Lewisville Independent School District

The Colony High School

2024-2025 Campus Improvement Plan
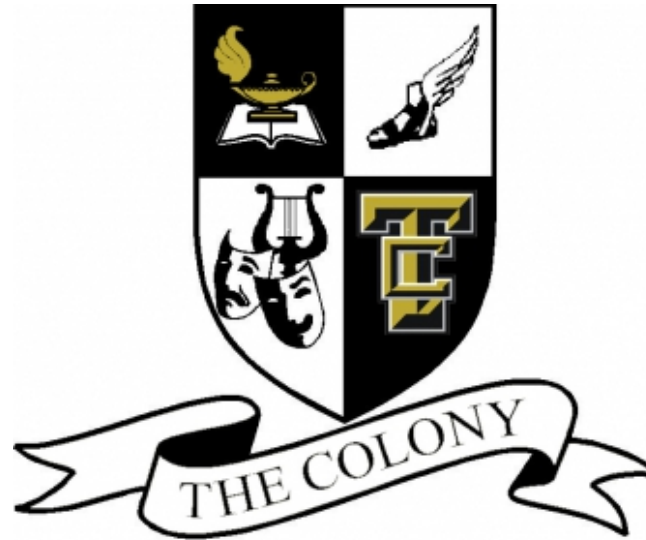
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Colony High School serves approximately 1,895 students. TCHS's ethnic distribution is 39% Hispanic, 33% White, 16% African American, 7% Asian, and 5% Other. Of our students, 46.8% receive Free and Reduced Lunch and 45% are At-Risk. The Colony High School student groups include 17% in Special Education, 14% are English Second Language,14% Gifted and Talents, and 10% are Section 504 students.

Demographics Strengths

The Colony High School is a large 5A high school with student enrollment hovering just below 1,900 students. TCHS's strength is our diversity and, in our ability, to reach and teach all our students in many different areas. TCHS continually reviews the needs of our students to provide them with the supports they need to enjoy thriving, productive lives in a future they create. With a diverse population, we encourage students to become active and our students participate in a variety of interest groups or student activities. Our relative size, diversity, and participation allows us to enjoy a low dropout rate and high graduation rate.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

During the 2023/2024 School Year, The Colony High School saw decreases in student learning in STAAR scores in multiple areas from the Fall to Spring Semester. In English 1, scores decreased from 71% to 60%. In Biology, scores decreased from 92% to 89%. In Algebra I, scores decreased from 71% to 64%. TCHS had increases in English II and History. In US History, scores increased from 94% to 97% and in English II scores increased from 63% to 70%. On the SAT and ACT tests, students at TCHS scores are comparable with state averages but are slightly below our district average.

Student Learning Strengths

The Colony High School has a population of diverse, hard-working, committed students. The campus is proud of many different student achievement strengths. TCHS had increases in English II and History. In English II, scores increased from 63% to 70%. In History, scores increased from 94% to 97%. In regard to mastering level scores: English I 12%, English II 4%, Algebra 6%, Biology 23%, US History 36%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores decreased across 3 tested areas.   **Root Cause:** Learning gaps are present due to ongoing effects of COVID-19 and virtual learning and student attendance.

Problem Statement 2 (Prioritized): TCHS has a lower than expected percentage of 9th-12th grade students meeting readiness standards. 9th-11th: 79.5%, 12th: 83.4%   **Root Cause:** Below average attendance rates (93%) for the school year have impacted our student's learning

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): TCHS has a lower than expected CCMR percentage based off of data from the 23/24 school year. **Root Cause:** The amount of students entering the workforce, military, or completing graduation requirements has decreased.

Problem Statement 2 (Prioritized): Student discipline referrals have increased over the last school year. **Root Cause:** Students struggle engaging in their classwork leading to off task behaviors inside and outside of the classroom.

Perceptions

Perceptions Summary

At TCHS, we create a positive culture and climate within the faculty and students. This year our theme is "Carry The Torch!" to encourage our students, teachers, and families to dedicate themselves to work collaboratively with one another. We are quick to recognize all accomplishments whether individual or as a group, athletic or academic, and we recognize them through pep rallies, weekly callouts, emails, personal classroom visits, and on the marquee outside the school. The theme also guides our teachers in the classroom to consistently create collaborative and engaging instruction.

Perceptions Strengths

We post content and promote TCHS through Facebook, Twitter, and Instagram and have seen a growth in our followers on each social media platform. Based on parent feedback, 87% are overall satisfied with The Colony High School's communication. 87% of our parents believe the school cares about their student. 88% of our parents feel that there child is glad to come to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 82.5% of students feel that they have a trusted adult they can speak to at school.   **Root Cause:** Social and emotional impacts of COVID are still present

Problem Statement 2 (Prioritized): Only 70% of staff believe that there is effective communication from school administration

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR scores decreased across 3 tested areas.

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TCHS has a lower than expected percentage of 9th-12th grade students meeting readiness standards. 9th-11th: 79.5%, 12th: 83.4%

Root Cause 3: Below average attendance rates (93%) for the school year have impacted our student's learning

Problem Statement 3 Areas: Student Learning

Problem Statement 4: TCHS has a lower than expected CCMR percentage based off of data from the 23/24 school year.

Root Cause 4: The amount of students entering the workforce, military, or completing graduation requirements has decreased.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Student discipline referrals have increased over the last school year.

Root Cause 5: Students struggle engaging in their classwork leading to off task behaviors inside and outside of the classroom.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 82.5% of students feel that they have a trusted adult they can speak to at school.

Root Cause 6: Social and emotional impacts of COVID are still present

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Only 70% of staff believe that there is effective communication from school administration

Root Cause 7:

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional 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.
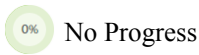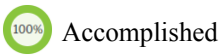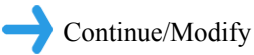
High Priority

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: The Colony High School will monitor and provide supports, including Cougar Help Tutoring and transportation with the tutoring, for students who did not pass the varying EOCs in 2024	**Formative**			**Summative**
Strategy's Expected Result/Impact: EOC Scores will increase across all tested subjects 3%-15%	**Nov**	**Feb**	**May**	
Staff Responsible for Monitoring: TCHS Admin, TCHS Counselors, TCHS Department Chairs, TCHS Teachers **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Tutoring Bus - 211 - Title I, Part A - $7,859.80, Tutors - 211 - Title I, Part A - $33,545.09				

Strategy 2 Details	Reviews			
Strategy 2: The Colony High School will monitor overall CCMR percentages and provide supports to students, through the usage of a Title I Tutor, who are not currently projected to achieve this readiness standard, as well as encourage more students to take the TSI and enroll in college prep english and math courses.	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Strategy's Expected Result/Impact: Increase the percentage of students who are CCMR.
 Staff Responsible for Monitoring: TCHS Admin, TCHS Counselors, TCHS Department Chairs, TCHS Teachers
 	
 Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Connect high school to career and college
  - **ESF Levers:**
 Lever 5: Effective Instruction
 Problem Statements: School Processes & Programs 1
 Funding Sources: Title I Tutor - 211 - Title I, Part A - $8,948.19				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores decreased across 3 tested areas.   **Root Cause**: Learning gaps are present due to ongoing effects of COVID-19 and virtual learning and student attendance.
Problem Statement 2: TCHS has a lower than expected percentage of 9th-12th grade students meeting readiness standards. 9th-11th: 79.5%, 12th: 83.4%   **Root Cause**: Below average attendance rates (93%) for the school year have impacted our student's learning

School Processes & Programs
Problem Statement 1: TCHS has a lower than expected CCMR percentage based off of data from the 23/24 school year.   **Root Cause**: The amount of students entering the workforce, military, or completing graduation requirements has decreased.

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.

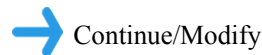***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

High 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: We will increase the utilization of classroom engagement structures through the "Power 15" and survey students quarterly, focusing on students feeling connected to the school and staff.		**Formative**			**Summative**
		Nov	**Feb**	**May**	

Strategy's Expected Result/Impact: Students feeling comfortable talking to staff will increase from 79% to 90% by the end of the 2024-2025 school year.
    Staff Responsible for Monitoring: TCHS Admin, Counselors, Teachers, and Support Staff.
 	
    Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Perceptions 1					

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Only 82.5% of students feel that they have a trusted adult they can speak to at school. **Root Cause**: Social and emotional impacts of COVID are still present

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: Student Discipline referrals will decrease by 20% when comparing the 23/24 & 24/25 school years.

* 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: The Colony High School will reduce discipline referrals through the utilization of engaging classroom cultures, LISD Hall Pass system, Classroom Cell Phone Policies, and Restorative Practices.		**Formative**			**Summative**
		Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: The Colony High School will see a reduction in discipline referrals by 20% when compared to the 2023-2024 school year. **Staff Responsible for Monitoring:** TCHS Admin, Counselors, Teachers, Support Staff **Title I:** 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 - Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 2: Student discipline referrals have increased over the last school year.   **Root Cause**: Students struggle engaging in their classwork leading to off task behaviors inside and outside of the classroom.
Perceptions
Problem Statement 1: Only 82.5% of students feel that they have a trusted adult they can speak to at school.   **Root Cause**: Social and emotional impacts of COVID are still present

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: TCHS will provide opportunities for feedback and dialogue regarding the academic and social success of our students. In order to expand opportunities for students to engage with our parents and local community partners, we will utilize social media, call outs, the campus website, parent nights, and other forums inclusive of but not limited to Open House, College/Career nights, multicultural week, BLT meetings, assemblies, and surveys.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: TCHS will see an increase in parent and community involvement at different events throughout the school year. **Staff Responsible for Monitoring:** TCHS Administrative Team **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Only 82.5% of students feel that they have a trusted adult they can speak to at school.   **Root Cause**: Social and emotional impacts of COVID are still present

Perceptions
Problem Statement 2: Only 70% of staff believe that there is effective communication from school administration

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			
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. 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.	**Formative**			**Summative**
	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

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and The Colony High School Building Leadership Team are involved in monitoring the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. MTSS meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

The Colony High School Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I Personnel

Name	Position	Program	FTE
Dionne Harris	Title I Grant Teacher	Title I, Part A	1