Lewisville Independent School District

Technology, Exploration & Career Center East

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic	TECC East	District	Difference
Asain	17.5%	16.7%	+0.8%
Black	11.6%	11.8%	-0.2%
Hawiian/Pacific Islander	.08%	0.1%	-0.02%
Hispanic	38%	31.9%	+6.1%
Multi-Racial	2.6%	4.9%	-2.3%
Native American	0.2%	0.4%	-0.2%
White	29.4%	34.3%	-4.8%

Demographic	TECC East	District	Difference
SPED	14.7%	18.8%	-4.1%
504	11.9%	7%	+4.9%
At Risk	50%	38.7%	+11.3%
Eco Dis	41.4%	38.6%	+2.8%
LEP/ESL	22.3%	22%	+0.3%
MV	0.01%	Not Available	Not Available
GT	15.3%	11.4%	+3.9%

Feeder Pattern	Percentage of TECC East Enrollment
Flower Mound	16.2%
Marcus	15.4%
Lewisville	32.5%
The Colony	8.9%
Hebron	27.1%

We are a small staff comprised of one secretary, one attendance clerk, one nurse, one counselor, one Principal, one AP, 2 Student Support (SPED/5064) teachers and one Student Support (SPED/504) aid, 18 teachers and one custodian.

Demographics Strengths

Based on the above data, the students that attend TECC East are an accurate representation of LISD as a whole. When looking at race TECC East is within 6% of the district representation. TECC East serves our educational sub-pops at a higher percentage than the district average in every area with the exception of SPED, which is -4%. Our campus is a true true representation of LISD as a whole, not just a single zone or feeder pattern. On average, all students are being represented and having access to our courses and instruction in equal proportions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment from TCHS is significantly lower than the other 4 feeder patterns.   **Root Cause:** Lack of promotion/education of the TECC Center programs for parents and community.

Student Learning

Student Learning Summary

Passing Rate:

Fall 2023	
Spring 2024	

Certifications Per Program (2023-2024):

Auto Tech	Dahlgren- Emery-
Cosmetology	Flynn- Coleman
AV Production	
Health Science	Hicks- Taylor- Bjork- Powers
Architecture	Cox- Carson-
Engineering	
Video Game Design	O'Gorman- Carter-
Graphic Design	
Animation	
Law Enforcement	Wheeler- Wood-

Pharmacy Tech State Board Examination Results

TECC East	State	Difference
97%	65%	32%

Attendance/Tardies

Semester	Attendance Rate	Tardy Rate
Fall 2023		
Spring 2024		
Fall 2024		

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data collection is limited in the area of attendance, tardy and campus passing rates.   **Root Cause:** Due to being a non-entity, the ability to pull data by our campus alone is limited. Data must be pulling and aggregrate by various departments in the district.

School Processes & Programs

School Processes & Programs Summary

Curriculum: Based on the required TEKS for each course and content to be addressed on certification exams.

Professional Development: There are opportunities for content and industry professional development. 100% of staff who requests a conference or learning opportunity have been able to attend the requested training. All new staff is being CHAMPS trained. Working on boarding for new teachers at the campus level. Lacking solid campus on-boarding process for new staff members.

PLC Groups: Work on teaching aspects of CTE, including professionalism such as writing, speaking, dress etc. as well as best practices in how to teach software, safety, skills related to industry. Instructors maintain their industry credentials to insure they are up-to-date and meet with Advisory Boards twices a year to collaborate on new and trending industry standards.

Support: Doubled SPED/504 support 2022-2023 and added SPED/504 aide 2023-2024. Addition of AP 2022-2023. ESL Liaison that visits 2x per week.

Technology: Meeting with technology this year to address systems that may begin to age in the next few years, it has been multiple years since this has occurred. Latest technology update 2022-2023 architecture, engineering, graphic design, animation with Alienware systems. 2022-2023 District updated basic student computers. Autotech and cosmetology have desktops, which are not able to move with with the student from classroom to practical application in shop/salon floor.

Extracurricular: Students are able to participate in their home campus extra-curricular activities, including pep-rallies with parental permission. Extracurriculars are considered in scheduling of students and we work hard to avoid scheduling conflicts, avoiding forcing student to choose until absolutlely necessary. TECC East works to be flexible with students to be able to participate in all parts of high school activities they so choose.

School Processes & Programs Strengths

We are up-to-date in many area technology wise, keeping our student on the front edge of industry expectations. We have processes in place to ensure students can feel as much a part of their home campus as they choose to. Increase in support has been in many areas that have seen an increase in need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: New instructors have communicated being over-whlemed with the demands of the campus and new information. **Root Cause:** Lack of understanding of the demands of teaching, lack of turnover so there is has not been a need previously for a uniform process of on-boarding.

Perceptions

Perceptions Summary

Staff Retention:

Year	Number of Staff that Left	Reason
2018-2019	0	
2019-2020	1	Return to Industry
2020-2021	1	Return to Industry
2021-2022	1	Retired
2022-2023	1	Moved to another similar teaching position
2023-2024	In progress, one planned retirement	

Community Partnerships:

Each of the 10 programs have an Advisory board made up of industry professionals and higher education in the local community that help guide the direction of our programs. They meet once a semester in person or virtually to discuss industry trends, needs of the future industry and how they can support our programs. Each of the 10 Program Advisory boards has a minimum of 5 members not including TECC East staff.

Student Feedback:

We have offered two surveys to students 2022-2023 School Year. One was by teacher and created by their PLC group to gathering data for before students took the program and after. Teachers then viewed the data to determine teaching strategies they would continue and those that they would chose to adjust. This was done Fall 2022 at each 9 week grading period.

The other was a survey for students future plans to determine what senior students planned on doing after graduation.

Committees: BLT, PAWS, 3C's, PLC's, every staff member is a part of one committee with a 2 year commitment.

Communication:

With families and the community: Social media presence (Facebook, Twitter, Instagram) Posts a minimum of 1X per week. Viewership of monthly newsletter, "What The TECC?" 2022-2023 average of 195.1 views, Back to school edition, 2022-2023 total of 252 vs 2023-2024 total of 2387 views.

Communication with Staff: Weekly Email: "Things You Need to know".

Perceptions Strengths

Staff retention: Our people stay. We focus on creating a culture in which teachers feel that this is the best place to teach. We wok to provide support in all areas in which staff members want to stay. In the last 5 years, we have one person leave for another teaching/education position in a similar position. Our new employees are new positions. We have

moved 2 support staff into professional teacher roles.

Communication with families and the community: We have increased our communication and perceptions greatly in the past year both with a newsletter and social media.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of parental feedback.   **Root Cause:** Surveys have not been designed for parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Observation Survey results

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Goals

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes
ES - Istation reading and math
MS - enrollment in advanced courses
HS - GPA 2.7 or higher readiness
HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
Strategy 1: Student survey to students at the end of each 9 weeks for each course.	**Formative**		
Strategy's Expected Result/Impact: Gather student feedback on each course, allowing teachers to address areas that need adjustment and areas in which they can continue their practices.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Lindsey Farra **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy**			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

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

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

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

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

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

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

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

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

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

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

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

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes
Compliance with safety drills
Completion of staff and student safety trainings

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

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

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

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: Create simple, campus wide expectations and post them in common areas around the campus.		**Formative**		
Strategy's Expected Result/Impact: Uniform expectations for all students. Talking points for staff with students to help de-escalate situations.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Adrian Moreno				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details		Formative Reviews		
Strategy 2: Implement new campus-wide behavior expectation documentation form.		**Formative**		
Strategy's Expected Result/Impact: Give teachers steps to take when dealing with negative behaviors, give a uniform and simple way to document and communicate behaviors.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Lindsey Farra				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

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

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

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

> **Evaluation Data Sources:** See district scorecard for targeted outcomes
> Maintain fund balance
> Balanced budget
> Earn finance stability indicators

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

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

> **Evaluation Data Sources:** See district scorecard for targeted outcomes
> Financial dashboard visits
> Finance related comm efforts across all platforms

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

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

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

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

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

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

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

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

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

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

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

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

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

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

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

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

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

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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			
0% No Progress 100% Accomplished Continue/Modify X Discontinue			

Goal 6: Federal and State Mandates

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

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Formative Reviews		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.	**Nov**	**Feb**	**May**
Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan. Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually. Campus personnel will be trained in violence prevention and intervention.	**Formative**		
	Nov	**Feb**	**May**

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

Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.

Students receive public acknowledgement for non-academic achievement.

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

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

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

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

Civic responsibility and community service and community involvement are encouraged.

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

Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.

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

    Staff Responsible for Monitoring: All staff

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	**Formative**		
	Nov	**Feb**	**May**

LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention

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

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

Staff Responsible for Monitoring: All staff

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 6: Federal and State Mandates

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

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

    Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**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		

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

	Nov	**Feb**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			