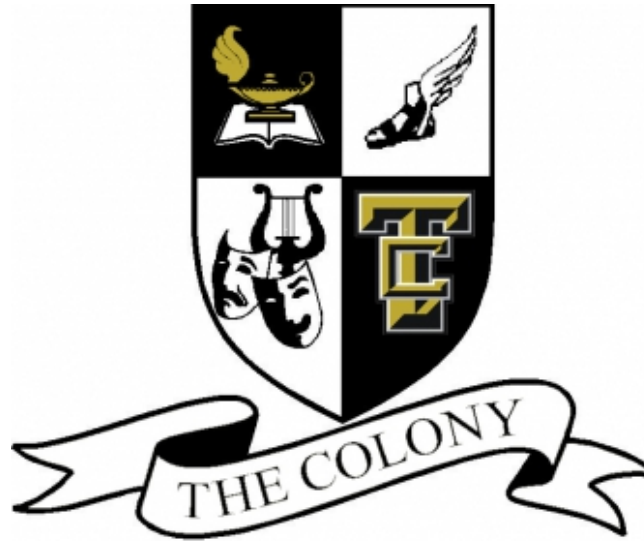


Lewisville Independent School District

The Colony High School

2023-2024 Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

Every student is uniquely capable and deserves to be challenged each day.

Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.

An educated citizenry is essential for equal opportunity and a prosperous society.

Meaningful and relevant work engages students in profound learning.

Critical thinking and problem solving today are necessary for students to be equipped for future challenges.

Genuine transformation requires disruptive innovation.

Education is the shared responsibility of the community.

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Comprehensive Needs Assessment

Revised/Approved: October 25, 2023

Demographics

Demographics Summary

The Colony High School serves approximately 1,885 students. TCHS's ethnic distribution is 37% Hispanic, 35% White, 15% African American, 8% Asian, and 5% Other. Of our students, 46.8% receive Free and Reduced Lunch and 44% are At-Risk. The Colony High School student groups include 15% in Special Education, 12% are English Second Language, 13% Gifted and Talents, and 10% are Section 504 students.

Demographics Strengths

The Colony High School is a large 5A high school with student enrollment hovering just above 1,800 students. TCHS's strength is our diversity and, in our ability, to reach and teach all our students in many different areas. TCHS continually reviews the needs of our students to provide them with the supports they need to enjoy thriving, productive lives in a future they create. With a diverse population, we encourage students to become active and our students participate in a variety of interest groups or student activities. Our relative size, diversity, and participation allows us to enjoy a low dropout rate and high graduation rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students. **Root Cause:** We have a high percentage of students who are At-Risk, or qualify for Free and Reduced Lunch. This number continues to grow. The connection between school and the family is imperative.

Student Learning

Student Learning Summary

The Colony High School saw decreases in student learning in STAAR scores in English I, English II, and US History from Spring 2022 to Spring 2023. In English 1, scores decreased from 77% to 73%. In English 2, scores decreased from 82% to 79%. In US History, scores stayed level at 96%. TCHS had increases in Algebra I and Biology. In Algebra 1 scores increased from 65% to 71%. In Biology, scores increased from 91% to 94%. On the SAT and ACT tests, students at TCHS scores are comparable with state averages but are slightly below our district average.

Student Learning Strengths

The Colony High School has a population of diverse, hard-working, committed students. The campus is proud of many different student achievement strengths. TCHS had increases in Algebra I and Biology. In Algebra 1, scores increased from 65% to 71%. In Biology, scores increased from 91% to 94%. In regard to mastering level scores: English 12%, Algebra 13%, Biology 30%, US History 50%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores decreased in three tested areas. **Root Cause:** Learning gaps are present due to ongoing effects of COVID-19 and virtual learning and student attendance.

School Processes & Programs

School Processes & Programs Summary

Our Collegiate Academy works in conjunction with Collin County Community College and allows students the opportunity to complete high school with an associate's degree. TCHS has a dedicated AVID Program that works with our students on developing their study and organizational skills while also helping students to research college and career choices. In conjunction with our district's Technology, Exploration, and Career Centers, TCHS offers our students the opportunity to begin learning about and training for various careers such as audio-video projection, welding, cosmetology, criminal justice, auto collision repair, etc. For our students seeking more challenging academics, TCHS offers a wide variety of Honors and AP courses. For faculty, TCHS offers a plethora of professional development opportunities through the district throughout the year.

School Processes & Programs Strengths

We offer students the opportunity to receive extra tutoring and help at our Cougar After School Program. This program offers after-school core curriculum tutoring 4 days a week with a bus service to help students who are struggling or want additional tutoring in a core curricular subject. Our PSAT Team and SAT/ACT Prep Classes allow students to obtain a local credit graduation credit while strengthening their standardized testing skills. The Collegiate Academy also students to graduate from high school with an associate's degree. For our staff, we utilize weekly Professional Learning Community time to develop and refine content and delivery.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student involvement and obtainment in clubs, organizations, and athletic has decreased from previous years. **Root Cause:** There is a social and emotional gap from COVID-19

Perceptions

Perceptions Summary

At TCHS, we create a positive culture and climate within the faculty and students. This year our theme is "One Community, One Purpose, One Family!" to encourage our students, teachers, and families to work together with full dedication. We are quick to recognize all accomplishments whether individual or as a group, athletic or academic, and we recognize them through pep rallies, weekly callouts, emails, personal classroom visits, and on the marquee outside the school. The theme also guides our teachers in the classroom to consistently create collaborative and engaging instruction. We continue to promote and engage our students in the Kindness program to help normalize kind behavior. This includes student and teacher challenges to perform random acts of kindness and make everyone more cognizant of kind behavior.

Perceptions Strengths

We post content and promote TCHS through Facebook, Twitter, and Instagram and have seen a growth in our followers on each social media platform. Based on parent feedback, 87% are overall satisfied with The Colony High School. 87% of our parents believe the school cares about their student. 90% of our parents feel welcomed and informed about student progress and grades. 81% of our students were satisfied with their education in LISD

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to parent survey data only 87% of parents felt that there was effective communication from the school to the home. **Root Cause:** We are seeing an increase in households with varying access to technology, such as email, social media accounts, and smart phones.

Problem Statement 2 (Prioritized): According to staff pulse survey data only 53% of staff members felt that they were involved in the decision making process. **Root Cause:** Staff retention rates have been lower in recent years and participation in district and campus surveys has been limited.

Priority Problem Statements

Problem Statement 1: We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students.

Root Cause 1: We have a high percentage of students who are At-Risk, or qualify for Free and Reduced Lunch. This number continues to grow. The connection between school and the family is imperative.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR scores decreased in three tested areas.

Root Cause 2: Learning gaps are present due to ongoing effects of COVID-19 and virtual learning and student attendance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student involvement and obtainment in clubs, organizations, and athletic has decreased from previous years.

Root Cause 3: There is a social and emotional gap from COVID-19

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to parent survey data only 87% of parents felt that there was effective communication from the school to the home.

Root Cause 4: We are seeing an increase in households with varying access to technology, such as email, social media accounts, and smart phones.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According to staff pulse survey data only 53% of staff members felt that they were involved in the decision making process.

Root Cause 5: Staff retention rates have been lower in recent years and participation in district and campus surveys has been limited.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: October 25, 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: The Colony High School will monitor and provide supports, including Cougar Help Tutoring and transportation with the tutoring, for students who have fallen below a 2.7 GPA. Strategy's Expected Result/Impact: The percentage of 9th-11th Graders with a 2.7 GPA will increase from 58.9% (2023) to 62% (2024). The percentage of 12th Graders with a 2.7 GPA will increase from 69.1% (2023) to 69.5% (2024). Staff Responsible for Monitoring: TCHS Admin, TCHS Counselors, TCHS Department Chairs, TCHS Teachers Title I: 2.4, 2.5, 2.6, 4.1 - 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: Demographics 1	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: The Colony High School will re-design the PLC process on campus to reflect Solution Tree Training. Strategy's Expected Result/Impact: Improved results on assessments. Better discussions on campus data. An environment of learning together at all times. Staff Responsible for Monitoring: Admin. Team Leads Department Heads. 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 - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students. Root Cause: We have a high percentage of students who are At-Risk, or qualify for Free and Reduced Lunch. This number continues to grow. The connection between school and the family is imperative.
Student Learning
Problem Statement 1: STAAR scores decreased in three tested areas. Root Cause: Learning gaps are present due to ongoing effects of COVID-19 and virtual learning and student attendance.


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: The Colony High School will increase the number of 9th-11th grade students who meet the Readiness Standards, as well as 12th grade students who meet Readiness Standards, Workforce Readiness, and College Readiness, as reported on the LISD Dashboard. Strategy's Expected Result/Impact: The percentage of 9th-11th grade students meeting Readiness Standard will increase from 84.4% (2023) to 85%(2024). The percentage of 12th graders meeting Readiness Standards will increase from 90.6%(2023) to 91%(2024). The Percentage of 12th graders meeting Workforce Readiness will increase from 89.4%(2023) to 90%(2024) and the percentage of 12th graders meeting College Readiness will increase from 49.5%(2023) to 50%(2024) Staff Responsible for Monitoring: TCHS Admin, Counselors, Department Chairs, and Teachers Title I: 2.4, 2.5, 2.6 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students. Root Cause: We have a high percentage of students who are At-Risk, or qualify for Free and Reduced Lunch. This number continues to grow. The connection between school and the family is imperative.
Student Learning
Problem Statement 1: STAAR scores decreased in three tested areas. Root Cause: Learning gaps are present due to ongoing effects of COVID-19 and virtual learning and student attendance.

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: The Colony High School will implement a daily advisory time, at the end of 2nd period, that includes lessons designed in collaboration with the counseling department. Strategy's Expected Result/Impact: The percentage of students who feel comfortable talking to staff will increase from 79.7%(2023) to 82%(2024) Staff Responsible for Monitoring: TCHS Admin, Counselors, and 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: Demographics 1 - Student Learning 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 1 Problem Statements:

Demographics
Problem Statement 1: We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students. Root Cause: We have a high percentage of students who are At-Risk, or qualify for Free and Reduced Lunch. This number continues to grow. The connection between school and the family is imperative.
Student Learning
Problem Statement 1: STAAR scores decreased in three tested areas. Root Cause: Learning gaps are present due to ongoing effects of COVID-19 and virtual learning and student attendance.

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: The Colony High School staff will develop and implement an Interest Group Program that helps build community and student belonging. Strategy's Expected Result/Impact: The percentage of parents who feel their child is glad to come to school will increase from 85.2% (2023) to 86%(2024) and the percentage of students who feel comfortable talking to staff will increase from 79.7%(2023) to 82%(2024). There will also be an increase from 64.5%(2023) to 75%(2024) in student involvement in clubs, extra curricular activities, etc Title I: 2.5, 2.6 - TEA Priorities: 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	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:

School Processes & Programs
Problem Statement 1: Student involvement and obtainment in clubs, organizations, and athletic has decreased from previous years. Root Cause: There is a social and emotional gap from COVID-19

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: TCHS will improve disproportionally in data for OSS and DAEP placements. Strategy's Expected Result/Impact: Better discussions and restorative conversations with all students. Better mentoring of all students on campus. Detailed conversations with students that emphasize better understanding of root causes. Staff Responsible for Monitoring: Admin. Counselors. Problem Statements: Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students. Root Cause: We have a high percentage of students who are At-Risk, or qualify for Free and Reduced Lunch. This number continues to grow. The connection between school and the family is imperative.

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 7: Reduce the disproportionality in placements from our current discipline data in OSS and DAEP placements.

High Priority

Evaluation Data Sources: Discipline data
ISS placements

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).

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Through the use of PLCs, Department Meetings, Department Head Meetings, and various campus committees, TCHS will increase staff involvement in decisions. Strategy's Expected Result/Impact: The staff survey will reflect increased percentage reporting that they are involved in the decision making process from 53.5% to 55% Staff Responsible for Monitoring: TCHS Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TCHS, through the use of PLCs, Committees, Staff Meetings, and Department Meetings, will develop a collaborative culture and collective responsibility so that we retain high quality staff members. Strategy's Expected Result/Impact: TCHS will see staff member retention rates improve by 50% for the 2023-24 school year. Staff Responsible for Monitoring: TCHS Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture 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:

Perceptions

Problem Statement 2: According to staff pulse survey data only 53% of staff members felt that they were involved in the decision making process. **Root Cause:** Staff retention rates have been lower in recent years and participation in district and campus surveys has been limited.

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: TCHS will increase community engagement and partnerships by hosting five community events throughout the school year. Strategy's Expected Result/Impact: TCHS will see an increase in the parent communication from 87.3% to 88% Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TCHS will continue to promote the Recognize Someone program, through the school website, social media accounts, and community communications. Strategy's Expected Result/Impact: The amount of submitted Recognize Someone surveys will increase from 45 to 50 Staff Responsible for Monitoring: TCHS Admin, Counselors, Staff Members TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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:

Perceptions

Problem Statement 1: According to parent survey data only 87% of parents felt that there was effective communication from the school to the home. **Root Cause:** We are seeing an increase in households with varying access to technology, such as email, social media accounts, and smart phones.

Problem Statement 2: According to staff pulse survey data only 53% of staff members felt that they were involved in the decision making process. **Root Cause:** Staff retention rates have been lower in recent years and participation in district and campus surveys has been limited.

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> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div><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 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

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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> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			