

**Lewisville Independent School District**  
**Technology, Exploration & Career Center East**  
**2024-2025 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Learning .....	5
School Processes & Programs .....	6
Perceptions .....	7
Priority Problem Statements .....	8
Goals .....	9
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. ....	9
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. ....	12
Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars. ....	19
Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders. ....	23
Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications. ....	26
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. ..	28
Goal 7: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews. ....	35

# Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

## Demographics

### Demographics Summary

Demographic	TECC East	District	Difference
Asain	18.6%	17.25%	+1.35%
African American	10.7%	11.53%	-0.83%
Hawaiian/Pacific Islander	0.07%	0.12%	-0.05%
Hispanic	39.4%	31.79%	+7.61%
Two or More Races	2.8%	4.12%	-1.32%
American Indian	.15%	0.40%	-0.25%
White	28.3%	34.79%	+6.49%

Demographic	TECC East	District	Difference
SPED	14.2%	14.64%	+.44%
504	13%	12.21%	+.79%
At Risk	41.1%	39.57%	+1.53%
Eco Dis	46%	36.49%	+9.51%
LEP/ESL	20.3%	16.76%	+3.54%
MV	0.38%	0.63%	-.25%
GT	14.2%	15.27%	-1.07%

Feeder Pattern	Percentage of TECC East Enrollment	
	2023-2024	2024-2025
Flower Mound	16.2%	15.3%
Marcus	15.4%	15.1%
Lewisville	32.5%	33.1%
The Colony	8.9%	9.1%

Feeder Pattern	Percentage of TECC East Enrollment	
Hebron	27.1%	27.5%

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

### Demographics Strengths

Based on the above data, the students that attend TECC East are an accurate representation of LISD as a whole. When looking at race TECC East is within 8% of District Representation. TECC East serves our educational sub-pops at a higher percentage than the district average in every area except GT (-1.07% ) and MV (-.25%). Our campus is a true representation of LISD as a whole, not just a single zone or feeder pattern. On average, all students are being represented and having access to our courses and instruction in equal proportions.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Although our campus mirrors the District in percentage of students receiving 504 and SPED services, our teachers feel overwhelmed by the perceived increase of higher needs students. **Root Cause:** Increase in student receiving SPED and 504 services across the district.

# Student Learning

## Student Learning Summary

IBCs Earned	567
Seniors with 4 Semester (Eligible for CCMR)	259
Personal Graduation Plans (counseling)	

## Student Learning Strengths

We are a vital component of the District's CCMR goals by offering and preparing students to take Industry Based Certifications and offering CTE pathways in house. Our IBC numbers have increase from 2022-2023 to 2023-2024 and we are adding programs to support the district CCMR goals.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students aren't always staying in a pathway long enough to earn their IBC or completer status. **Root Cause:** Negative experiences and lack of student understanding of the purpose and goal of CTE pathways.

# School Processes & Programs

## School Processes & Programs Summary

**Curriculum:** Based on the required TEKS for each course and content to be addressed on certification exams. New curriculum adoption in Health Science. New programs on campus will require adoption of new curriculum. New programs include: Dental Assisting, Welding, Off-Road Diesel.

**Professional Development:** There are opportunities for content and industry professional development. 100% of staff who requests a conference or learning opportunity have been able to attend the requested training. All staff is being trained in classroom management. Professional Learning is focus on Classroom Management and student engagement. Increase support for new teachers implemented for 2024-2025. Campus Behavior Management plan is completed and communicated to staff. Full implementation in progress.

**PLC Groups:** Interdepartmental, focus on TECC East Pillar and effective instructional strategies to address needs in the area of classroom management and engagement.

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

**Technology:** Adding two new programs for the 2024-2025 school year - Dental Assisting and Off Road Diesel. Both programs introduce new technology and software to be utilized by the students during the training process. From the 2023-2024 technology upgrades, Engineering is a work in progress and should be completed soon. Other programs and areas are complete.

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

**Tours:** Middle school tours have been reformatted from listening to speaker to include a hands on participation and increase TECC East student involvement.

**Communication with staff:** TECC East Resource folder.

## School Processes & Programs Strengths

We are up-to-date in many area technology wise, keeping our student on the front edge of industry expectations. We have processes in place to ensure students can feel as much a part of their home campus as they choose to. Increase in support has been in many areas that have seen an increase in need. Reformatted tours to increase engagement and interest, changes in course request processes to address needs in recruitment and retention, process for campus communicated and stored in TECC East Resource page. Campus Behavior Management planned completed and implemented.

# Perceptions

## Perceptions Summary

Customer Satisfaction: 90%

Staff Voice: 55%

Positive Change: 40%

Recognize SomeONE: 16 total

Staff Well-Being: 80%

Communication: 77.7%

Staff retention: we lost one teacher to retirement last year and have increased our staff numbers this year. We have moved one staff member from a Para position to full-time position.

Community feedback on change in tour impact has been overall positive. Parents, students and staff are enjoying the new hands on format.

## Perceptions Strengths

Outside of the building we are viewed positively. Staff well-being is over all positive.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Recognize SomeONEs, views on positive change and staff voice are low. **Root Cause:** Unknown at this time.

# Priority Problem Statements

# Goals

Revised/Approved: September 20, 2024





**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	Reviews			
<b>Strategy 1:</b> Intentionally targeting grade level students to help increase participation in CTE courses as part of their Personal Graduation Plans.  <b>Strategy's Expected Result/Impact:</b> Increase participation in CTE course, increase course requests. <b>Staff Responsible for Monitoring:</b> Lindsey Farra and Adrian Moreno  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Intentional communication to students and families to educate on the long-term impacts and benefits of continuing in a CTE pathway. <b>Strategy's Expected Result/Impact:</b> Increase student retention rate in CTE pathways and increase IBC attempts.	Formative			Summative
	Nov	Feb	May	
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>				

**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.

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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

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

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

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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

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

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

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

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

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

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**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.

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**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.

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**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: Decrease off-task, non-academic behavior as indicated by trend and walk-through data.

\* 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	Reviews			
<b>Strategy 1:</b> Increase teacher learning, competence and implementation of solid classroom management and structures. Implement STOIC in all classroom, each teacher will begin at their individual level and STOIC processes will be discussed at Staff meetings and professional learning days.  <b>Strategy's Expected Result/Impact:</b> Decrease in student off task behavior, increase in student engagement, increase in classroom structures and systems to ensure student success. <b>Staff Responsible for Monitoring:</b> Lindsey Farra and Adrian Moreno  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Solidify, communicate and implement entire Campus Behavior Management plan, including processes for discipline, attendance, 0's, tardies, signage and training for the beginning of the school year. <b>Strategy's Expected Result/Impact:</b> Comprehensively communication and implemented campus expectations will allow teachers to focus on solidifying classroom structures that support the campus goals and expecations. Processes and structures which will increase available instructional time. <b>Staff Responsible for Monitoring:</b> Lindsey Farra and Adrian Moreno  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>				

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

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

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**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.

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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.

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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).

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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).

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase training opportunities for staff to include CTE specific training, classroom management and instructional strategies specific to the teacher choice.  <b>Strategy's Expected Result/Impact:</b> Increased confidence and implementation of instructional structures, increase use of effective instructional strategies by all campus teachers. Increase teacher effectiveness will increase student engagement.  <b>Staff Responsible for Monitoring:</b> Adrian Moreno and Lindsey Farra  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional Strategy focus of PLC groups. PLC groups interdepartmental. Staff will use one new strategy each month and reflect back on the effectiveness, share out and select new strategy for the new month.  <b>Strategy's Expected Result/Impact:</b> Increase access to varying perspectives and strengths from different contents and department as well as increasing use of different and varying instructional strategies.	Formative			Summative
	Nov	Feb	May	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 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 5.1 ON SCORECARD.

**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
Strategy 1: Choice in high interest activities upon arrival with a relational activities and share out during staff meetings. Strategy's Expected Result/Impact: Increase connection between students and the campus, staff and one other.	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
Strategy 2: Restructure tours to increase student as guides. Strategy's Expected Result/Impact: Student ownership in classroom leading to a increased feeling of connection to the campus, course, staff and one another.	Formative			Summative
	Nov	Feb	May	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**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	Reviews			
<p><b>Strategy 1:</b> Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>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.</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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.  Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.  Procedures will be used to ensure accurate coding/tracking of withdrawals.  The RtI process is utilized to provide early intervention for struggling students.  <b>Strategy's Expected Result/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Feb	May	

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Goal 6: Federal and State Mandates





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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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>Campus personnel will be trained in violence prevention and intervention.</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>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</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>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>Students receive public acknowledgement for non-academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	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 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	Reviews			
<p><b>Strategy 1:</b> Special program students are accurately identified and appropriately served. 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. The RtI team is in place and appropriately trained to serve students.</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.). 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>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>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	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>				