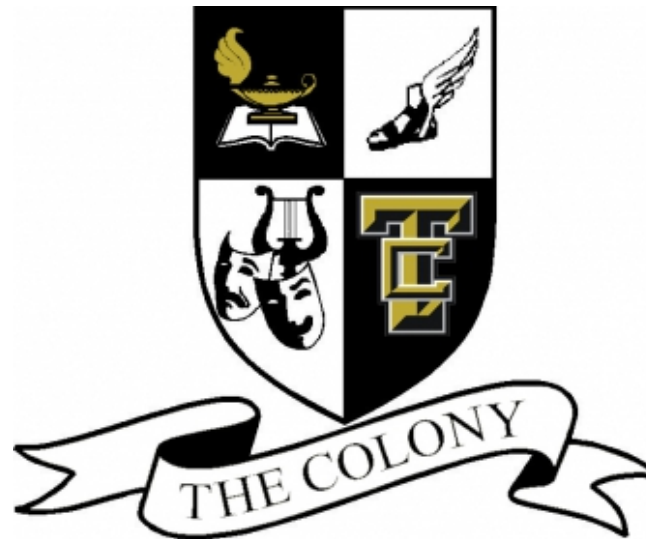


**Lewisville Independent School District**  
**The Colony High School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**  
Academic Achievement in Science



# Mission Statement

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

## Vision

All of our students enjoy thriving, productive lives in a future they create.

## Core Beliefs

Every student is uniquely capable and deserves to be challenged each day.

Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.

An educated citizenry is essential for equal opportunity and a prosperous society.

Meaningful and relevant work engages students in profound learning.

Critical thinking and problem solving today are necessary for students to be equipped for future challenges.

Genuine transformation requires disruptive innovation.

Education is the shared responsibility of the community.

# Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 4
- School Processes & Programs 5
- Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
- Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase. 11
- Goal 2: Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff. 12
- Goal 3: Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive. 14
- Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community. 16
- Goal 5: Federal and State Mandates THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews. 17
- Goal 6: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews. 24

# Comprehensive Needs Assessment

Revised/Approved: October 27, 2022

## Demographics

### Demographics Summary

The Colony High School serves approximately 1,908 students. TCHS's ethnic distribution is 39% Hispanic, 32% White, 16% African American, 7% Asian, and 6% Other. Of our students, 42% receive Free and Reduced Lunch and 47% are At-Risk. The Colony High School student groups include 17% in Special Education, 13% are English Second Language, 13% 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 2,000 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 clubs 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

The Colony High School saw decreases in student learning in STAAR scores in English I, English II, and US History from Spring 2021 to Spring 2022. In English 1, scores decreased from 66% to 61%. In English 2, scores decreased from 75% to 68%. In US History, scores decreased from 96% to 94%. TCHS had increases in Algebra I and Biology. In Algebra 1, scores increased from 53% to 55%. In Biology, scores increased from 86% to 89%. On the SAT and ACT tests, students at TCHS continue to perform above the state averages but 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 Algebra I and Biology. In Algebra 1, scores increased from 53% to 55%. In Biology, scores increased from 86% to 89%. In regard to mastering level scores: English 13%, Algebra 13%, Biology 30%, US History 50%. Furthermore, TCHS received an Academic Achievement Distinction in Science.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** STAAR scores decreased in three tested areas. **Root Cause:** Learning gaps are present due to COVID-19 and virtual 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):** Student involvement and obtainment in clubs, organizations, and athletic has decreased from previous years. **Root Cause:** There is a social and emotional gap from COVID-19.

# Perceptions

## Perceptions Summary

At TCHS, we create a positive culture and climate within the faculty and students. This year our theme is "Together! All in!" to encourage our student to work together with full dedication. 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, and on the marquee outside the school. The theme also guides our teachers in the classroom to consistently create collaborative and engaging instruction. We continue to promote and engage our students in Kindness program to help normalize kind behavior. This includes student and teacher challenges to perform random acts of kindness and make everyone more cognizant of kind behavior.

## 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. 89% of our parents believe the school cares about their student. 90% of our parents feel welcomed and informed about student progress and grades. 79% of our students were satisfied with their education in LISD.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There has been a decrease in student satisfaction. **Root Cause:** We have had limited organization recruitment and expect to regain numbers this year.

# Priority Problem Statements

**Problem Statement 2:** We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students.

**Root Cause 2:** 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 2 Areas:** Demographics

**Problem Statement 1:** STAAR scores decreased in three tested areas.

**Root Cause 1:** Learning gaps are present due to COVID-19 and virtual learning.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Student involvement and obtainment in clubs, organizations, and athletic has decreased from previous years.

**Root Cause 3:** There is a social and emotional gap from COVID-19.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There has been a decrease in student satisfaction.

**Root Cause 4:** We have had limited organization recruitment and expect to regain numbers this year.

**Problem Statement 4 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates

## 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
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- 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**

- Communications data
- Study of best practices
- Action research results

# Goals

Revised/Approved: October 27, 2022

**Goal 1:** Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

**Performance Objective 1:** Board and Superintendent Goals:





- \*Increase early childhood literacy reading - % of 3rd graders that score meets grade level on Istation indicators of Progress will increase
- \*Increase early childhood math levels - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- \*Increase the % of graduates that engage in CCMR related indicators

DIP Strategies:

- \*Through a collaborative approach with PLCs, support teachers in understanding effective instructional practices
- \*Utilize district resources and coaching to customize campus support
- \*Utilize readiness dashboard to monitor student progress and discuss response
- \*Provide professional learning and support to campus leaders to increase understanding of practices and data analysis with Edugence
- \*Utilize dashboards to identify students who have not engaged in CCMR related activities to provide targeted interventions
- \*Provide academic guidance and counseling to assist students in course selections and encouragement in CTE pathways, AP and dual credit when applicable

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We employ a Collegiate Academy Coordinator.  <b>Strategy's Expected Result/Impact:</b> 2% increase in associate's degrees awarded.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>                      2.4, 2.5  <b>- TEA Priorities:</b>                      Connect high school to career and college  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer after-school Cougar Help, Credit Recovery, and STAAR tutorials with transportation.  <b>Strategy's Expected Result/Impact:</b> 5% increase in STAAR scores.  <b>Staff Responsible for Monitoring:</b> All Faculty</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>Problem Statements:</b> Demographics 1 - Student Learning 1  <b>Funding Sources:</b> Buses - 211 - Title I, Part A - \$6,000, Tutoring - 211 - Title I, Part A - \$26,517.69</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will use a collaborative approach with PLCs that allows teams the flexibility to pursue student learning goals and review data weekly.  <b>Strategy's Expected Result/Impact:</b> 5% increase in student engagement as evidenced in Trend walks  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> We will continue to meet the needs of our At-Risk and Free and Reduced Lunch students. <b>Root Cause:</b> 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.</p>
Student Learning
<p><b>Problem Statement 1:</b> STAAR scores decreased in three tested areas. <b>Root Cause:</b> Learning gaps are present due to COVID-19 and virtual learning.</p>
Perceptions
<p><b>Problem Statement 1:</b> There has been a decrease in student satisfaction. <b>Root Cause:</b> We have had limited organization recruitment and expect to regain numbers this year.</p>

**Goal 2: Cornerstone 2/Student Experience :** In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.

**Performance Objective 1: Board and Superintendent Goals:**





- \*Ensure students are college and career-ready based on LISD readiness indicators - increase % readiness based on grades, discipline, attendance, successful completion of benchmark courses, etc.
- \*Ensure students have an environment conducive to learning by increasing the % of students that report they have a trusting relationship with staff on student survey

**DIP Strategies:**

- \*Through a collaborative approach with PLCs, utilize dashboard data to identify and respond to students who are not on track to meet district created readiness indicators
- \*Provide campus leadership with learning to best support students based on their individual readiness pathway
- \*Provide learning for staff to increase awareness and necessity for building strong relationships
- \*Continue to support campuses in effective implementation of Restorative Practices
- \*Provide opportunities for students to tell their stories and have a voice
- \*Celebrate successes and provide opportunities for students to connect with each other and staff

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Cougar Huddle to check grades, promote Social and Emotional Learning, practice Restorative Circles, and attend clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 70% of students enjoy coming to school.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Student involvement and obtainment in clubs, organizations, and athletic has decreased from previous years. <b>Root Cause:</b> There is a social and emotional gap from COVID-19.</p>

## Perceptions

**Problem Statement 1:** There has been a decrease in student satisfaction. **Root Cause:** We have had limited organization recruitment and expect to regain numbers this year.

**Goal 3: Cornerstone 3/Resource Stewardship:** Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive.

**Performance Objective 1: Board and Superintendent Goals:**





- \*Ensure high quality staff are employed to provide the best learning experiences for students - maintain retention rate & turnout rate
- \*Provide technology resources that prepare students to be future ready and equip staff for organizational effectiveness and efficiency
- \*Ensure the financial health of the district through frequent and regular monitoring of financial indicators
- \*Prioritize and allocate resources to ensure safety and security of students and staff

DIP Strategies:

- \*Provide opportunities for staff to be heard and have a voice in finding solutions
- \*Cultivate a culture of connectedness and positive recognition
- \*Expand recruiting sites to reach a larger diverse population of possible applicants
- \*Utilize results from device evaluation process to determine student technology needs
- \*Implement cybersecurity training to maintain low risk rating
- \*Determine key indicators for financial health to develop a dashboard
- \*Provide campuses with tools to assist in ensuring and monitoring safety
- \*Implement protocols to improve security in collaboration with local agencies

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide all faculty with an opportunity to connect in academic and social gatherings.  <b>Strategy's Expected Result/Impact:</b> 5% increase in a positive staff climate.  <b>Staff Responsible for Monitoring:</b> All faculty</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Poster/Banner Printer and supplies used to print teaching aides and other materials for classrooms to surround students with higher learning visuals to enhance their learning environment. Reinforce lessons with poster-size visuals to increase student's retention. Enlarge rubrics, standards, assessments and schedules to set clear expectations of students. This includes copier paper for additional paper resources for students.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student satisfaction.</p> <p><b>Staff Responsible for Monitoring:</b> All Faculty</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> There has been a decrease in student satisfaction. <b>Root Cause:</b> We have had limited organization recruitment and expect to regain numbers this year.</p>



**Goal 4: Cornerstone 4/Community Engagement:** Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.





**Performance Objective 1: Board and Superintendent Goals:**

\*Ensure the desired LISD culture of connectedness is communicated and felt internally and by key stakeholders - increase parent survey responses for communicating with parents and feeling welcomed.

**DIP Strategies:**

- \*Provide clear and proactive communication commitments for engaging with stakeholders and resolving concerns
- \*Provide opportunities for staff and stakeholders to engage with and connect at the campus and district level
- \*Increase opportunity to provide feedback through pulse surveys

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 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, award nights, banquets, College/Career nights, BLT meetings, assemblies, and surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in survey responses from families.</p> <p><b>Staff Responsible for Monitoring:</b> All faculty.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> There has been a decrease in student satisfaction. <b>Root Cause:</b> We have had limited organization recruitment and expect to regain numbers this year.</p>

**Goal 5: 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; STAAR scores, local grades and assessments; campus staff observations and reflections; 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.</p> <p>RaaWee will be used to monitor excessive absences and a process is used to refer students to the counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 5: 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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	This area is currently empty in the image			

Strategy 2 Details	Reviews			
<b>Strategy 2: Dating Violence</b>  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.  <b>Strategy's Expected Result/Impact:</b> Increasing education and reporting pathway to support students in participation in healthy dating relationships.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** 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:** STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships 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>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 5:** 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; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 6: Student Achievement/Safeguards**

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

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

**Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LISD Assessment and Accountability Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system.</p> <p><b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Learning and Teaching Schools and Student Activities</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				