

Lewisville Independent School District

Arbor Creek Middle School

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Arbor Creek Middle School is situated in a neighborhood in Carrollton, Texas, and is part of the Lewisville Independent School District. Our students reside in four surrounding towns which include: The Colony, Plano, Frisco, and Carrollton. The campus was built in 1994, and over the past several years, enrollment has fluctuated. This year our enrollment has increased to 897.

Arbor Creek's enrollment is currently 897 for the 2023-2024 school year. We are a diverse campus serving students from many different cultural backgrounds. Current demographic numbers for the 2023-2024 school year include the following:

Asian: 19%

Afr. Am. 13%

Hispanic: 23%

Pac. Is.: 0%

2 Races: 6%

White: 39%

Demographics Strengths

Attendance rates have consistently stayed at 97.1% over the last 4 years, even with enrollment numbers increasing. We serve a diverse range of student populations, cultures, and ethnicities, which enhances our students' learning and growth. At Arbor Creek Middle School, 9% of our students are economically disadvantaged, 2% are English Language Learners reporting 17 different home-languages, 33% of students are at-risk. In addition, 18% of our students are served by special education, and 15% of our students are Gifted/Talented.

Our teachers and leadership work diligently to build parent/campus partnerships and improve our community engagement. Through the commitment of our families and staff, our community connection is the cornerstone to continued student success at Arbor Creek.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academic interventions for our students who cannot participate in morning and afternoon tutoring. **Root Cause:** About 50% of our students are bus riders and their parents are unable to drop them off early or pick up after tutoring in the afternoon.

Student Learning

Student Learning Summary

We are thrilled to share that the student performance data for the STAAR assessment in the 2022-23 academic year shows an increase in math and reading scores for all grade levels - Approaches, Meets, and some Masters grade level. We are especially proud of our special education students and English Language Learners who also demonstrated improvements in both math and reading. Our goal is to maintain this positive momentum and achieve more on the mastery level, while consistently striving for growth year after year.

Student Learning Strengths

Each week on Thursdays and some Wednesdays during Advisory, we have committed time towards Interventions. Students will spend this 30 minutes every Thursday in teacher tutorials, HB1416 tutoring or in StudyHall. All core department teachers spend 90 minutes a week in PLC time in which they work together to develop common assessments, analyze data, focus on quality instruction, and develop targeted instruction to meet the needs of ALL students. We discuss interventions, student progress, student concerns, and student recognition with our PLC's and Teaming. Each team uses use both formative and summative assessments to monitor and evaluate student performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Being able to target all interventions that students need while balancing their current needs for the school year. **Root Cause:** What students need currently, and what the state is mandating us to do without any funding and extra staff.

School Processes & Programs

School Processes & Programs Summary

Arbor Creek Middle School continues to provide programs focused on social emotional growth, academic growth, and academic achievement in all areas. By monitoring student academic and social emotional growth, Arbor Creek ensures that proper interventions are implemented to enable sustained individualized success. Professional Learning Communities meet as a department 135 minutes a week to create common goals based on data. The data is used to inform teachers as to the effectiveness of their practices. They work interdependently to create rigorous scaffolded lessons that meet all students' needs. Teachers collaborate to ensure lessons are aligned with district curriculum and state TEKS. Furthermore, our counseling department offers social-emotional learning three times a week through advisory lessons in "Eagle Time." The Arbor Creek goal is to improve upon the high standards for students through meaningful quality instruction while engaging multiple/various stakeholders to participate in achieving our goal. We continue to put a focus on restorative practices and communicating our campus expectations to students throughout the year.

School Processes & Programs Strengths

Arbor Creek provides numerous programs to encourage *ACADEMIC* growth:

- Canvas: All students have a Canvas account to access teacher lessons, notes, homework, etc.
 - Parents who have correctly used a pairing code will also have a 'view' access.
 - Ongoing parent communication through Canvas and the Arbor Creek Website allows parents to be aware of teacher lesson plans and class progress.
- Skyward: All students and parents have access to Skyward to monitor individual grades and class averages.
- Tutoring: where students are given time before and after school to complete current or late assignments to support academic punctuality.
 - Each teacher must offer a minimum of 3 available tutoring times.
 - Students are encouraged to visit *ANY* teacher who supports/teaches the curriculum in which they are seeking assistance
- Professional Learning Communities: allow teachers to
 - analyze data to impact instruction, work with the ESL facilitator to meet the needs of our ELL population
 - meet with our instructional technologist to create lessons using technology
 - collaborate with department district learning facilitators
- Learning Objectives are posted in each classroom or in Canvas to help students know their learning goal for the day.
- Community speakers present in each class to help students to have an understanding of future careers in that specific field.
- Academic UIL Competition: utilized because ACMS believes:
 - that participation in extracurricular activities motivates students to place a high priority on attending school and making better grades.
 - that most students enjoy the pursuit of excellence and seek opportunities to test themselves against their own accomplishments and the accomplishments of others
 - that such opportunities are best provided through properly conducted and equitably administered competitive activities, and

- that the classroom is enriched by the flow of student energy into the more intensified arena of competition and back into the classroom

Arbor Creek provides numerous programs to encourage ***SOCIAL EMOTIONAL*** growth:

- WEB, “Where Everyone Belongs”: a leadership program where sixth grade students are partnered with eighth grade students in order to mentor and help the sixth graders become future leaders.
- "Eagle Time" advisory,
 - Common Sense media and other required library lessons or Drop Everything and Read time.
 - Three 25 minute lessons will be used for various other social emotional lessons through our counseling department such as, but not limited to:
 - Suicide Prevention Lessons
 - Red Ribbon Week Lessons
 - Restorative Practice philosophies (treatment agreement review, circles, etc)
- Safe and Civil School goals were communicated to the students during Eagle Time during the first week of school and monitored so that all students feel safe in the public areas of Arbor Creek.
- Restorative Practices Program allows students to receive feedback from the staff, have self reflection, and create goals for the future.
- 'Just Because. . .' post cards home utilized to increase positive communication, relationships, and school climate (beyond the campus walls).
- Career Day for our 8th Graders
 - 8th Grade Students complete self determined rotations to career path interests.
- Dads' Club
 - Dads, step-dads, granddads, uncles, any positive male role model arrives to campus at 8:00 the third Friday of every month to meet and greet the students as they arrive.
- 9 Week Award Postings through various media (posters, ACMS website, Twitter, Facebook)
 - A Honor Roll
 - A/B Honor Roll
 - Honor Code Awards
- Various Student Clubs and Organizations
 - Many of the activities offered by clubs help students to extend and elaborate on the more formal knowledge learned in school. Club membership provides an opportunity to participate in new roles. The leadership roles that are available in clubs provide a valuable experience that is not generally available to young people. Adults and peers at these organizations can serve as models and as sources of social support, friendship, and caring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Getting students to be involved in clubs and organizations to be a part of our community and connected to our campus. **Root Cause:** Getting time during the school day to participate so that we can capture more students and be leaders on campus because of activities before and after school, along with bus riders.

Perceptions

Perceptions Summary

At ACMS, we monitor feedback and meet the needs of our diverse community through two-way open communication, and surveys of students, parents, and staff. The results of these various surveys are leveraged to engage in meaningful discussion and action toward improvement.

Various teams and committees exist to address campus wide goals, initiatives, and general improvement of existing practice. These teams include, but will not be limited to:

- Building Leadership Team
- Talon's Committee
- PTA
- Curricular PLCs
- Grade Level Teams
- Student Organizations/Clubs.

ACMS utilizes all of these committees and clubs to provide information and gain feedback on new campus initiatives. The Talon's Committee was established to address staff concerns about campus procedures, campus climate, and develop new streamlined guidelines and procedures.

In addition to establishing, sustaining, and growing a holistic positive campus culture and a safe energetic climate, we also recognize student daily needs change frequently, and therefore provide daily accessible opportunities for students to share their concerns. To this end, we provide students with the opportunity to report items of concern through three venues:

1. Anonymous Web Tipline
2. Counselors Corner Website with a link to report concerns

As a staff we work hard to create a friendly and inviting campus.

Perceptions Strengths

Our open door policy allows for parents and the community to know that we are always here to listen to their ideas and feedback about perceived issues at school. We have weekly Eagle Pride Newsletters, provide open communication through skylerts, and Skyward, and provide a variety of ways to provide for our community. We also collaborate with our feeder schools, fellow middle schools, and Hebron High School. We use all this information to make adjustments when necessary to meet the needs of all partnerships including community, parents, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Making sure we are communicating what happens at ACMS every day. **Root Cause:** Having all the social media platforms in communication can be hard to manage and balance to meet the needs of everyone.

Priority Problem Statements

Goals

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: We will create a campus culture that encourages students and families to enroll in honors and high school credit courses, and we will provide resources to students and families explaining the benefits of these courses. Additionally teachers of these courses will provide students with support (ie. tutoring, remediation, interventions, supplemental resources) to be successful in these courses. Strategy's Expected Result/Impact: Increase enrollment in honors and high school credit courses from 22-23 SY to 23-24 SY. Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will identify students in need of interventions. Teachers will collaboratively track, monitor, and analyze the progress of these interventions during weekly departmental PLCs and grade level meetings throughout the year. Strategy's Expected Result/Impact: Identify students in need of special services (RtI, 504, Special education), ensure academic success of students (70+ at nine weeks report cards), and prepare students for growth and passing STAAR assessments Staff Responsible for Monitoring: Core Teachers, Admin, Counselors	Formative		
	Nov	Feb	May
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use our weekly Advisory time to teach district-required lessons in social and emotional learning, learning to learn, and Common Sense Media, while also providing targeted interventions and opportunities for students. Strategy's Expected Result/Impact: Advisory will help close the gaps of our students to help create a positive impact for targeted growth Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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: We will increase clubs and organizations available for students to join, and enrollment in these clubs. We will also increase communication/recognition for students and families. Strategy's Expected Result/Impact: We will increase our students' sense of belonging and build a positive school culture as evidenced by formal survey results and anecdotal feedback. Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will regularly monitor the attendance of our students, communicate proactively with students and families, and collaborate with students and families to create attendance plans as required by district and state guidelines to curb chronic absences and truancy. Strategy's Expected Result/Impact: 97% attendance rate Staff Responsible for Monitoring: Admin, teachers, counselors, attendance clerk	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will conduct all district/state required safety training and drills, conduct all weekly required perimeter checks, and submit all required reports. Strategy's Expected Result/Impact: 100 percent compliance of safety training, drills, perimeter checks and reports Staff Responsible for Monitoring: Mr. Goff/Admin	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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 staff will continue to train in restorative practices, lunch and learns, and professional development to implement strategies throughout the school year to improve rapport with students and as part of the campus behavior management plan. Strategy's Expected Result/Impact: Student survey results will reflect that students are aware of our campus environment to create a safe and engaging space for all to belong Staff Responsible for Monitoring: Campus leaders and teachers, admin, counselors	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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: To increase positive reinforcement of students by highlighting them each week in our Eagle Rockstars of the week, Showcasing them in the newsletter, and sending positive notes and phone calls home in order to decrease the number of referrals by 10%. Strategy's Expected Result/Impact: Discipline infraction reduction and a strong sense of belonging for our students/teachers/ and parents. Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Talons committee will meet at least once a nine weeks to monitor staff well being and create initiatives to improve staff well being as needed. We will also work with our sunshine committee, BLT, and PTA to help with some initiatives for the staff. Strategy's Expected Result/Impact: Increase in staff environment. Staff Responsible for Monitoring: BLT, PTA, Sunshine, and Talons committee	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will encourage staff to participate in district leadership programs, share the information and availability for these programs and mentorship as needed. Strategy's Expected Result/Impact: increase leadership capacity within our building Staff Responsible for Monitoring: Admin	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will increase opportunities for staff to give feedback on decisions that affect them through the 2023-2024 school year. Strategy's Expected Result/Impact: Encouraged feedback for our campus to make a positive impact. Staff Responsible for Monitoring: Admin/Dept Chairs/Team Leaders	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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 training for all staff at the campus level on professional learning. Strategy's Expected Result/Impact: Expected Growth within the staff, positive impact on environment, and overall student success Staff Responsible for Monitoring: Admin/Teachers	Formative		
	Nov	Feb	May
<div> <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> </div>			

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 increase the number of Recognize Someone submissions/recognitions from our campus and high fives for our staff. We will do this during our weekly administrative meetings. Strategy's Expected Result/Impact: Increase recognition and positive environment Staff Responsible for Monitoring: Admin	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly Campus Newsletter (Smore) that is shared out with families and students, along with posting on social media. Strategy's Expected Result/Impact: Improve communication with families, students, and community Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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. 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	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			





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		
<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		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Strategy 2 Details	Formative 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 receive public acknowledgement for non-academic achievement.</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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</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>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased 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		
	Nov	Feb	May
Strategy 3 Details	Formative 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</p>	Formative		
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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


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 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. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	Formative		
	Nov	Feb	May

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

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

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		
<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		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			