Lewisville Independent School District

Technology, Exploration & Career Center West

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

TECC-W is a high school campus that offers 17 different CTE programs. Students attending TECC-W have a variety of options upon graduation. All high school students have the opportunity to enroll in CTE courses at TECC-W. Enrollment numbers for the 2023-24 school year total over 1600 students. There are 810 students enrolled in the Fall semester and enrollment for the spring classes is similar. Student enrollment includes college bound, military enlistments, and students entering the workforce with earned certifications and skills from TECC-W.

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

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

The average class size at TECC-W is 24.

Total number of students enrolled in the Fall 2024: 810

Breakdown of demographics for Fall 2024 -

Economically disadvantaged: 34%

SPED: 20%

504: 14%

GT: 10%

Black: 8%

White: 38%

Mixed Races: 2%

Hispanic/Latino: 42%

Asian: 10%

Total number of students enrolled in the Spring 2024: 821

Breakdown of demographics for Spring 2024 -

Economically disadvantaged: 32%

SPED: 18%

504: 13%

GT: 12%

Black: 10%

White: 40%

Mixed Races: 2%

Hispanic/Latio: 37%

Asian: 11%

Demographics Strengths

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

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

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

Student Achievement

Student Achievement Summary

2023-2024 TECC-West IBCs		
Student Certifications	**IBC**	**Program**
12	EPA 608	HVAC
14	NCCER CORE	HVAC
14	NCCER Level I	HVAC
4	NCCER Level II	HVAC
30	NCCER CORE	Electrical
24	NCCER Level I	Electrical
20	NCCER Level II	Electrical
63	Medical Assistant	Health Science
22	EKG Technician	Health Science
6	Basic Structural Fire Supression	Firefighter
7	Adobe	Audio / Video Production
17	ServSafe Manager	Culinary & Hospitality
1	CompTIA Security+	IT / Cybersecurity
1	CompTIA Network+	IT / Cybersecurity
30	CodeHS: Intro to Cybersecurity Level I	IT / Cybersecurity
87	Texas Knowledge Based Certification	Floral Design
7	Level I Floral Certification	Floral Design
7	Level II Floral Certification	Floral Design
12	Texas Cosmetology License	Cosmetology
5	Certified Manufacturing Associate	Wood Manufacturing & Engineering
368	AWS (mulitple different welding certs)	Welding
9	Ducks Unlimited Ecology Conservation & Management Certification	Wildlife
30	ASE Refirgerant Handling	Auto Collision
43	Elanco Fundmentals of Animal Science	Animal Science
27	Certified Veterinary Assistant	Veterinary Science
44	AWS (mulitple different welding certs)	Agricultural Mechanics
904	**Total IBC Certifications**	

2023-2024 TECC-West Non-IBCs		
Student Certifications	**Certification**	**Program**
25	Electrical Apprentice License	Electrical
90	ServSafe Food Handlers	Culinary & Hospitality
3	TABC	Culinary & Hospitality
4	Cisco: Intro to Packet Tracer	IT / Cybersecurity
7	Cisco: IT Essentials	IT/ Cybersecurity
33	S/P2 Certificates	Auto Collision
33	SP2 - Environmental Pollution Prevention	Auto Collision
327	I-Car Certificates	Auto Collision
22	Shermin Williams Painter Certification	Auto Collision
31	Forklift	Welding
43	OSHA 10-Hour General Construction Safety Certification	Welding
9	Microburst Learning Soft Skills Certification	Multiple Programs
121	Stop the Bleed	Multiple Programs
748	**Total Non-IBC Certifications**	

Image Caption

Student Achievement Strengths

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

School Culture and Climate

School Culture and Climate Summary

School culture can be signified by a number of things. At TECC West our culture is centered around the celebrations of students and staff. During the 2023-2024 school year, we had 9-week celebrations. We recognized student(s), support staff and teacher(s) of the month. Faculty nominated a teacher. Teachers got to nominate a student in their program. We had a little pep rally in the downstairs area and celebrated each of those accomplishments. Once students started earning IBCs, we had the students hit the gong. It was a fun and playful way for the students to be recognized individually. At the end of each semester, students were given stoles who have earned them.

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

We hosted our industry based signing day during the 2023-24 school year. The previous year, we only did it with HVAC and Electrical. We had industry leaders come and celebrate their new/old hire. The student got to take a picture with the teacher, their new boss, admin and family. Just like they do when athletics sign their letter of intent. It was a huge hit for the students and everyone else. Many students also received their stole during that time. We had over 35 students sign letters of intent at employment in their respective fields.

School Culture and Climate Strengths

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

This school year we are excited to partner with Harmon to complete campus walks of both campuses to learn management techniques, instructional techniques, and diverse processes for school improvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

We had no teacher turnover from the 23-24 to the 24-25 school year!

Staff Quality, Recruitment, and Retention Strengths

We had a campus full of industry experts who are passionate about their field and professional in providing the most exceptional training for secondary students. Many of them place students in careers as the students work towards their future.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Most of the courses taught at TECC-West do not have set curriculum. Our staff does a fantastic job creating their own curriculum and collaborating with district CTE staff and other CTE teachers to plan and implement their curriculum.

Curriculum, Instruction, and Assessment Strengths

Students are learning from our talented staff members who are experts in their fields.

Parent and Community Engagement

Parent and Community Engagement Summary

Summary of events hosted here for the parents & community -

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

Parent and Community Engagement Strengths

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

Technology

Technology Summary

At TECC-West, our students are exposed to industry standard equipment which in some cases is above and beyond what is being used in the field. We have many technology tools and equipment on campus to provide students with authentic experiences.

Technology Strengths

Our students have multiple opportunities to use and implement technology into their respective programs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes
ES - Istation reading and math
MS - enrollment in advanced courses
HS - GPA 2.7 or higher readiness
HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
Strategy 1: Incorporate Mike Rowe Works Curriculum focusing on Work Ethic with 85% of students earning their certification by completing all 12 modules.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Students to develop strong work ethic as a result of receiving certification. **Staff Responsible for Monitoring:** ALL STAFF **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Strategy 1 Details				Reviews			
Strategy 1: Incorporate Mike Rowe Works Curriculum focusing on Work Ethic with all students earning their certification by completing all 12 modules.				**Formative**			**Summative**
				Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Students to develop strong work ethic as a result of receiving certification. **Staff Responsible for Monitoring:** ALL STAFF **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction							

Strategy 2 Details				Reviews			
Strategy 2: Implement a comprehensive system to collect student data, analyzing IBC certifications, CCMR progress, and graduation requirements to increase CCMR requirements for students district wide.				**Formative**			**Summative**
				Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Higher level of CCMR completers and IBC certifications for the campus. **Staff Responsible for Monitoring:** TECC-West Administration and teachers **Title I:** 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction							

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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.

Strategy 1 Details		Reviews			
Strategy 1: Enhance student / staff relationships as evident by the percentage of students comfortable visiting with staff from pulse survey data.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Better relationships to foster retention and CCMR completers. **Staff Responsible for Monitoring:** ALL STAFF **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**Nov**	**Feb**	**May**	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

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:

* 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			
Strategy 1: Increase students comfortable talking with staff from 85.9% to 88% by enhancing student / staff relationships through developing treatment agreements for each classroom / program on campus.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Better relationships between students and staff resulting in higher CCMR completers and program retention. **Staff Responsible for Monitoring:** ALL STAFF **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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: Grow ALL Advisory Boards by 10% involvement with business and community relations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger Advisory Boards for every program to gain industry feedback in order to stay relevant with their needs.	**Nov**	**Feb**	**May**	
Staff Responsible for Monitoring: ALL STAFF **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Strategy 1 Details				Reviews			
Strategy 1: Grow ALL Advisory Boards by 10% involvement with business and community relations.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger Advisory Boards for every program to gain industry feedback in order to stay relevant with their needs.				**Nov**	**Feb**	**May**	
Staff Responsible for Monitoring: ALL STAFF **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments							
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 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			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**			**Summative**
	Nov	**Feb**	**May**	

RaaWee will be used to monitor absences and parent notification given when students are absent.
 	
 Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.
 	
 As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.
     Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %
     Staff Responsible for Monitoring: All staff				

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 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			
Strategy 1: At-risk students will be identified using available data.	**Formative**			**Summative**
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.	**Nov**	**Feb**	**May**	
Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

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			
Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. Campus personnel will be trained in violence prevention and intervention. 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. 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.				

Strategy 2 Details	Reviews			
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.
 	
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.
 	
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.
 	
Civic responsibility and community service and community involvement are encouraged.
 	
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.
 	
Students receive public acknowledgement for non-academic achievement.
    Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.
    Staff Responsible for Monitoring: All staff				

Strategy 3 Details	Reviews			
Strategy 3: Dating Violence	**Formative**			**Summative**
	Nov	**Feb**	**May**	

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.
    Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.
    Staff Responsible for Monitoring: All staff				

Strategy 4 Details	Reviews			

Strategy 4: 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.
 	
A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.
 	
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 sercies or they may choose to attend LLC and work with their home campus counselor to complete the process.
    Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.
    Staff Responsible for Monitoring: All staff
	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 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			
Strategy 1: 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.)	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students.

The 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.

Language acquisition services are provided for language learners through differentiating for their stage of language acquisition 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.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

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.

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Student Achievement/Safeguards

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

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

   Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Reviews			

Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .
 	
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.
   Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
   Staff Responsible for Monitoring: Learning and Teaching
Chief of Schools
Accountability and Evaluation
Campus administrators and appropriate staff.
 	
   TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
	Formative			**Summative**

	Nov	**Feb**	**May**	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue