoring:** All staff members **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Items for House Celebrations - 211 - Title I, Part A - $500			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

School Processes & Programs

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Perceptions

Problem Statement 1: Our student qualtric score on environment was 71%. Ten of our 4th and 5th graders reported they did not have an adult they feel like they could talk to on campus. **Root Cause**: Challenges in behaviors impeded relationship development

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.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Attendance Rate
Chronic truancy

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

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.

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

Strategy 1 Details				Formative Reviews		
Strategy 1: Campus will focus on increasing positive behaviors that go along with campus Safe/Civil Policies, classroom treatment agreements, and the student code of conduct. We will recognize students through positive office referrals, house points, character trait awards, and end of year awards. We will also create posters for common place expectations. Our focus on Kagan structures for collaborative learning will also increase engagement which will decrease classroom disruptions.				**Formative**		
				Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Qualtrics student survey score on the school environment will increase to 80%						
Staff Responsible for Monitoring: Administration, 4th/5th grade teachers, FA teachers						
Title I: 2.4, 2.5, 2.6						
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1						
Funding Sources: Kagan resources for classroom collaboration - 211 - Title I, Part A - $1,200						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Our overall daily attendance is steady, however a portion of our students require support to attend class regularly.   **Root Cause**: Data shows that our early release days have poor attendance. Chronic absences with a portion of our enrollment are an issue.
Student Learning
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Perceptions
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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	Formative Reviews		
Strategy 1: Implementation of Restorative Practices as well as campus behavior plan, will ensure that expectations are clearly taught, reviewed, and revisited throughout the year. A campus behavior implementation plan allows for consistent consequences and rewards across campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in recognition of desired behaviors which will help decrease discipline situations on campus with the used of restorative practices and the teaching of desired behaviors. We will see a 10% decrease in the number of office referrals that require admin actions. **Staff Responsible for Monitoring:** All teachers and administrators **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Leadership committee meeting to continue development of campus discipline guidelines - 211 - Title I, Part A - $1,000			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 6 Problem Statements:

Student Learning
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Perceptions

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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.

> **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.

    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.

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.

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).

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).

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).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a teacher mentor program to all new hires. First year teachers will be supported by our primary campus mentor. Experienced, new to campus teachers will be partnered with a teacher-buddy to support their transition. Teachers will have the opportunity to observe other teachers to build their knowledge of classroom management. Provide additional campus-wide staff support services such as, instructional technology & learning facilitators, Skyward mentor, data specialist, department heads, guidance/counseling self-care services, and summer planning retreat. Provide ongoing professional learning opportunities to the staff. Continued administration professional development to impact the campus. **Strategy's Expected Result/Impact:** Increasing the capacity of our teachers will impact student growth as evidenced in Istation. **Staff Responsible for Monitoring:** Teachers and administration **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Professional learning conferences - 211 - Title I, Part A - $2,000	**Formative**		
	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.
School Processes & Programs
Problem Statement 1: Student engagement is an area that BB Owen has identified as area of focus to insure all students area actively participating in their learning. We will address this through providing engaging activities, utilizing a house system, and the use of Kagan structures.   **Root Cause**: During the years of Covid, instruction was isolated due to online instruction and the need to keep students separate while at school. Teachers and students fell into old instructional/learning methods that did not allow for collaboration among students. This in turn has reduced engagement in the classroom.

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 1.1 ON SCORECARD.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will tell the story of BB Owen through our weekly staff newsletter, monthly family newsletter from administration, social media accounts and skylert messages. 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We will increase our qualtrics score on communication with staff to 82%. The score from qualtrics on communication with parents will increase or maintain at 95.3% **Staff Responsible for Monitoring:** administration **Title I:** 2.5, 2.6, 4.1 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase opportunities for authentic stakeholder engagement and partnership through a variety of students, parent, and community engagement events designed to provide academic transparency, positive social-emotional experiences, and parenting support	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Stakeholders will participate in opportunities for engagement outside of the school day each semester. Experiences include participation in developing the Title I School Compact, Title I Parent Engagement Policy, membership on the Building Leadership Team, Multicultural Family night, Family Curriculum Night, Social/Emotional Family Engagement Night and Title I Parent Engagement Night. **Staff Responsible for Monitoring:** All staff **Title I:** 2.5, 2.6, 4.1, 4.2 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Family Engagement refreshments - 211 - Title I, Part A - $1,200, Funds to pay Paras for time on Family Engagement events - 211 - Title I, Part A - $1,200			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our overall daily attendance is steady, however a portion of our students require support to attend class regularly. **Root Cause**: Data shows that our early release days have poor attendance. Chronic absences with a portion of our enrollment are an issue.

Student Learning
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

School Processes & Programs
Problem Statement 1: Student engagement is an area that BB Owen has identified as area of focus to insure all students area actively participating in their learning. We will address this through providing engaging activities, utilizing a house system, and the use of Kagan structures. **Root Cause**: During the years of Covid, instruction was isolated due to online instruction and the need to keep students separate while at school. Teachers and students fell into old instructional/learning methods that did not allow for collaboration among students. This in turn has reduced engagement in the classroom.

Perceptions
Problem Statement 1: Our student qualtric score on environment was 71%. Ten of our 4th and 5th graders reported they did not have an adult they feel like they could talk to on campus. **Root Cause**: Challenges in behaviors impeded relationship development

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.

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	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**		
	Nov	**Feb**	**May**
RaaWee will be used to monitor absences and parent notification given when students are absent.			
Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.			
As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.			
Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %			
Staff Responsible for Monitoring: All staff			
Problem Statements: Demographics 1 - Student Learning 1			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our overall daily attendance is steady, however a portion of our students require support to attend class regularly.   **Root Cause**: Data shows that our early release days have poor attendance. Chronic absences with a portion of our enrollment are an issue.

Student Learning
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

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	Formative Reviews		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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.	**Nov**	**Feb**	**May**
Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Federal and State Mandates

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

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

    Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	**Formative**		
	Nov	**Feb**	**May**

Students receive public acknowledgement for non-academic achievement.

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.

Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.

A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.

Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.

Civic responsibility and community service and community involvement are encouraged.

Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.

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.

> **Strategy's Expected Result/Impact:** Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.
> **Staff Responsible for Monitoring:** All staff

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	**Formative**		
	Nov	**Feb**	**May**
LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention			

and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.

Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.

Staff Responsible for Monitoring: All staff

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: Federal and State Mandates

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

Performance Objective 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	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students. Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. The campus will demonstrate integration of technology in instructional and administrative programs to support student learning. 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. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates. **Staff Responsible for Monitoring:** All staff **Problem Statements:** Student Learning 1 - School Processes & Programs 1	**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

School Processes & Programs

Problem Statement 1: Student engagement is an area that BB Owen has identified as area of focus to insure all students area actively participating in their learning. We will address this through providing engaging activities, utilizing a house system, and the use of Kagan structures. **Root Cause**: During the years of Covid, instruction was isolated due to online instruction and the need to keep students separate while at school. Teachers and students fell into old instructional/learning methods that did not allow for collaboration among students. This in turn has reduced engagement in the classroom.

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	Formative Reviews		
Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability	**Formative**		
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. .	**Nov**	**Feb**	**May**

Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.
 	
   Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
   Staff Responsible for Monitoring: Learning and Teaching
Chief of Schools
Accountability and Evaluation
Campus administrators and appropriate staff.
 	
   TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
   Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1			

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our overall daily attendance is steady, however a portion of our students require support to attend class regularly.   **Root Cause**: Data shows that our early release days have poor attendance. Chronic absences with a portion of our enrollment are an issue.

Student Learning

Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing can be s a challenge for even the most veteran teachers 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 things such as percentage of students who are homeless or transient and special education, in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

School Processes & Programs

Problem Statement 1: Student engagement is an area that BB Owen has identified as area of focus to insure all students area actively participating in their learning. We will address this through providing engaging activities, utilizing a house system, and the use of Kagan structures. **Root Cause**: During the years of Covid, instruction was isolated due to online instruction and the need to keep students separate while at school. Teachers and students fell into old instructional/learning methods that did not allow for collaboration among students. This in turn has reduced engagement in the classroom.