

Lewisville Independent School District

Marcus High School

2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

2021-2022

Student enrollment- 2305

Staff Infomation:

Total Staff members- 183.6

Average number of years teaching - 14.2

Average number of years teaching in LISD schools- 9.7

Total Professional Development hours: 13,170

***need enrollmet data

According to the 2020-2021 enrollment data in Edugence, our student demograhic is as follows:

67% of our students are white; 16.0% Hispanic; 4% African American, 9.0% Asian; 4% of our students are two or more races.

Our teachers are 89.0% white, 6.3% Hispanic, 1.6% African American, 1.6% two or more races, 0.5% American Indian, and 1.0% Asian. 63.0% of our teachers are female, and 37.0% are male.

The 6.8% mobility rate (down from 7.4%) is below the district average of 10.6%. Marcus High School's 17-18 (most recent available data) attendance rate is 96.1%, which is the greater than last year and under the district rate of 96.2%. The campus is suburban school with the majority of the students residing in the city limits of Flower Mound and Highland Village, both suburbs of Dallas. Marcus High School student groups include 1.3% English Language Learners, 17.2% At-Risk (up from 12.3%), 7.7% economically disadvantaged (up from 6.0%), 18.3% Gifted and Talented, 10.3% Special Education, and 43.1% of students considered to be enrolled in a Career and Techology Education course.

Marcus High School annual graduation rate is consistent at 99.0% which is higher than the district rate of 95.8% and the state average of 90.0%. The dropout rate is at 0.5%. The percentage of students completing Advanced Course/Dual Enrollment Courses is 47.2% which is higher than the district rate of 43.1%. 77.2% of Marcus High School graduates are considered to be College Ready (17-18 is the most recent data).

Demographics Strengths

2021-2022

Parent survey:

94.2%- know their students feel safe at school

84.7%- know there students are happy

89.4%- feel that the staff are encouraging

86.5%- feel that students feel welcomed

88.7%- feel the staff is approachable

Clubs:

10 different honor societies

13 different social clubs with philanthropies

Student Programs:

21 different student groups

Awards and Recognitions:

2021 CREST counseling Award

2021 UIL Academic District Champions

2021 Academic Decathlon Team State Qualifier

2021 DECA- 34 State Qualifiers

2021 Percussion Ensemble TMEA

2021 Track Region Champions

2021 Boys Soccer District Champions

2021 Girls Soccer Area Champions

2021 Boys Basketball C-District Champions

2021 Boys and Girls Water Polo State Champions

62% enrollment is AP,preAP or Dual credit courses

Goals

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 1: Board Goals:

- * HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
- * HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- * HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
- * Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

Superintendent Goals:

- * Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
- * Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
- * Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
- * Utilize readiness dashboard to identify and target students for readiness as the campus level
- * Provide support to campuses in creating intervention programs for summer 2021 and beyond





DIP Goals:

- * Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
- * Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
- * Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
- * Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

HB3 Goal

Evaluation Data Sources: BOY and EOY assessments, dashboard data, walk data including TREND and content walks

Strategy 1 Details	Reviews			
<p>Strategy 1: MHS will implement RtI system of support for students not meeting standards in core content area. Two areas of focus are RtI identified students and students receiving support in the SAC program .</p> <p>Gather data at end of 9 weeks to report Share data with staff and CIP/BLT committee Send acknowledgement letter/cards to students for growth</p> <p>Strategy's Expected Result/Impact: 92% of classes will be passed by students identified and receiving support through the RtI process; 84% of classes will be passed by students identified and receiving support through SAC program. (2020-21: 91% RTi ; 84% SAC).</p> <p>Staff Responsible for Monitoring: SAC Counselor, RtI Coordinator, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Cornerstone 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 quipped for success.

Performance Objective 2: Student Learning I Statements:

- * I ensure learning is based on defined standards.
- * I model lifelong learning.
- * I create an environment optimal for learning.
- * I ensure that learners are actively engaged in meaningful and relevant work.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
<p>Strategy 1: MHS will ensure learning is based on defined standards by aligning Learning Targets to the TEKS in Mathematics, English, Science, Social Studies, and Languages other than English (LOTE). Teams will complete one learning cycle (focused on instruction) each quarter using common formative assessments (CFA) to address student learning needs. This strategy will be measured by TREND visits, administration visits to instructional team meetings.</p> <p>Strategy's Expected Result/Impact: Instructional teams will align learning targets with TEKS by completing one learning cycle (focused on instruction) each quarter using common formative assessments (CFA) to address student learning needs. The expected results include: increase purposeful collaboration within instructional teams, shift focus on student learning using data, increase in rigor based on depth of skill used to learn content.</p> <p>Staff Responsible for Monitoring: Instructional Teams, Department Heads, Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MHS will use TREND visits to ensure learning targets are aligned with TEKS and posted in a designated area that is highly visible and accessible to all students. This strategy will be measured by TREND visits at specific times of instructional periods; by instructional teams.</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy's Expected Result/Impact: The expected results include: Instructional teams will be aligned in learning target expectations for students; all teachers will have posted learning targets; provides consistency for students in order to identify and refer to learning targets posted; creates an environment for self reflected learning.


Staff Responsible for Monitoring: Teachers, Administration, Instructional Leaders

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Cornerstone 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: Board Goals:

- * Ensure students are college and career-ready based on LISD readiness indicators
- * Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

Superintendent Goals:





- * Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
- * Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
- * Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

DIP Goals:

- * Complete all campus emergency drills and scheduled safety and security audits
- * Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
- * Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
- * Ensure all students receive support and guidance from a counselor through a minimum of two touch points
- * Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
- * Identify and utilize performance tasks at specific grade levels and content areas
- * All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: Readiness dashboard, counselor data, student survey, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: MHS will create a team and develop a plan to complete the Common Sense School requirements</p> <p>Strategy's Expected Result/Impact: To create a culture of digital citizenship. Decrease in cyberbullying reports</p> <p>Staff Responsible for Monitoring: Administration; Common Sense School committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MHS will develop a plan to ensure all students connect with an adult on campus through clubs/organizations; counseling visits</p> <p>Strategy's Expected Result/Impact: A. To improve the perception of positive energy of the school based on student survey: 2020-21 Student Survey indicated 34.9 % of students who completed the survey agreed that the school was very positive or somewhat positive.</p> <p>B. 100% of students will connect with an adult on campus for support as measured by counseling log sheets.</p> <p>C. Increase percentage of parent who indicate their child knows to go to an adult staff member if the cannot solve a problem by 5%. (2020-21 Parent Survey indicates that 85.6% of of parents agree/strongly agree).</p> <p>D. Increase the percentage of students participating in a club or organization on campus by 4%. (Last year, we increased our percentage to 78%, which was up 4% from the year before).</p> <p>Staff Responsible for Monitoring: Administration/ SEL counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MHS will create safe and inclusive opportunities for learners by establishing safety protocols by practicing safety and emergency drills.</p> <p>Update posters in each classroom</p> <p>Assign dates for drills</p> <p>Administration meets after each drill for input/reflection/action steps to change</p> <p>Strategy's Expected Result/Impact: 100% of students/staff will know action steps of the various emergency as measured by emergency drill outcomes.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: Cornerstone 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: Student Experience I Statements:

- * I create safe and inclusive opportunities.
- * I nurture each learner as an individual and as a citizen of the community.
- * I seek and encourage talent development.
- * I collaborate, communication, and persevere.
- * I engage in work that directly and indirectly creates positive experiences for learners.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
<p>Strategy 1: MHS will nurture each learner as an individual and as a citizen of the community by implementing restorative practices as positive intervention for behavior.</p> <p>Strategy's Expected Result/Impact: A. A decrease in classroom behavior incidents for disruption and disrespect B. An increase in student positive interaction with adult staff</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: Cornerstone 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: Board Goals:

- * Review and implement agreed upon findings from current and future internal audit reports when completed
- * Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

Superintendent Goals:





- * Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
- * Develop short-term and long-term calendar of various efforts

DIP Goals:

- * Maximize the use of technology investment and resources to enhance student learning and experience
- * Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
- * Respond to new 87th legislative session requirements

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: survey data, views on resources, leadership opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop committees to provide input on school initiatives and develop Instructional Teams to collaborate on Focus on Learning Cycles</p> <p>Strategy's Expected Result/Impact: A. Campus updates/beautification B. Focused LEAD goals in the area of student learning/instruction</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Cornerstone 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 2: Resource Stewardship I Statements:

- * I embrace innovation with a flexible, relevant, and solution-oriented mindset
- * I have a mind for practicing efficient use of resources
- * I use resources in an effective and efficient way that serves others

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
<p>Strategy 1: Marcus High School will have a mind for practicing efficient use of resources by creating systems to increase productivity of work during school hours</p> <p>Strategy's Expected Result/Impact: A. An increase in delegation to department heads to help with departmental needs B. A handbook for administrator roles/responsibilities for sustainability and streamlining</p> <p>Staff Responsible for Monitoring: Department heads Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Cornerstone 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 strategies 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: Board Goals:

- * Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
- * Continue to enhance cultural proficiency within the organization through authentic engagement

Superintendent Goals:





- * Administer surveys to various groups to gain feedback
- * Hire a consultant for a new Strategic Planning process
- * Increase opportunities for authentic stakeholder engagement and measure engagement levels
- * Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
- * Implement common learning expectation in every summer professional learning opportunity about student health and well-being

DIP Goals:

- * Increase student participation in job-embedded learning opportunities and engage with local businesses
- * Conduct student survey to obtain feedback on schoolwide experience and campus culture
- * Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
- * Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
- * Continue to implement Restorative Practices with fidelity to impact discipline and culture

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: attendance records, views, and shares
surveys, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of community service hours performed by campus clubs/organizations. Gather hours every 9 weeks Announce every 9 weeks total hours on website/ social media Pictures taken and posted to promote and advertise community engagement</p> <p>Strategy's Expected Result/Impact: Increase in outreach to reflect 20, 000 hours in total compared to last year of due to COVID- 4, 693 hours in total.</p> <p>Staff Responsible for Monitoring: Club sponsors, administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Cornerstone 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 strategies 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: Community Engagement I Statements:

- * I go above and beyond to serve
- * I seek out accurate information to represent my classroom
- * I communicate with all stakeholders to understand diverse perspectives
- * I actively involve community partners in campus and district initiatives

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
<p>Strategy 1: MHS communicates with all stakeholders to understand diverse perspectives by: Meeting 3x/year with student council and senior advisory group to gather school culture information Principal sends weekly messages to parents regarding school updates/initiatives Booster clubs meet with sponsors to discuss program effectiveness</p> <p>Strategy's Expected Result/Impact: Increase in systems use for communication and feedback for increase in positive school culture.</p> <p>Staff Responsible for Monitoring: Sponsors of organizations/boosters; administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: 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; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 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/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide 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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 6: State and Federal 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; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: State and Federal 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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





Goal 6: State and Federal 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: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>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>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>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>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 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>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: State and Federal 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; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 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>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>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>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue