

Lewisville Independent School District

2018-2019 Improvement Plan

Mission Statement

The mission of Career Center East is to provide quality educational programs that enable every individual student to achieve their fullest potential in the pursuit of advanced education and high-skill employment in order to bridge to future careers and life-long learning.

Vision

The vision of Career Center East is for our students to be effective problem solvers and to have acquired the knowledge and skills to be productive citizens and leaders.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Career Center East is a high school campus that provides career and technical education courses to all 5 LISD high schools and 9-10 campuses. Career Center East offers 11 different CTE programs from 9 of the 16 Achieve Texas career clusters. Students attending Career Center East have a variety of options upon graduation. Out of the 10 combined 9 - 12 campuses, one high school campus and two 9-10 campuses are title I schools. All high school students have the opportunity to enroll in CTE courses at Career Center East. Enrollment numbers for the 2018-2019 school year total 1247 students. There are 611 students enrolled in the Fall semester and 636 enrolled for the Spring semester. Student enrollment includes college bound, military enlistments, and students entering the work force with earned certification and skills from Career Center East.

Students at Career Center East 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) through models 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. 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 Career Center East is 26

Students Population:

Male 55%

Female 42%

Career Center East's enrollment for the 2018-2019 school year.

Students 1298

Students number per semester:

Fall: 637 students

Spring: 661 students

Career Center East student population:

White: 52%

Hispanic: 34%

American Indian 23%

Asian 16%

Black 10%

Sub Population distribution:

Gifted / Talented: 10%

Special Education: 13%

Limited English Proficient : 9%

504 services . 8%

Free / Reduced Lunch 38%

Demographics Strengths

Students attending Career Center East have the opportunity to earn competency based certifications in the following areas: Cosmetology, Adobe Photo shop, FLASH, HTML 5, AutoCAD®, Revit®, Student Automotive ASE, OSHA, SP2 safety, Sterile Solutions and Pharmacy Technology.

ELL's on The Career Center East campus are supported by teachers and staff that are provided with a minimum of 2 hours of ESL training each year. English language learners are in attendance throughout all programs at Career Center East. Student internships and externships at Career Center East provided a student with a pathway to employment.

The student population at Career Center East is a reflection of the student population across LISD.

District Information

Career Center East student population:

White: 52%

Hispanic: 34%

American Indian 23%

Asian 16%

Black 10%

Student Academic Achievement

Student Academic Achievement Summary

Students at Career Center East attend classes in a coherent sequence that will allow them to achieve placement in industry through practicum, internships and externship experiences. Students have the opportunity to earn industry recognized credentials and certifications. All students maintain a digital portfolio that allows them to add artifacts that reflect on growth and accomplishments.

Students are enrolled in classes at Career Center East that prepare them to succeed in high demand occupations within the 21st century competitive global economy. The student learning sets up a seamless transition to post- secondary education and/ or employment opportunities through a coherent sequence of classes. Eleven programs from 15 of the 16 CTE clusters are available to student in grades 9-12 at Career Center East.

Students participate in practicum experiences that help them develop competency in the occupational, academic and employee skills. The practicum experience provides the student the opportunity immerse themselves into the workplace. Course internships and externships provide students opportunities to shadow and work with industry mentors.

Students at Career Center East are introduced to competency based certifications. Competency based certifications allow student to earn industry recognized credentials while attending class. Currently Career Center East offers 12 competency based certifications.

Student Academic Achievement Strengths

Students at Career Center East have the opportunity to earn competency based certifications that are identified on the Carl Perkins CTE program effectiveness report. These certifications are industry recognized credentials that indicate the students is employment and/or post secondary ready.

For the 2018 - 2019 school year , practicum and student internships and externships with industry partners have been established with area pharmacy's, engineering companies ,hospitals, local law enforcement agencies, automotive dealerships, tech based businesses and graphic design agencies. The student practicum opportunity provide a real world experience for the students.

Students in the Public Safety, Corrections ,and Security cluster have formed a mock trail team that competes and the local, state and national level. Students in the Arts, A/V Technology and communications cluster have created a student produce weekly newscast called the LEAD. The LEAD features stories and events from around the district. Students broadcast the LEAD production through multiple outlets including the internet.

Students at Career Center East are participating in an industry specific reading initiative to help boost student, industry used vocabulary. Student are also establishing a xap account using the choices 360 program. The students xap account will serve as career pathway tool used to help guide the students course selection and serve as resource when exploring post secondary career and education options.

School Processes & Programs

School Processes & Programs Summary

Students attending Career Center East take classes that include college and workforce readiness. The career connected learning allows students to participate in paid practicum experiences, internships and externships. Course curriculum, job shadowing opportunities and paid internships provide a pathway to postsecondary education options and employment. Students interact with the campus GO TEAM, a group of college students who mentor high school students and provide information about post secondary learning opportunities. Students participate in field trips in courses such as law enforcement, health science, engineering and cosmetology.

Serving all 5 high schools and 9-10 campuses, student recruitment to Career Center East is important. Career Center East staff attend home campus career fairs and registration nights. Career Center East holds community night open houses to showcase CTE programs that Career Center East has to offer. Counselors work with students to help make appropriate program choices that are in the students career pathway or endorsement area. Students are aided in their Career and Technical course selections from elementary school to middle school and from middle school to high school through vertical conversations and teacher / counselor collaboration and guidance.

School Processes & Programs Strengths

Career Center East offers classes in 9 of the 16 National Career Clusters framework. Students are able to obtain industry credentials that allow them to enter the workplace upon high school graduation. Students are able to build their resume by earning skill certificates as they obtain mastery of software and computer programming language and code. Career Center East business partnerships established with the Pharmacy Technology program, Automotive Technology program and the cosmetology program have provided internships, externships and job opportunities for the students.

Teachers on staff must possess a minimum of two years documented work experience and hold a Texas teaching certification. Each staff member works collaboratively with their business partner helping provide an authentic learning experience.

Perceptions

Perceptions Summary

Career Center East students thrive in a learning environment that promotes authentic learning through hands-on activities. The learning environment at Career Center East fosters college and career-bound students as they pursue high-wage and high-demand careers. The student experience involves a hands-on, applied learning approach. Students interact with industry professionals and are provided with field experiences. Students have autonomy to pursue advanced course offerings that lead to industry internship and externship opportunities. The career-connected learning that occurs at Career Center East places an emphasis on thinking critically and creatively while problem-solving collaboratively. The learning at Career Center East prepares students for post-secondary success.

Perceptions Strengths

Students enrolled in CTE programs at Career Center East are provided the opportunity to earn industry-recognized certifications. The competency-based certifications available to the student include a Cosmetology State Operators license, Adobe Photoshop, FLASH, HTML, AutoCAD®, Revit®, Student Automotive ASE, OSHA Safety, SP2 safety, Pharmacy Technology, and Sterile Solutions certification.

Through our business partner program, students participate in field experiences, internships, and externships. Career Center East staff invite professionals from industry into the classroom providing real-world accountability talks.

Career Center East provides career-connected learning for the students. Career awareness, career preparation, career exploration, and career skills training and education are developed and recognized at Career Center East.

Career Awareness : Students learn about by participating in work site tours and attending professional day on campus.

Career Exploration: Students learn for work by job shadowing and interviewing with professionals.

Career Preparation: Students Learning through work: Student internships, externships and instructional work site learning.

Career Skills training and education: Learning in work: Paid internships, clinical experiences.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 1: I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others.

Evaluation Data Source(s) 1: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100 % of all classes at Career Center East will visit an industry or post secondary educational opportunity (college or Technical School)	Staff and building administration will provide oversight on field trips to local industry, business , college or technical school .	Students will be made aware of post secondary career opportunities and educational options.				
2) 100 % of the Students in all practicum level classes at Career Center East will seek and secure internship opportunities.	Accountability documentation by the teacher and administration	Student will be provided with real world , applied learning opportunities that will lead to employment .				
3) 100% of the staff at Career Center East will implement and integrate innovative educational tools, teaching strategies and digital learning in the classroom.	Classroom walks, observations and accountability data.	CCE students will be competitive with other students in the classroom and workplace.				
4) 100% of the the students at Career Center East will create an outlet for the publication of their learning.	Creation of a number of websites, social media , E-portfolios. Building administration will monitor work being done.	Student focus beyond the walls of the classroom and sharing learning with an authentic audience.				

5) 100% of the students at Career Center East will participate in public service outside the classroom.	teacher, counselor and administrator.	Student participation in learning and service outside of the classroom- experiences integrated into daily life.				
6) Create teacher focused PD on areas of curriculum or profession that is being taught .	administration	Teachers engaged in their respected profession, learning about current technologies, trends, theories, etc.				



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Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 2: I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

Evaluation Data Source(s) 2: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Learning targets are present ,displayed and discussed prior to the daily lesson being taught.	Classroom walks and lesson design. Trend data.	Clear student outcomes . Increase in students success rate.				
2) Teachers will review data from formative and summative assessments is reviewed in campus PLC's.	PLC agendas	1. An increase in the student success rate. 2. Classroom achievement gaps are closed. 3. Effective teaching strategies are implemented.				
3) 100% of the seniors in the practicum classes will participate in a capstone project that will be presented to others outside the classroom.	Lesson design and curriculum development by teacher and administration. Professional and peer feedback.	Applied learning, real world relevance for the students				
4) 100 % of the CCE staff will engage industry and post-secondary education partners in evaluating and developing curriculum that is relevant	administration	Molding TEKS into relevant, professionally focused learning.				
5) Engage 100% of the students at CCE in structured learning in soft-skills/professionalism that meets industry expectations.	Teachers , counselor and administration	Professional day, events with students interacting with industry professionals, curriculum and lesson design.				
						


Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.


Performance Objective 3: I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.


Evaluation Data Source(s) 3: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The 180 minutes of classroom instruction will be observed , analyzed and reviewed using trend data.	Trend data form will be utilized. PLC agendas. Data walks. Lesson Design.	Ensure effective instructional strategies are be optimized . Lab time and lecture time are effectively balanced. Reading and writing related to CTE content areas. Student action of listening, reading , writing and presenting are being demonstrated.				
2) 100 % of the classroom are integrating instructional technology into the learning environment.	Data walks and lesson design . Staff and district administration.	students become acclimated to industry standard technology.				
3) 100 % of the students are reading , writing or presenting content /industry specific learning material.	Lesson design. Peer reflection. Teacher and administrative monitoring.	Students are taught relevant industry specific content.				

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Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners.


Evaluation Data Source(s) 4: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation 4:

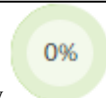
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of the students are providing peer reflection and feedback on the content being taught.	In-class reviews, staff, ITF and building administration.	Improve the quality of the work being completed in the classroom. Increased program retention.				
2) 100% of the staff will apply multiple instructional strategies that include Schlechty's 10 Design Qualities and Blooms 21st century taxonomy.	Administration / Staff. Lesson design and data walks.	Improve student success rates. Improve student engagement.				




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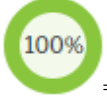
Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.


Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols.


Evaluation Data Source(s) 1: Safety and security reports; drill logs; discipline data


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will establish departmental and classroom norms.	Staff / Administration	All parties will follow policies and procedures stated within the norms.				
2) 100 % of the teachers at CCE will maintain an accurate attendance roster, and submit daily attendance on time each day.	Attendance clerk, teachers and district administration.	increased accountability toward our weighted average daily attendance.				
3) 100 % of the teachers will successfully implement our emergency drills.	District safety and security. Building administration	implement efficient and effective strategies to protect students in the building.				

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Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 2: I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; Find and promote students' passion and interests.


Evaluation Data Source(s) 2: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

Summative Evaluation 2:

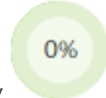
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100 % of the classes at Career Center East will provide site visits or field trip opportunities to post secondary learning environments.	Building administration. CCE Staff.	Real world applied learning experiences. Professional industry feedback through advisory boards. Student feedback through course surveys and from business partners relating to workplace performance.				
2) Encourage all CCE students to participate in extra-curricular events and industry organized competitions.	Staff and building administration.	Students competing with their peers will provide job like experience, build student confidence. Improve students social skills. Provide scholarship opportunities.				
3) 100% of the classes at Career Center East will Invite industry and community experts into the classroom.	Staff and building administration. Lesson design. Building Counselor.	Student will be made aware of career and educational options. Real world applied learning.				




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Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 3: I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission.

Evaluation Data Source(s) 3: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of Staff development reflects the campus needs that have been established through a comprehensive needs assessment.	Central administration/ Building administration The Career Center East staff attends industry specific conferences. Panorama and other surveys.	Students and staff are exposed to current education and industry practices. Staying current on industry trends. Pre- and post skills and knowledge assessments based on curriculum.				
2) 100% of the staff participate in a PLC environment throughout the building and in their content area.	Building administration.	teacher strengths are being shared. A collaborative work environment is established.				





Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 4: I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

Evaluation Data Source(s) 4: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Career Center East will create a campus classroom newsletter celebrating student success.	Staff / Counselor and building administration. Use various social media outlets such as Twitter, YouTube channel. Provide opportunities for students to showcase skills and work to the public by inviting parents and partners to capstone projects.	More students taking classes at Career Center East. Increased enrollment.				
2) 100 % of the practicum classes at Career Center East will have one student participate in CTE signing day.	Counselor / Staff and building administration.	Provide positive press and campus exposure.				
3) CTE Programs at Career Center East will organize a scholarship / recognition banquet for all graduating seniors.	Counselor / Staff and building administration.	Celebrate student success. Provide scholarships to deserving students. Positive publicity for the CTE programs and Career Center East.				
4) Career Center East will establish of professional day and job fair for all students.	Counselor / Staff / Building administration.	Provide students access to professionals in their field of study. Expose students to job opportunities for the summer. Provide students access to guest speakers, field trips, business partners, internships, work based learning. Provided students with authentic learning experiences.				

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 = No Progress
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Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.

Evaluation Data Source(s) 5: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of the students at CCE will participate in a weekly field research project: Personalized student pursuit of topics they are interested in related to the course	Teacher, counselor and administration.	Authentic learning experiences. Reinforcing expected behaviors.				

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 1: I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

Evaluation Data Source(s) 1: Staff meeting agendas

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Educate CCE staff on cost of running the building for a possible goal of being more efficient. What are our biggest expenses, and how can we use our time and talent to improve the building budget. Possibly turning off the lights instead of letting the auto shut off take over.	Transparency with operational cost ie...the electric bill on a monthly basis to see if our building efforts make an impact.	Lower the cost of running the building. Reduction of paper, ink, energy and repairs.				

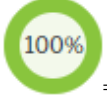
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Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.


Evaluation Data Source(s) 2: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers at CCE will provide students with digital instructional material when possible.	Staff / building administration. Lesson design. Data walks. Code / key to copier.	Lower paper usage. Maximize the use of digital resources. Provide students with a blended and more customized learning experience.				
2) All Career Center East students establish a Xap through the choices 360 program.	Campus counselor will collaborate with the home campus counselors to track students with Xap accounts.	Students will have access to various college and career programs. Scholarship opportunities and financial aid information will be provided to the student.				




= Accomplished



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Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

Evaluation Data Source(s) 3: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Act on campus data collected through the panorama and gallup surveys; use online resources instead of paying for a sub to complete professional development, include the panorama and gallup surveys in the campus improvement plan.	Review of staff meeting agendas, PLC meeting agendas; track the number of out-of-class professional development days.	Improvement on the targeted section of the panorama and gallup survey; improved scores on the panorama and gallup survey.				


Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.


Performance Objective 1: I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community service to students.


Evaluation Data Source(s) 1: Campus profile survey results; volunteer records; business partner database


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of the CCE Staff will establish a minimum of one business partner for each classroom so that real world relevant career connected learning can be brought into the classroom.	Accountability documentation / building administration.	Business and education partnership will provide authentic learning experience for the students.				
2) Career Center East will establish two community service events each year. (Blood Drive) . Find community volunteer opportunities for students, teachers, and families to participate in (Soldier's Angels Treats for Troops, 9/11 Walk "Stair Climb", Coat Donation, Free Haircuts "Back to School," Big Event, Kyle's Place, Angel Tree, etc.	Document event. Publish, promote, pictures, twitter, and other social media. Counselor/ Staff and Building administration.	Community presence at CCE that includes all stakeholders. This will generate a better understanding of what our programs have to offer and create unity/support from parents and community. We could also do this with the home campus counselors and other admin.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.


Performance Objective 2: I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.


Evaluation Data Source(s) 2: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data


Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CCE staff attends professional conferences, meetings and webinars.	Attendance at professional learning events.	Share gathered info from conference, meetings, etc. with PLC groups to collaborate and improve learning.				
2) CCE will maintain a positive presence on social media and in the public. Promote a positive attitude about teaching. (i.e. convocation) Bring in special speakers current in the industry to share information with students.	Counselor / staff / Building administration. Lesson design. Monitor special speakers by scheduling calendar	Maintain a positive presence in the community.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.


Performance Objective 3: I communicate with all stakeholders to understand diverse perspectives; Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.


Evaluation Data Source(s) 3: Campus profile surveys; documented experiences where listening conversations happen


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Social media press from the classroom. Positive tweets, classroom newsletter, Monday media blitz. Provide stakeholders with a monthly electronic newsletter. Utilize sky alerts via skyward.	Tweet using a uniform hashtag (i.e. #CCE1819) so that all information is collected in one area for easy monitoring. If possible have students create twitter accounts. Will need to check if this is allowed by the district.	Keep stakeholders aware of activities and events happening in each of the CCE programs				
2) 100 % of the CCE staff will distribute classroom surveys at the end of the semester and act on the data.	Staff / Counselor / Administrator. Survey data. Document student data.	Track student scheduling tendencies. Increase student retention rate.				

 = Accomplished

 = Continue/Modify

 = No Progress

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Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 4: I actively involve community partners in campus and district initiatives: Recognize and appreciate community contributions to the schools, students and district.


Evaluation Data Source(s) 4: VOLY (volunteer management system)

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Twice a semester invite industry professionals into your classroom.	Submit pictures of visitation via social media sites. Send online form to business partners to have them fill out on suggestions for classes/students/topics/current updates in professions.	Professionals in the class room can share authentic learning experiences with students.				
2) CCE will host a partnership appreciation event that will included all content areas.	All teacher and staff at Career Center East	Industry professionals can provide valued feedback to the students. Students will understand the value of the programs.				




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Goal 5: Student Achievement/Safeguards

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 Source(s) 1: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

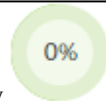
<p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p>	<p>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p>				
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Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Source(s) 1: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p>	All staff	Student attendance records demonstrating appropriately high levels				
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Goal 6: State and Federal Mandates

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 Source(s) 2: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</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>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p>	All staff	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; 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>				
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Goal 6: State and Federal Mandates

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

Evaluation Data Source(s) 3: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>1) The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</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>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p>				
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Goal 6: State and Federal Mandates

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

Evaluation Data Source(s) 4: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

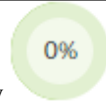
<p>1) Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>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.).</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>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.</p>	<p>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>				
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