

Lewisville Independent School District
Technology, Exploration & Career Center West
2023-2024 Improvement Plan



Mission Statement

TECC-W bridges rigorous academics and relevant industry-specific education to:

- Prepare students for postsecondary education and/or industry employment
- Promote quality partnerships with businesses, industry, and the community
- Provide real-world hands-on experiences, industry certifications, licensures, and internship opportunities
- Develop students who are professional, responsible, and productive members of society

Vision

At TECC-W, we empower students' personal and professional growth through authentic experiences and career opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

TECC-W is a high school campus that offers 17 different CTE programs. Students attending TECC-W have a variety of options upon graduation. All high school students have the opportunity to enroll in CTE courses at TECC-W. Enrollment numbers for the 2022-23 school year total over 1500 students. There are 747 students enrolled in the Fall semester and enrollment for the spring classes is 821 so far. Student enrollment includes college bound, military enlistments, and students entering the work force with earned certifications and skills from TECC-W.

Students at TECC-W have the opportunity to participate in home campus extra curricular opportunities. Students have the opportunity to participate sports and fine arts programs and CTE extra curricular events.

Special program students are accurately identified and appropriately served. ESL services are provided for language learners through differentiating for their stage of language acquisition (Beginner, Advanced, Intermediate advanced, Advanced High) though models aligned with state requirements. Special education services are provided to students as determined by ARD committee. G/T services are provided in alignment with the Texas state plan for Gifted/Talented students. A plan to accurately identify students for special programs. Teachers receive training and support to differentiate instruction to meet the needs of all the students. The following resources are used to meet the needs of special student populations: 504, inclusion, contact teachers, G/T services, Advanced Placement, and literacy intervention/Dyslexia. Professional learning is provided to all staff regarding the needs of learners from special populations.

The average class size at TECC-W is 24.

Total number of students enrolled in the Fall 2022: 747

Breakdown of demographics for Fall 2022 -

Economically disadvantaged: 34%

SPED: 20%

504: 14%

GT: 10%

Black: 8%

White: 38%

Mixed Races: 2%

Hispanic/Latio: 42%

Asian: 10%

Total number of students enrolled in the Spring 2023: 821

Breakdown of demographics for Spring 2023 -

Economically disadvantaged: 32%

SPED: 18%

504: 13%

GT: 12%

Black: 10%

White: 40%

Mixed Races: 2%

Hispanic/Latio: 37%

Asian: 11%

Demographics Strengths

Student attending TECC-W have the opportunity to earn competency based certifications in the following areas: Cosmetology, Adobe Photo-shop, A+, Networking+, CPR, Blood born pathogens, OSHA, iCar, Student Body Work ASE, forklift, NCCER, AWS, and other certifications. We offer certificates in all programs. Some are state recognized industry based certifications (IBC) or certifications suggested by our advisory boards for each of the programs.

Internship and externships have been a vital source of experience for our students. Students participating in those programs gain knowledge in the field as well as experience. They are more marketable for employment.

TECC-W services all of the high schools, 9-10 grade centers and the 9th grade centers across the district.

Student Learning

Student Learning Summary

2022-2023 TECC-West IBCs		
Student Certifications	IBC	Program
7	EPA 608	HVAC
4	NCCER CORE	HVAC
2	NCCER Level I	HVAC
1	NCCER Level II	HVAC
20	NCCER CORE	Electrical
16	NCCER Level I	Electrical
11	NCCER Level II	Electrical
32	Medical Assistant	Health Science
14	Adobe	Audio / Video Production
30	ServSafe Manager	Culinary & Hospitality
1	CompTIA A+	IT / Cybersecurity
7	Intro to Cybersecurity Level I	IT / Cybersecurity
45	Texas Knowledge Based Certification	Floral Design
6	Level I Floral Certification	Floral Design
34	Texas Cosmetology License	Cosmetology
2	OSHA 30	Wood Manufacturing & Engineering
366	AWS (multiple different welding certs)	Welding
8	AWS D9.1 Sheet Metal Welding	Auto Collision
10	ASE Refrigerant Handling	Auto Collision
48	Elanco Fundamentals of Animal Science	Animal Science
21	Certified Veterinary Assistant	Veterinary Science
15	BASF Plant Science Certification	Horticulture
19	AWS	Agricultural Mechanics
719	Total IBC Certifications	

2022-2023 TECC-West Non-IBCs

Student Certifications	Certification	Program
27	Electrcial Apprentice License	Electrical
135	ServSafe Food Handlers	Culinary & Hospitality
6	TABC	Culinary & Hospitality
1	CompTIA A+ Core1	IT / Cybersecurity
1	Cisco: Intro to Packet Tracer	IT / Cybersecurity
14	Cisco: Intro to Cybersecurity	IT / Cybersecurity
148	S/P2 Certificates	Auto Collision
761	I-Car Certificates	Auto Collision
4	OSHA 10	Wood Manufacturing
54	OSHA 10	Welding
38	Forklift	Welding
48	Stop the Bleed	Forensics
1237	Total Non-IBC Certifications	

Student Learning Strengths

TEA has updated the criteria for CTE students to be considered CCMR ready. With this change, students are required to take 3 or more courses for 4 or more credits and earn an Industry Based Certification. Our students continue to set the bar for IBC certifications each year. In addition, students who are program completers, have the opportunity to purchase a stole for graduation to celebrate their accomplishments.

School Processes & Programs

School Processes & Programs Summary

School culture can be signified by a number of things. At TECC West our culture is centered around the celebrations of students and staff. During the 2023-2024 school year, we had monthly celebrations. We recognized student(s), support staff and teacher(s) of the month. Faculty nominated a teacher. Teachers got to nominate a student in their program. We had a little pep rally in the downstairs area and celebrated each of those accomplishments. Once students started earning IBCs, we had the students hit the gong. It was a fun and playful way for the students to be recognized individually. At the end of each semester, students were given stoles who have earned them.

Stoles were earned by completing 3 or more credits in their pathway (which included advance level classes) and earned their industry IBC. Students were given their stole by their teacher at the end and got to hit the gong as well. Stoles were also given to Cosmetology graduation and signing day.

We implemented our first industry based signing day during the 2022-23 school year. The previous year, we only did it with HVAC and Electrical. We had industry leaders come and celebrate their new/old hire. The student got to take a picture with the teacher, their new boss, admin and family. Just like they do when athletics sign their letter of intent. It was a huge hit for the students and everyone else. Many students also received their stole during that time. We had over 20 students sign letters of intent at employment in their respective fields.

School Processes & Programs Strengths

Our PLC process had been extremely successful. Every 3 weeks, staff is required to meet with their PLC groups and complete the agenda items. There is an emphasis placed on instructional techniques. Since no teachers teach the same courses, it is a great way for teachers to meet together and share ideas. They also get a chance to observe their peers to gain additional ideas to take back to their classrooms. As a result, the overall campus climate and culture continues to be a positive strategy to focus on growth.

Perceptions

Perceptions Summary

Summary of events hosted here for the parents & community -

Chamber of Commerce Luncheon, State of Education luncheon, Community nights for the school (one in the fall and one in the spring), Community night at the Ag Barn, LISD Show & Sale, Food Drives (Food blessing events, in the fall and spring), Cafe Services, services in Cosmetology, Supper with the Superintendent, Advisory Boards, Adopt an Angel, College and Career Fairs (on in the fall and spring) and many more events.

At TECC-West, we strive to hire industry experts that are talented in their respective fields. We only have a handful of staff who went to college to become teachers. This in turn allows us to recruit professionals that can teach our students the skills of their trade. Retention is a challenge due to the income made by a teacher versus the possibilities that staff members can earn in their industry.

School culture can be signified by a number of things. At TECC West our culture is centered around the celebrations of students and staff. During the 2023-2024 school year, we had monthly celebrations. We recognized student(s), support staff and teacher(s) of the month. Faculty nominated a teacher. Teachers got to nominate a student in their program. We had a little pep rally in the downstairs area and celebrated each of those accomplishments. Once students started earning IBCs, we had the students hit the gong. It was a fun and playful way for the students to be recognized individually. At the end of each semester, students were given stoles who have earned them.

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Perceptions Strengths

We host multiple events. We try to expand our community outreach in every department that we have. We want the students to be well rounded. Since many different types of business partners and community members reach out to us, we try to give back as much as we can. We want to strengthen our community and parent involvement each school year. So far, since the building has opened, we have strengthen that area in different ways. We also want to recognized and appreciate our community partners in different ways. We started a staff committee for community outreach/thanking this school year.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase CTE program completers that meet CCMR requirements as determined by TEA by 10%. Strategy's Expected Result/Impact: Increase CCMR accountability for the district from CTE Staff Responsible for Monitoring: All staff, counselor, admin. Title I: 2.5 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative		
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Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.





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

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a survey for each program on campus to gain student feedback and program information to share with business and industry members on advisory boards. Strategy's Expected Result/Impact: Feedback to drive individual program structure. Staff Responsible for Monitoring: all staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase collaboration between programs/departments to at least 5 interdisciplinary events. Strategy's Expected Result/Impact: Student engagement and staff leadership on PBL projects. Staff Responsible for Monitoring: all staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Nov	Feb	May
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Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a survey for each program on campus to gain student feedback and program information to share with business and industry members on advisory boards. Strategy's Expected Result/Impact: Data to drive program structure and change Staff Responsible for Monitoring: all staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
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Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal:

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority
Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement TECC-West Behavior Expectations campus wide. Train staff and teach students the expectations for their compliance and implementation. Strategy's Expected Result/Impact: Decrease in referrals and non compliant behaviors. Staff Responsible for Monitoring: all staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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 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: Build community relationships through branding TECC-West programs utilizing social media platforms including community communication monthly. Strategy's Expected Result/Impact: Enhanced community support for TECC-West and LISD. Staff Responsible for Monitoring: 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 3: Positive School Culture - Targeted Support Strategy	Formative		
	Nov	Feb	May

 No Progress
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Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Build campus culture through the PLC process, utilizing staff involvement, and regularly celebrating student and staff successes as measured by pulse checks & campus data to increase retention. Strategy's Expected Result/Impact: Increase culture and staff retention. Staff Responsible for Monitoring: admin 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 - Targeted Support Strategy	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Performance Objective 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: Build campus culture through the PLC process, utilizing staff involvement, and regularly celebrating student and staff successes as measured by pulse checks & campus data to increase retention. Strategy's Expected Result/Impact: Increase culture and retention Staff Responsible for Monitoring: admin 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 - Targeted Support Strategy	Formative		
	Nov	Feb	May
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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

Strategy 1 Details	Formative Reviews		
Strategy 1: Build community relationships through branding TECC-West programs utilizing social media platforms including community communication monthly. Strategy's Expected Result/Impact: Increase awareness and involvement from community with TECC-West programs Staff Responsible for Monitoring: all staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	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 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. 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		
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and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.

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

Staff Responsible for Monitoring: All staff

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. 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

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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>			