

Lewisville Independent School District

Lewisville High School

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 21, 2023

Demographics

Demographics Summary

LHS Main:

Main Campus serves 11th and 12th graders in whole and 9th and 10th graders through many electives, advanced courses.

The majority ethnicity distribution is:

- Hispanics - 58%
- African American - 20.4%
- White - 12.49%
- Asian - 5.89%

The majority sub-pops include:

- ED - 63.8%
- ESL - 34.4%
- At Risk - 65.16%
- SPED - 17.72%
- GT - 9.42%

LHS Killough:

LHS Killough serves a 9th & 10th grade student population of over 1,000 students who comprise the LHS Triad. The Killough campus is predominantly comprised of students from 2 middle schools: DeLay and Huffines. The ethnicity and sub-pop distributions for the past 3 years have remained constant within 5%.

The majority ethnicity distribution is:

- Hispanics - 64%
- African American - 15%
- White - 13%

The majority sub-pops include:

- ED - 73%
- ESL - 44%
- At Risk - 73%
- SPED - 20%

- GT - 9%

LHS Harmon:

LHS Harmon serves approximately 1,300 students in 9th and 10th grades to complete the LHS Triad of Main, Killough, and Harmon campuses. Harmon has students from 3 different middle school campuses; DeLay, Hedrick, and Durham Middle Schools.

The majority ethnicity distribution (over 10%) is:

- Hispanics - 55%
- African American - 26%
- White - 9%

The majority sub-pops (over 10%) is:

- ED - 68%
- ESL - 38%
- At Risk - 78%
- SPED - 14%
- GT - 8%

Demographics Strengths

LHS Main:

Main Campus - Our strength is our diversity and in our ability to reach and teach many different students in many different areas. LHS has structures in place to support our students. The MTSS team, ESL team, Counseling team and CIS provide intervention for our at-risk and Emergent Bilingual populations.. LHS offers AVID and dual credit classes to our students. We also off certification opportunities in Real Estate. We utilize AVID and Restorative strategies across the curriculum to support all students. We have a college and career counselor on campus to help students plan for postsecondary. LHS has implemented College and Career Nights along with Harmon and Killough and our four feeder middle schools to help students be college and career ready.

LHS Killough:

LHS Killough is comprised of a diverse population of staff and students. The MTSS team, ESL team, Counseling team and CIS provide intervention for our at-risk and Emergent Bilingual (EB) populations. In addition to these services on campus, LHS Killough also has a large AVID site team that disseminates AVID strategies throughout the school. The campus leadership team meets weekly to assess student needs and determine the best interventions for those who have been indicated by teachers as being in need of support. LHS Killough provides an opportunity for students to participate in a variety of clubs and organizations which allows students to build authentic connections to school culture outside of traditional academics. Other offerings to ensure student success include: a variety of weekly tutoring opportunities, CIS, Killough Help and AP class offerings.

LHS Harmon: LHS Harmon is home to a diverse student body who benefit from varied instructional strategies that focus on maximizing student success with the use of technology, innovative instruction, culturally relevant learning materials, and hands-on learning activities. Harmon is comprised of a large ELL population that is served by a robust ESL program and highly qualified teaching staff that provide effective interventions and use strategies to promote and enhance classroom instruction. The LHS Harmon staff is made up of a diverse

and highly qualified team of teachers who celebrate culture while promoting positive relationships with community partnerships in the African American Association (AAA), Si Se Puede, and GSA groups. All students have an opportunity to engage with peer groups by participating in one of the many student-led organizations like the Student Council, Student Advisory Committee, Catholic Club, National Honor Society, and Kindness Club while also having the opportunity to be involved with Men of Distinction, College and Career Readiness Club, and Chin Club. LHS Harmon continues to support students academically through programs such as Harmon Help and the intervention room, in addition to one-on-one teacher tutorials, that all have access to after-school transportation for participants of tutorials and clubs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Main: Moderate success building trust with the community and families of our students. **Root Cause:** Continual challenge to engage, re-engage, maintain relevancy, including platform, content, etc.

Problem Statement 2 (Prioritized): LHS Killough: The discipline referrals for particular sub populations are higher than others. **Root Cause:** LHS Killough: Although we are 2-3 years post Covid, there are still a number of constraints that affect the visibility and collaborative input of our parents and community. These lenses are an important component to the building of campus cultural norms as well as helping our campus understand and meet the needs of all represented populations at Killough.

Problem Statement 3 (Prioritized): LHS Harmon: The number of At-Risk sub populations that participate in advanced academics (Honors/AP) is disproportionate to the demographic layout of our student populations. **Root Cause:** LHS Harmon: Our students have a high mobility rate, high percentage of socio-economically disadvantaged students, Reading and Writing levels below peer groups in the same grade level.

Student Learning

Student Learning Summary

LHS Main

Main - Lewisville High School offers school day SAT, and ACT and will test nearly all of our juniors and seniors. We also offer the PSAT to juniors and we tested over 600 juniors. We will administer the TSI to over 300 juniors and seniors for dual credit in order to ensure college and career ready. LHS staff utilize PLC time weekly to collaborate on data, classroom instruction and create lessons to ensure student success.

LHS Killough

While all Sophomore students, per LISD policy, are required to take the PSAT exam in preparation for the SAT and other college and career standardized exams, Killough provides an opportunity for the PSAT to be taken by our Freshmen. Post Covid, Killough has prioritized closing academic gaps. Among various initiatives to address this need, LSHK provides campus wide tutoring as well as K-help, led by teachers who provide content specific support, with weekly bus transportation for students to get home when attending either activity after school hours. A hot meal is also provided for students who participate in these programs. EOC tutoring, designed to better prepare our students for the testing season, can be utilized by students who have struggled or show signs of needing extra support to be successful when taking EOC exams. The Killough L-Team works in tandem with the teachers to clearly communicate the systems in place to identify students in need of academic, behavioral, social and or emotional support. The MTSS room serves as a space for students to complete assigned work and be provided individualized needs-based plans and support systems when showing signs of needing extra support. LHS Killough offers AVID to our students on campus, and we also partner with TRIO Talent Search which works to make specific mentorship and guidance to college pathways after high school accessible to our students.

LHS Harmon:

LHS Harmon provides an opportunity for all students to take the PSAT exam in 9th grade in addition to LISD's policy that all 10th graders take the PSAT exam in preparation for SAT and other college and career standardized exams and certification tests. There have been significant learning gaps attributed to the COVID pandemic, so to combat this need, Harmon has instituted campus wide tutorials and Harmon Help, both with transportation home provided to students who participate. Harmon Help is currently serving hundreds of students each week and providing them with a hot meal, and is led by Harmon teachers who provide content specific support. Students that have struggled with passing any of their EOC test have on-going support through our Advisory EOC tutorial program which targets each test and individualized lessons to meet students needs. The intervention room is available for students to complete assignments and make a dedicated success plan if they are struggling in classes. The University of North Texas Go Center works closely with our AVID program with a targeted approach to prepare students for post-secondary education. LHS Harmon offers AVID to both our Freshman and Sophomore students. Harmon also partners up with TRIO Talent Search group which has identified almost 75 students who receive specific mentorship and guidance to college pathways after high school.

Student Learning Strengths

LHS Main

Main - LHS is committed to learning growth through preparation and access to high level learning and instructional practices. We have increased our dual enrollment over recent years, opened our college and career room, grown our AVID program, and made available a college and career counselor. Our counselors offer college workshop Saturdays that have tripled in attendance over the recent years.

- 100% of staff participate in relationship building strategies and restorative practice training
- Develop a campus wide definition of our academic culture as led by teachers and admin (An environment that supports student success by adhering to punctuality, preparedness, and productivity)
- Created a LHS Graduate Profile (Persistent - Hopeful - Adaptable - Resilient -Respectful)
- Improve Student Engagement through the use of the strategies in the book 7 Steps to a Language Rich, Interactive Classroom
- Utilize tutorial data to facilitate instructional strategies in PLC's

LHS Killough:

Killough assesses and disaggregates student performance data from Aware, Benchmark Testing, CBAs, and EOC results in order to make appropriately informed decisions for placement of our special populations. Our special education and EB students are hand scheduled into appropriate classes for equitable instruction. The Killough campus prepares failure reports every three weeks which are reviewed by campus administration, counselors, and L-team for targeted intervention process which includes K-Help, RTI, ARD's, and Conferences with the student and parent. The MTSS, Student Support Advisor, Communities in Schools representative, and Counseling department meet regularly with students that are at risk of failing to discuss the social/emotional barriers impeding the student's success. The MTSS room reviews student data and failure rates once a week to plan weekly goals for at-risk students.

Goals:

- 100% of staff participate in relationship building strategies and restorative practice training
- Utilize student performance data to facilitate instructional strategies in PLC's
- Reduce the out of placement referrals by 10% through the use of restorative practices
- End of Year Attendance rate meets ADA requirements (94%)

LHS Harmon:

Harmon is able to ensure the appropriate placement for special populations by using the data from AWARE, Benchmark Testing, and EOC Scores. Our special education and ELL students are hand scheduled into appropriate classes for equitable instruction. The Harmon campus prepares failure reports every three weeks which are reviewed by campus administration and counselors for targeted intervention process which includes Harmon Help, RTI, ARD's, and Conferences with the student and parent. The Dean of Student Services, Communities in Schools representative, and Counseling department meets regularly with students that are at risk of failing to discuss the social/emotional barriers impeding the student's success. The intervention room reviews student data and failure rates once a week to plan weekly goals for at-risk students. Goals:

- 100% of staff participate in relationship building strategies and restorative practice training
- Utilize tutorial data to facilitate instructional strategies in PLC's
- Reduce the out of placement referrals by 10% through the use of restorative practices
- End of Year Attendance rate meets ADA requirements (94%)
- The majority passing rate for 9th and 10th grade is 85% or above each 9 weeks

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Main: Meeting local and state expectations for CCMR student qualifications. **Root Cause:** Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.

Problem Statement 2 (Prioritized): Main: Several students are not prepared for real-world situations such as professionally accepting failure, dealing with challenges/conflict, being a good citizen/student, or following through on difficult tasks. **Root Cause:** Main: A struggle to accept responsibility for our actions has negatively impacted the abilities of many students to persevere through difficult times and times of conflict.

Problem Statement 3 (Prioritized): LHS Killough: In spite of multiple layers of student supports, EOC scores are not aligned with campus grades. **Root Cause:** LHS Killough: Student needs are vast and this requires complex differentiation while maintaining rigorous academic standards.

Problem Statement 4 (Prioritized): LHS Harmon: Students that are classified as ELL and/or Special Education have not successfully met the state requirements for STAAR. In both English I and English II, there is a low percentage of students that meet the passing standard for re-testers. **Root Cause:** LHS Harmon: Harmon has 78.12% of the student population classified as at-risk which includes 38.14% ELL, and 14.33% SPED. In addition, Harmon has a high mobility rate which provides additional inconsistencies in student academic history. Student reading levels are below average based on national averages.

School Processes & Programs

School Processes & Programs Summary

LHS Main:

LHS has set the expectation for all students to ready themselves for the postsecondary world. We have created an environment learning for all, including staff and teachers. Consistent opportunities for personal growth and for attachment to clubs or organization of their interests. We also encourage and provide many learning opportunities for staff to expand their career goals. The BLT created a graduate profile over the course of last year to keep the campus focused on shared expectations for student readiness. Over the summer the Academic Culture Committee established a definition our expected culture and students were explicitly taught those expectations.

LHS Killough is committed to providing TEKS-aligned instruction, which includes dedicated time for department planning during the summer. Additionally, our staff members have common planning time built into their school day, allowing for collaboration and teamwork. Our dedicated staff at LHS Killough is focused on enhancing the academic achievement of our students, with support from instructional support , Leadership Team and administration. When utilizing technology, we intentionally provide opportunities for students to be creators of products rather than consumers of content. We have specific professional learning opportunities in place for new hires, support staff, interns, and student teachers that are tailored to our campus. At LHS Killough, we believe in providing our students with numerous opportunities to flourish through various programs, clubs, and organizations. These include Athletics, Career and Technical Education (CTE), ESL, Fine Arts, Gifted & Talented (GT), Student Council, National Honor Society, ROTC, Student Clubs, and AVID.

LHS Harmon:

Harmon staff use common assessments to determine student learning and achievement that are revised each semester in PLCs. Assessment data is reviewed and discussed during weekly meetings in order to design, plan, and implement quality instruction and learning activities. Harmon offers five service oriented student organizations (Student Council, Student Advisory Committee, Kindness Ambassadors, National Honor Society, and JWAC) in order to promote community partnerships, enhanced student experience, parent and community involvement, and college/career readiness. the Harmon staff is diverse and uses 21st century instructional strategies which integrates the use of technology beyond the average use of a consumer. Students interact with their lessons, other students, staff, and produce work that is meaningful and rigorous. LHS Harmon focuses on TEKS-aligned instruction throughout the year inclusive of time for planning during the summer. The tested content areas also receive time during the school year to plan as a team in PLCs. Technology is used beyond the school day for projects and homework. Harmon students are afforded the opportunity to thrive in various programs, clubs and organizations which include but are not limited to: Athletics, Career and Technical Education (CTE), ESL, Fine Arts, Gifted & Talented (GT), Student Council, National Honor Society and ROTC. Harmon has a system of professional learning in place for new hires, support staff, interns and student teachers.

School Processes & Programs Strengths

LHS Main:

The number of staff members dedicated to LHS and to the families of LHS is the greatest strength of the Main campus. Through STUCO and our mentoring partnerships, including CIS, Athletics and Performing Arts, and School Sponsored Clubs and activities, we have created opportunities for our students and staff to mentor others as well as receive mentors of their own. We offer students diverse opportunities through , clubs and organizations days, extra curricular activities and, academic organizations.

LHS Killough:

Our campus prioritizes department and content specific PLCs as a coveted practice that allows teachers to assess student performance data, instruction and delivery, and alignment in an effort to make the best collective decisions for students. Teachers in a common content area have the same conference period in order to keep this practice consistent and done with

fidelity throughout the school. This leads to a culture of professional dialogue based on student needs and data. LISD is a 1:X district which gives the students an ability to utilize a technology device as a tool for creative and relevant production as well as daily instruction and learning in and outside of the classroom. Long standing programs and initiatives designed to recognize students and amplify their value such as positive referrals, Student of the Month, and Fantastic Farmer Awards contribute to positive student experience and campus culture at LHS Killough. Our library media specialist has created a space of authentic engagement that has turned the library into a central hub on the campus where students have access to non-traditional learning opportunities.

LHS Harmon:

The Harmon campus partners with outside tutorial and mentorship programs to provide an enriched academic culture, including the Loving Community, TRIO Talent Search, CIS, and AVID. The dedicated Harmon staff offer after school tutorials in all subjects in a positive learning environment that removes barriers that create obstacles for at-risk students. Transportation is provided and students are provided with a meal during tutorials with content specific certified personnel on a weekly basis. Harmon participates in a Block Lunch system that allows teachers to plan in the professional learning communities, participate in advisory class to check grades and provide campus information, join in EOC tutorials, clubs, and social emotional learning opportunities. Guest speakers are brought in to enrich our mentorship programs and clubs to bring relevance and enthusiasm to meet the needs of our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): LHS Main: Many students need growth in their ability to empathize with others while still competing positively. **Root Cause:** LHS Main: Students struggle to persevere through difficulties without placing blame elsewhere.

Problem Statement 2 (Prioritized): LHS Killough: Though they are provided with much academic support, students need more social outlets and invested connections at Killough and within the campus culture in order to better identify their individual interests and set clearer pathways before getting to the main campus. **Root Cause:** LHS Killough: Since the shutting down of many social and interest specific programs designed to help students better solidify college and career pathways due to early Covid safety measures, Killough has yet to fully recover that component of the student experience.

Problem Statement 3 (Prioritized): LHS Harmon: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades. **Root Cause:** LHS Harmon: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.

Perceptions

Perceptions Summary

LHS Main:

The climate at LHS is inclusive and accepting of all individuals. The student body supports all groups and sets the standard for community service. We will work to provide professional development to better meet the needs of our student groups. LHS will continue train staff in best practices to meet the growing needs of our ELL students which includes our Chin population, our At-Risk students, and qualify and prepare students for College, Career, and Military Readiness.

At LHS Killough, our devoted staff routinely collaborates to foster a positive atmosphere where every student can flourish. Through various committees, we cultivate a campus culture dedicated to serving our community, engaging parents, and enhancing the overall learning experience. EB students receive specific supports tailored to their unique needs, promoting a sense of belonging among all students. Teachers are equipped with resources and tools that enable them to provide engaging and innovative academic experiences, fostering confidence and inclusiveness. Our unwavering commitment is to ensure that each student develops the essential academic skills and social-emotional well-being required for success in life. We prioritize establishing relationships, encouraging student expression and curiosity, and providing diverse learning opportunities that expand students' horizons. Real-world learning experiences further prepare our students for college and career achievements, empowering them to shape their own productive futures.

Communication between the school, parents and the community is paramount to our campus. Efforts to prioritize communication include (but is not limited to): a website that is updated weekly, social media, weekly emails and call-outs to the parents and students, Canvas, staff websites and invitations to members of the community to serve in different capacities at school. Parent and community members are also an integral part of our Building Leadership Team (BLT).

LHS Harmon:

Harmon students are able to thrive in a learning environment that is rich with cultural diversity and inclusivity. Our staff takes part in collaborative efforts to consistently provide a positive and thriving learning environment for all students. Teachers collaborate in various committees geared toward our common goal of maintaining a positive campus culture that is committed to serving our community, engaging with parents, and enhancing the overall student learning experience. Our ELL students receive individualized plans to meet their unique needs and build a sense of community among students. Teachers are provided with resources and tools to provide engaging and innovative academic learning experiences that build student confidence and are inclusive of all students. At LHS Harmon we are committed to ensuring that every student has the academic skills and social emotional health they need to be successful in life because "All means All". We strive to build relationships, encourage students to use their voice and minds and provide a variety of meaningful learning opportunities that open our students' eyes and vision to the world. All students have opportunities to engage in real-world learning experiences to further their college and career readiness. Students from LHS Harmon are prepared for a productive life in a future that they create.

Perceptions Strengths

LHS Main:

Partners with our feeder middle and elementary schools to provide mentoring and goodwill throughout the feeder pattern. We also connect with the Rao Foundation for scholarship support for college. Lewisville High School is a center point for the entire city and through our many volunteer organizations such as Student Council, Interact, Athletics, Fine Arts, and National Honor Society we provide significant service to the community as a whole.

LHS Killough:

LHS Killough continuously seeks ways to prioritize our campus and community connections. We proactively incorporate systems and intervention groups such as our student support team, ESL liaisons, MTSS, CIS, and the campus L-team that all assist in creating an environment designed to provide quality services and assistance to students in an effort to meet needs and foster a culture of support and connectedness. LHS Killough parents and community members are involved in parent nights, Open House, PTSA, BLT, Farmer Fest, BOTA, AVID nights, and they participate as mentors, judges and speakers on the campus. In addition, the Kindness Initiative at LHS Killough focuses on normalizing and amplifying kindness on the campus. LHS Killough partners with local colleges within the DFW metroplex for college visits and to recruit speakers, mentors and tutors for our campus. LHS Killough also offers a myriad of professional development opportunities for staff members. In addition, the administrative team uses flex time (where teams are pulled as PLC's for cooperative planning and professional learning) to ensure accountability and consistency among teams, the campus.

LHS Harmon:

LHS Harmon provides opportunities for students and staff to develop positive relationships and academic success through our embedded support systems: ESL, RTI, Special Education. These programs help to facilitate the support needed to develop student pride in themselves, their culture, and community. The communication for input from parents and community partners is consistently provided through newsletters, emails, parent call out systems via Skylert, and parent nights. LHS Harmon participates in the Character Strong initiative focusing on kindness and inclusivity. The staff and administrative team regularly provide strategies and programs to encourage character building and celebrate student success through the Mighty Farmer Award recognition program. LHS Harmon includes parents and community partners in the decisions designed for student success through PTSA, Grateful Dads, Men of Distinction, AVID nights, and CIS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): LHS Main: Negative student acts of very few students hurts the reputation of LHS. **Root Cause:** LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas.

Problem Statement 2 (Prioritized): LHS Killough: Opportunities for staff involvement in decisions that affect them and their students have been limited. **Root Cause:** LHS Killough: Having experienced many significant adjustments within campus administration, the unavoidable inconsistencies created by these changes have prevented Killough from having set systems for frequent collaboration and input as a full staff.

Problem Statement 3 (Prioritized): LHS Harmon: We have limited parent participation with parent nights, assemblies and speakers that take place during Advisory Period and in the evenings. **Root Cause:** LHS Harmon: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Priority Problem Statements

Problem Statement 1: Main: Several students are not prepared for real-world situations such as professionally accepting failure, dealing with challenges/conflict, being a good citizen/student, or following through on difficult tasks.

Root Cause 1: Main: A struggle to accept responsibility for our actions has negatively impacted the abilities of many students to persevere through difficult times and times of conflict.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Main: Meeting local and state expectations for CCMR student qualifications.

Root Cause 2: Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: LHS Main: Many students need growth in their ability to empathize with others while still competing positively.

Root Cause 3: LHS Main: Students struggle to persevere through difficulties without placing blame elsewhere.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: LHS Main: Negative student acts of very few students hurts the reputation of LHS.

Root Cause 4: LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Main: Moderate success building trust with the community and families of our students.

Root Cause 5: Continual challenge to engage, re-engage, maintain relevancy, including platform, content, etc.

Problem Statement 5 Areas: Demographics

Problem Statement 6: LHS Killough: The discipline referrals for particular sub populations are higher than others.

Root Cause 6: LHS Killough: Although we are 2-3 years post Covid, there are still a number of constraints that affect the visibility and collaborative input of our parents and community. These lenses are an important component to the building of campus cultural norms as well as helping our campus understand and meet the needs of all represented populations at Killough.

Problem Statement 6 Areas: Demographics

Problem Statement 7: LHS Killough: In spite of multiple layers of student supports, EOC scores are not aligned with campus grades.

Root Cause 7: LHS Killough: Student needs are vast and this requires complex differentiation while maintaining rigorous academic standards.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: LHS Killough: Though they are provided with much academic support, students need more social outlets and invested connections at Killough and within the campus culture in order to better identify their individual interests and set clearer pathways before getting to the main campus.

Root Cause 8: LHS Killough: Since the shutting down of many social and interest specific programs designed to help students better solidify college and career pathways due to early Covid safety measures, Killough has yet to fully recover that component of the student experience.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: LHS Killough: Opportunities for staff involvement in decisions that affect them and their students have been limited.

Root Cause 9: LHS Killough: Having experienced many significant adjustments within campus administration, the unavoidable inconsistencies created by these changes have prevented Killough from having set systems for frequent collaboration and input as a full staff.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: LHS Harmon: The number of At-Risk sub populations that participate in advanced academics (Honors/AP) is disproportionate to the demographic layout of our student populations.

Root Cause 10: LHS Harmon: Our students have a high mobility rate, high percentage of socio-economically disadvantaged students, Reading and Writing levels below peer groups in the same grade level.

Problem Statement 10 Areas: Demographics

Problem Statement 11: LHS Harmon: Students that are classified as ELL and/or Special Education have not successfully met the state requirements for STAAR. In both English I and English II, there is a low percentage of students that meet the passing standard for re-testers.

Root Cause 11: LHS Harmon: Harmon has 78.12% of the student population classified as at-risk which includes 38.14% ELL, and 14.33% SPED. In addition, Harmon has a high mobility rate which provides additional inconsistencies in student academic history. Student reading levels are below average based on national averages.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: LHS Harmon: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades.

Root Cause 12: LHS Harmon: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: LHS Harmon: We have limited parent participation with parent nights, assemblies and speakers that take place during Advisory Period and in the evenings.

Root Cause 13: LHS Harmon: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure 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


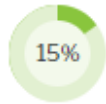




ES - Istation reading and math

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: LHS Main will monitor and provide supports, including tutoring and transportation with the tutoring, for students who have fallen below a 2.7 GPA. Strategy's Expected Result/Impact: The percentage of 10th & 11th Graders with a 2.7 GPA will increase from 55.9% (2023) to 56% (2024). The percentage of 12th Graders with a 2.7 GPA will increase from 59.95% (2023) to 60% (2024). Staff Responsible for Monitoring: LHS Administration. LHS Counselors. LHS MTSS Coordinator. LHS Department Chairs. LHS Teachers. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	May
	 20%	N/A	N/A

Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Harmon: Through targeted supplemental learning opportunities such as after-school tutorials, accelerated instruction, Harmon Help, or other programs offered, we will increase the number of students with a GPA of 2.7 or higher above 50%. Strategy's Expected Result/Impact: As measured by student cumulative grade point averages (GPA), the number of students with a 2.7 GPA or better will increase as a result of our targeted interventions and programs that may include but are not limited to MTSS, tutorials, and accelerated instruction. Staff Responsible for Monitoring: Administrators, teachers, counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4 - School Processes & Programs 3 Funding Sources: Harmon Transportation - 211 - Title I, Part A - \$10,000	Formative		
	Nov	Feb	May
		N/A	
Strategy 3 Details	Formative Reviews		
Strategy 3: LHS Killough: Through the implementation of our academic student support tracker that is updated and monitored weekly, students will be identified and provided with appropriate resources such as our after school K-help tutoring program with transportation for students who receive the tutoring. In order to increase our percentage of students with a 2.7 GPA or higher. Strategy's Expected Result/Impact: By utilizing our campus support tracker and using its data to determine appropriate supports, LHS Killough students with a cumulative GPA of 2.7 will increase from 65.30% to 66.60% this 23-24 school year. Staff Responsible for Monitoring: Administration, Counselors, MTSS personnel, CIS staff, and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Killough Transportation - 211 - Title I, Part A - \$4,500	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Main: Meeting local and state expectations for CCMR student qualifications. **Root Cause:** Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.

Problem Statement 2: Main: Several students are not prepared for real-world situations such as professionally accepting failure, dealing with challenges/conflict, being a good citizen/student, or following through on difficult tasks. **Root Cause:** Main: A struggle to accept responsibility for our actions has negatively impacted the abilities of many students to persevere through difficult times and times of conflict.

Problem Statement 3: LHS Killough: In spite of multiple layers of student supports, EOC scores are not aligned with campus grades. **Root Cause:** LHS Killough: Student needs are vast and this requires complex differentiation while maintaining rigorous academic standards.

Problem Statement 4: LHS Harmon: Students that are classified as ELL and/or Special Education have not successfully met the state requirements for STAAR. In both English I and English II, there is a low percentage of students that meet the passing standard for re-testers. **Root Cause:** LHS Harmon: Harmon has 78.12% of the student population classified as at-risk which includes 38.14% ELL, and 14.33% SPED. In addition, Harmon has a high mobility rate which provides additional inconsistencies in student academic history. Student reading levels are below average based on national averages.


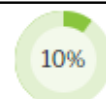
School Processes & Programs

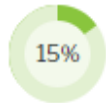




Problem Statement 3: LHS Harmon: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades. **Root Cause:** LHS Harmon: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.

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		
<p>Strategy 1: LHS Main will increase the number of students who meet the Readiness Standard as reported on the LISD Dashboard as measured by attendance, discipline, grades, advanced courses, SAT, ACT, etc.</p> <p>Strategy's Expected Result/Impact: The percentage for 10th and 11th graders meeting the Readiness Standard will increase from 83.3% (2023) to 84% (2024). The percentage of 12th Graders meeting the Readiness Standard will increase from 86.3% (2023) to 88% (2024).</p> <p>Staff Responsible for Monitoring: LHS Administration. LHS Counselors. LHS Department Chairs. LHS Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	May
		N/A	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LHS Harmon: By using and regularly reviewing state and campus-level data in PLC meetings, we will increase student academic growth on campus as measured by the STAAR tests. PLC meetings will prioritize reviewing data, adjusting instructional strategies, grading practices, student interests, relevancy, and providing additional learning opportunities for students to master the TEKS.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading and math skills over the course of the school year. One-half of a point is awarded for each student that maintains proficiency and one full point is awarded for each student that shows growth on the STAAR tests.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 3</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: LHS Killough : Staff will regularly reviewing(state, district and campus-level data) in PLC meetings, we will increase student academic growth on campus as measured by the EOC/STAAR tests. PLC meetings will focus on analyzing the data, adjusting instructional strategies, grading practices, student interests, relevancy, and providing additional learning opportunities for students to master the TEKS. Strategy's Expected Result/Impact: Students will show growth in reading and math skills over the course of the school year. Staff Responsible for Monitoring: Administration, Teachers, Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Main: Meeting local and state expectations for CCMR student qualifications. Root Cause: Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.
Problem Statement 2: Main: Several students are not prepared for real-world situations such as professionally accepting failure, dealing with challenges/conflict, being a good citizen/student, or following through on difficult tasks. Root Cause: Main: A struggle to accept responsibility for our actions has negatively impacted the abilities of many students to persevere through difficult times and times of conflict.
Problem Statement 3: LHS Killough: In spite of multiple layers of student supports, EOC scores are not aligned with campus grades. Root Cause: LHS Killough: Student needs are vast and this requires complex differentiation while maintaining rigorous academic standards.
Problem Statement 4: LHS Harmon: Students that are classified as ELL and/or Special Education have not successfully met the state requirements for STAAR. In both English I and English II, there is a low percentage of students that meet the passing standard for re-testers. Root Cause: LHS Harmon: Harmon has 78.12% of the student population classified as at-risk which includes 38.14% ELL, and 14.33% SPED. In additional, Harmon has a high mobility rate which provides additional inconsistencies in student academic history. Student reading levels are below average based on national averages.
School Processes & Programs
Problem Statement 3: LHS Harmon: Students are pulled from classes for needed intensive instruction for EOC testing yet EOC scores are not aligned with campus grades. Root Cause: LHS Harmon: Although there are interventions for both EOC testing and for campus assessments, there are no opportunities allowed to increase the score on post testing for EOC's during the same semester.

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: LHS Main: Through quality advisory lessons and intentional discussions, LHS Main will increase the percentage of students who feel comfortable talking with staff members. Strategy's Expected Result/Impact: LHS Main student survey data will reflect a 3% increase in the number of students who feel comfortable talking with LHS staff members. Staff Responsible for Monitoring: LHS Administration, Counselors, and Teaching Staff Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Harmon: We will increase the number of opportunities for students to hear from and interact with college, career, and military representatives throughout the year and increase the number of student-centered activities through clubs and PAWS programming. Strategy's Expected Result/Impact: More students will register for courses at LISD TECC centers and our campus' CCMR rating will improve. We will be in full compliance with state and federal requirements through PAWS programming. Staff Responsible for Monitoring: Administrators, teachers, counselors Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Perceptions 3	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: LHS Killough : Through quality advisory lessons and intentional discussions with staff and support services, Killough will increase the percentage of students who feel comfortable talking with staff members. Strategy's Expected Result/Impact: LHS Killough student survey data will reflect a 3% increase in the number of students who feel comfortable talking with LHS staff members. Staff Responsible for Monitoring: Administration, Teachers, Counseling Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: LHS Harmon: The number of At-Risk sub populations that participate in advanced academics (Honors/AP) is disproportionate to the demographic layout of our student populations. Root Cause: LHS Harmon: Our students have a high mobility rate, high percentage of socio-economically disadvantaged students, Reading and Writing levels below peer groups in the same grade level.
School Processes & Programs
Problem Statement 1: LHS Main: Many students need growth in their ability to empathize with others while still competing positively. Root Cause: LHS Main: Students struggle to persevere through difficulties without placing blame elsewhere. Problem Statement 2: LHS Killough: Though they are provided with much academic support, students need more social outlets and invested connections at Killough and within the campus culture in order to better identify their individual interests and set clearer pathways before getting to the main campus. Root Cause: LHS Killough: Since the shutting down of many social and interest specific programs designed to help students better solidify college and career pathways due to early Covid safety measures, Killough has yet to fully recover that component of the student experience.
Perceptions
Problem Statement 1: LHS Main: Negative student acts of very few students hurts the reputation of LHS. Root Cause: LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas. Problem Statement 3: LHS Harmon: We have limited parent participation with parent nights, assemblies and speakers that take place during Advisory Period and in the evenings. Root Cause: LHS Harmon: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.





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: LHS Main: We will have non-UIL clubs and organizations meet every week on Wednesdays. We will improve positive student experiences by encouraging students to get involved, hosting activities to celebrate student success and look for ways to celebrate and recognize student groups throughout the school year. Strategy's Expected Result/Impact: LHS non-UIL club participation will increase from 49.40% to 70% in the 23-24 school year. Staff Responsible for Monitoring: LHS Administration, Counselors, and Teaching Staff. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Harmon: We will improve positive student experiences by increasing student celebrations, offering more club activities, increasing positive parent contacts, and holding more pep rallies to celebrate student achievement in both academic and non-academic areas throughout the school year. Strategy's Expected Result/Impact: Through student, parent, and staff surveys along with anecdotal evidence, student and families will report higher levels of positive student experiences at LHS Harmon based on the increase in student celebrations and events offered. There will also be more opportunities to engage parents and families in positive settings. Staff Responsible for Monitoring: Administrators, teachers, counselors Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements: Perceptions 3	Formative		
	Nov	Feb	May

Strategy 3 Details		Formative Reviews		
<p>Strategy 3: LHS Killough: LHSK will prioritize the student experience on our campus by providing opportunities to participate in clubs offered weekly during advisory as well as before/after school, and we will work to consistently celebrate students through non-academic recognition initiatives during the school year. Killough will also be partnering with parents and community members by seeking input, feedback, and collaborative opportunities to directly impact the student experience at Killough.</p> <p>Strategy's Expected Result/Impact: LHS Killough will see an increase in students comfortable talking to staff from 70.70% to 73% as well as an increase in student involvement from 63.50% to 74% in the 23-24 school year.</p> <p>Staff Responsible for Monitoring: Administration, L-team staff, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>		Formative		
		Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: LHS Killough: Though they are provided with much academic support, students need more social outlets and invested connections at Killough and within the campus culture in order to better identify their individual interests and set clearer pathways before getting to the main campus. Root Cause: LHS Killough: Since the shutting down of many social and interest specific programs designed to help students better solidify college and career pathways due to early Covid safety measures, Killough has yet to fully recover that component of the student experience.</p>
Perceptions
<p>Problem Statement 1: LHS Main: Negative student acts of very few students hurts the reputation of LHS. Root Cause: LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas.</p> <p>Problem Statement 3: LHS Harmon: We have limited parent participation with parent nights, assemblies and speakers that take place during Advisory Period and in the evenings. Root Cause: LHS Harmon: Some of the parents of our diverse population are not high school or college graduates and are employed in non-traditional jobs including jobs that are paid hourly.</p>





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: LHS Main: Admin and attendance clerks will utilize RaaWee data, and reports to track truancy and increase our student attendance. We will utilize our MTSS coordinator to help kids at risk of failing and students who are excessively absent. Strategy's Expected Result/Impact: LHS Main will reduce the percentage of chronically truant students from 15.84% to 14.20% in the 23-24 school year. Staff Responsible for Monitoring: LHS Administration, Counselors, MTSS Coordinator, Teachers, and Attendance Clerks. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Killough: Admin and our attendance clerk will utilize RaaWee data, and reports to track truancy and increase our student attendance. We will utilize our MTSS coordinator to help kids at risk of failing and students who are excessively absent. Strategy's Expected Result/Impact: Result/Impact LHS Main will reduce the percentage of chronically truant students from in the 23-24 school year.	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Main: Several students are not prepared for real-world situations such as professionally accepting failure, dealing with challenges/conflict, being a good citizen/student, or following through on difficult tasks. **Root Cause:** Main: A struggle to accept responsibility for our actions has negatively impacted the abilities of many students to persevere through difficult times and times of conflict.

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		
<p>Strategy 1: LHS Killough: By regularly reviewing student behavioral data, which may include disciplinary referrals, tardies, absences, and alternative placements (ISS, OSS, DAEP, etc.), we will reduce the number of student code of conduct violations each quarter by prioritizing stronger student-staff relationships and restorative practices.</p> <p>Strategy's Expected Result/Impact: Each quarter, the total number of disciplinary referrals, tardies, absences, and alternative placements (ISS, OSS, DAEP etc.) should decrease. All categories may not see decreases at the same time; however, there should be data that reflects a reduction in at least one of the aforementioned categories.</p> <p>Staff Responsible for Monitoring: All LHS staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LHS Harmon: By regularly reviewing student behavioral data, which may include disciplinary referrals, tardies, absences, and alternative placements (ISS, OSS, DAEP, etc.), we will reduce the number of student code of conduct violations each quarter by prioritizing stronger student-staff relationships and restorative practices.</p>	Formative		
	Nov	Feb	May

<p>Strategy's Expected Result/Impact: Each quarter, the total number of disciplinary referrals, tardies, absences, and alternative placements (ISS, OSS, DAEP etc.) should decrease. All categories may not see decreases at the same time; however, there should be data that reflects a reduction in at least one of the aforementioned categories.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 4</p>			
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Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: LHS Killough: The discipline referrals for particular sub populations are higher than others. Root Cause: LHS Killough: Although we are 2-3 years post Covid, there are still a number of constraints that affect the visibility and collaborative input of our parents and community. These lenses are an important component to the building of campus cultural norms as well as helping our campus understand and meet the needs of all represented populations at Killough.</p> <p>Problem Statement 3: LHS Harmon: The number of At-Risk sub populations that participate in advanced academics (Honors/AP) is disproportionate to the demographic layout of our student populations. Root Cause: LHS Harmon: Our students have a high mobility rate, high percentage of socio-economically disadvantaged students, Reading and Writing levels below peer groups in the same grade level.</p>
Student Learning
<p>Problem Statement 4: LHS Harmon: Students that are classified as ELL and/or Special Education have not successfully met the state requirements for STAAR. In both English I and English II, there is a low percentage of students that meet the passing standard for re-testers. Root Cause: LHS Harmon: Harmon has 78.12% of the student population classified as at-risk which includes 38.14% ELL, and 14.33% SPED. In additional, Harmon has a high mobility rate which provides additional inconsistencies in student academic history. Student reading levels are below average based on national averages.</p>

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: LHS Main: We will increase the percentage for student positive response regarding the environment at LHS from 84% positive to 85% positive. Strategy's Expected Result/Impact: Increased positive relationships and therefore improved student and staff success. Staff Responsible for Monitoring: Admin, counselors, teachers, all staff Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Killough: Utilize a campus student in need of support form to be reviewed weekly and out MTSS coordinator to identify and support with well being and behaviors of our students. Strategy's Expected Result/Impact: Increased positive relationships and therefore improved student and staff success.	Formative		
	Nov	Feb	May

<p>Staff Responsible for Monitoring: Administration, Counseling and teachers- All Staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p>			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: LHS Killough: In spite of multiple layers of student supports, EOC scores are not aligned with campus grades. Root Cause: LHS Killough: Student needs are vast and this requires complex differentiation while maintaining rigorous academic standards.</p>
School Processes & Programs
<p>Problem Statement 1: LHS Main: Many students need growth in their ability to empathize with others while still competing positively. Root Cause: LHS Main: Students struggle to persevere through difficulties without placing blame elsewhere.</p>
<p>Problem Statement 2: LHS Killough: Though they are provided with much academic support, students need more social outlets and invested connections at Killough and within the campus culture in order to better identify their individual interests and set clearer pathways before getting to the main campus. Root Cause: LHS Killough: Since the shutting down of many social and interest specific programs designed to help students better solidify college and career pathways due to early Covid safety measures, Killough has yet to fully recover that component of the student experience.</p>
Perceptions
<p>Problem Statement 1: LHS Main: Negative student acts of very few students hurts the reputation of LHS. Root Cause: LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas.</p>

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: LHS Main: LHS Main: We will decrease our out-of-placement discipline assignments in school year '23-'24 as compared to '22-'23. Strategy's Expected Result/Impact: Fewer student days served in BASE, ISS, OSS, DAEP and JJAEP. Staff Responsible for Monitoring: Admin, counselors, teachers, all staff TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Killough: We will decrease our out-of-placement discipline assignments in school year '23-'24 as compared to '22-'23. Strategy's Expected Result/Impact: Fewer student days served in BASE, ISS, OSS, DAEP and JJAEP. Staff Responsible for Monitoring: Administration, counselors, L-team support staff, and teaching staff. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 2	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: LHS Harmon: We will decrease our out-of-placement discipline assignments in school year '23-'24 as compared to '22-'23. Strategy's Expected Result/Impact: Fewer student days served in BASE, ISS, OSS, DAEP and JJAEP. Staff Responsible for Monitoring: Admin, counselors, teachers, all staff Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 4	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: LHS Killough: The discipline referrals for particular sub populations are higher than others. Root Cause: LHS Killough: Although we are 2-3 years post Covid, there are still a number of constraints that affect the visibility and collaborative input of our parents and community. These lenses are an important component to the building of campus cultural norms as well as helping our campus understand and meet the needs of all represented populations at Killough.
Problem Statement 3: LHS Harmon: The number of At-Risk sub populations that participate in advanced academics (Honors/AP) is disproportionate to the demographic layout of our student populations. Root Cause: LHS Harmon: Our students have a high mobility rate, high percentage of socio-economically disadvantaged students, Reading and Writing levels below peer groups in the same grade level.
Student Learning
Problem Statement 4: LHS Harmon: Students that are classified as ELL and/or Special Education have not successfully met the state requirements for STAAR. In both English I and English II, there is a low percentage of students that meet the passing standard for re-testers. Root Cause: LHS Harmon: Harmon has 78.12% of the student population classified as at-risk which includes 38.14% ELL, and 14.33% SPED. In addition, Harmon has a high mobility rate which provides additional inconsistencies in student academic history. Student reading levels are below average based on national averages.
School Processes & Programs
Problem Statement 1: LHS Main: Many students need growth in their ability to empathize with others while still competing positively. Root Cause: LHS Main: Students struggle to persevere through difficulties without placing blame elsewhere.
Problem Statement 2: LHS Killough: Though they are provided with much academic support, students need more social outlets and invested connections at Killough and within the campus culture in order to better identify their individual interests and set clearer pathways before getting to the main campus. Root Cause: LHS Killough: Since the shutting down of many social and interest specific programs designed to help students better solidify college and career pathways due to early Covid safety measures, Killough has yet to fully recover that component of the student experience.
Perceptions
Problem Statement 1: LHS Main: Negative student acts of very few students hurts the reputation of LHS. Root Cause: LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: LHS Main: LHS will allocate department budgets to ensure all needs are met across the department. Strategy's Expected Result/Impact: 100% of the department budget will be used to meet the resource needs of the department. Staff Responsible for Monitoring: Administration, bookkeeper, department leads, teachers, staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Killough: LHS will allocate department budgets to ensure all needs are met across the department. Strategy's Expected Result/Impact: 100% of the department budget will be used to meet the resource needs of the department. Staff Responsible for Monitoring: Administration, bookkeeper, department leads, teachers, staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Main: Meeting local and state expectations for CCMR student qualifications. Root Cause: Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.
Perceptions
Problem Statement 2: LHS Killough: Opportunities for staff involvement in decisions that affect them and their students have been limited. Root Cause: LHS Killough: Having experienced many significant adjustments within campus administration, the unavoidable inconsistencies created by these changes have prevented Killough from having set systems for frequent collaboration and input as a full staff.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: LHS Main: LHS will host a community learning nights regarding school finance. Strategy's Expected Result/Impact: Increased community understanding of school finance. Staff Responsible for Monitoring: LISD Leadership, Principal Title I: 4.1, 4.2 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Main: Moderate success building trust with the community and families of our students. Root Cause: Continual challenge to engage, re-engage, maintain relevancy, including platform, content, etc.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: LHS Main: We will increase the percentage of students logging in on district devices. Strategy's Expected Result/Impact: LHS students will increase their login percentage from 90.7% in '22-'23 to 91% in '23-'24. Staff Responsible for Monitoring: All Professional Staff Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Killough : We will increase the percentage of students logging in on district devices. Strategy's Expected Result/Impact: We will increase the percentage of students logging in on district devices from 94% to 94.5% Staff Responsible for Monitoring: All Staff Title I: 2.4, 2.6 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Main: Meeting local and state expectations for CCMR student qualifications. Root Cause: Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.
Problem Statement 2: Main: Several students are not prepared for real-world situations such as professionally accepting failure, dealing with challenges/conflict, being a good citizen/student, or following through on difficult tasks. Root Cause: Main: A struggle to accept responsibility for our actions has negatively impacted the abilities of many students to persevere through difficult times and times of conflict.
Problem Statement 3: LHS Killough: In spite of multiple layers of student supports, EOC scores are not aligned with campus grades. Root Cause: LHS Killough: Student needs are vast and this requires complex differentiation while maintaining rigorous academic standards.

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: LHS Main: LHS will improve our percentage of staff reporting a positive well-being. Strategy's Expected Result/Impact: We will improve our staff well-being survey results from 81.1% in '22-'23 to 83% in '23-'24 Staff Responsible for Monitoring: All Staff Title I: 2.4 Problem Statements: Student Learning 2 - Perceptions 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Killough: We will improve our number of staff wanting to have more say in decisions. Strategy's Expected Result/Impact: We will improve our percentage of staff reporting having more say in decisions from 57.9 to 60% Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Main: Several students are not prepared for real-world situations such as professionally accepting failure, dealing with challenges/conflict, being a good citizen/student, or following through on difficult tasks. Root Cause: Main: A struggle to accept responsibility for our actions has negatively impacted the abilities of many students to persevere through difficult times and times of conflict.
Perceptions
Problem Statement 1: LHS Main: Negative student acts of very few students hurts the reputation of LHS. Root Cause: LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas. Problem Statement 2: LHS Killough: Opportunities for staff involvement in decisions that affect them and their students have been limited. Root Cause: LHS Killough: Having experienced many significant adjustments within campus administration, the unavoidable inconsistencies created by these changes have prevented Killough from having set systems for frequent collaboration and input as a full staff.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: LHS Main: With the implementation of a staff wide pulse check survey every 9 weeks as well as collaborative campus teams and meetings, we will increase opportunities for staff to be involved in decision making. Strategy's Expected Result/Impact: The staff survey will reflect increased percentage reporting that they are involved in campus decision making from 57.9% in 22-'23 to 60% in '23-'24 Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: LHS Killough: We will increase opportunities for staff to be involved in decision making. Strategy's Expected Result/Impact: The staff survey will reflect increased percentage reporting that they are involved in campus decision making from 58.5% in 22-'23 to 60% in '23-'24 Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Main: Moderate success building trust with the community and families of our students. **Root Cause:** Continual challenge to engage, re-engage, maintain relevancy, including platform, content, etc.

Perceptions





Problem Statement 2: LHS Killough: Opportunities for staff involvement in decisions that affect them and their students have been limited. **Root Cause:** LHS Killough: Having experienced many significant adjustments within campus administration, the unavoidable inconsistencies created by these changes have prevented Killough from having set systems for frequent collaboration and input as a full staff.

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: LHS Main: We will increase our staff survey results in the area of effective training. Strategy's Expected Result/Impact: The staff survey in the area of effective training will increase from 87.6% in '22-'23 to 90% in '23-'24 Staff Responsible for Monitoring: Admin, counselors, department head, teachers, staff Title I: 2.5 Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Main: Moderate success building trust with the community and families of our students. Root Cause: Continual challenge to engage, re-engage, maintain relevancy, including platform, content, etc.
Student Learning
Problem Statement 1: Main: Meeting local and state expectations for CCMR student qualifications. Root Cause: Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.

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: Parents, the staff, and the student body are informed of student attendance procedures. RaaWee will be used to monitor excessive absences and a process is used to refer students to the counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Parent notification is given when students are absent. Student residency is verified. Strategies are implemented to increase parental involvement. Training is provided for parents regarding how to utilize technology to monitor student progress and achievement. Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels Staff Responsible for Monitoring: All staff Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1, 2	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: LHS Killough: The discipline referrals for particular sub populations are higher than others. **Root Cause:** LHS Killough: Although we are 2-3 years post Covid, there are still a number of constraints that affect the visibility and collaborative input of our parents and community. These lenses are an important component to the building of campus cultural norms as well as helping our campus understand and meet the needs of all represented populations at Killough.

Student Learning

Problem Statement 1: Main: Meeting local and state expectations for CCMR student qualifications. **Root Cause:** Low SAT, ACT, TSI scores and not enough '3s' in AP Math and Reading.

Perceptions

Problem Statement 1: LHS Main: Negative student acts of very few students hurts the reputation of LHS. **Root Cause:** LHS Main: Some students do public bad acts that force a negative perception to some in the community and surrounding areas.

Problem Statement 2: LHS Killough: Opportunities for staff involvement in decisions that affect them and their students have been limited. **Root Cause:** LHS Killough: Having experienced many significant adjustments within campus administration, the unavoidable inconsistencies created by these changes have prevented Killough from having set systems for frequent collaboration and input as a full staff.

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: LHS Triad: Based on parent, student, and staff survey data, we will create more opportunities for staff and community members to be actively involved and/or provide feedback on the policies and programs being implemented at LHS Triad by the end of the year. Opportunities to provide feedback will vary by time, location, and format (digital or in-person) to accommodate student, family, and staff schedules. We will increase the number of community-facing events including but not limited to parent involvement meetings/nights, Farmerpalooza, Open House, PTSA meetings, and strengthening the BLT, orientations, and parent engagement nights. Strategy's Expected Result/Impact: We expect to see increased student, parent, staff, and community involvement as measured by an increase in surveys returned and attendance at campus events such as PTSA, BLT, and orientation meetings. With increases in staff buy-in, staff retention should increase when compared to last year. Staff Responsible for Monitoring: Administrators, teachers, counselors Title I: 4.1, 4.2 Problem Statements: Demographics 1	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>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Main: Moderate success building trust with the community and families of our students. Root Cause: Continual challenge to engage, re-engage, maintain relevancy, including platform, content, etc.

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><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 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		
	Nov	Feb	May

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

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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>			