

Little Elm High School

Campus Improvement Plan 2022-2023



Board Approval Date: 10-24-2022

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We VALUE:

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

District Cornerstones

- Focus on teaching the standards to the stated level of rigor so each student has an equal opportunity to learn in LEISD.
- Focus on the intentional design of Rigorous, Relevant, and Engaging lessons in every classroom.
- Support highly effective Professional Learning Communities in a variety of ways throughout each campus.

Little Elm ISD DIP/Strategic Plan Goals

Teaching and Learning

- We will provide a guaranteed & viable curriculum that ensures all students have equal learning opportunities.
- We will engage each student in learning experiences that increase student growth and achievement.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
- We will engage each employee in meaningful learning experiences that support student success.

Community Engagement

- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital

- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Stability

- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths <i>(What Strengths were identified?)</i>	Summary of Needs <i>(What needs were identified?)</i>	Priorities <i>(What are the priorities for the district?)</i>
Demographics	<p>Little Elm ISD has 2560 students and some diversity with 34% of the population being White, 38.8% being Hispanic, 18% African-American, 3.8%, Asian/Pacific Islander, 4.9% Two or more races and 0.4% American Indian. The economically disadvantaged population accounts for 48.5% of our students for the 2020-2021 school year. 43.4% of our students were designated at-risk in 2020 as compared to the 2019-2020 percentage of 48.7% of the student population being designated at-risk. Our English Learner population is 18.5% as opposed to 18.1% in 2019 indicating some consistency with the number of second language learners in our district. We are consistent with the percentage of students participating in our bilingual programming moving from 21.3% to 21.5% in the 2020-21 school year. The percentage of students with dyslexia has increased from 2.8% in 2019-2020 to 4.6% in the 2020-2021 school year. This indicates we are able to catch these students earlier for intervention, enabling them to start their dyslexia program in earlier grades. 98% of students identified as gifted in 6th-8th grade and 93% of students identified as gifted in 9th-12th grade are taking advanced courses. We currently have 2,239 or 86% of our students in grades 9th-12th grade taking a CTE course and 1,109 or 83% of our students taking a CTE course in grades 7 and 8.</p>	<p>According to the 2020-2021 TAPR, 6.3% of our students are identified as gifted learners, which is slightly below the state average of 8.3%. The students identified as gifted and talented are not reflective of our ethnic group makeup for the district. In the 2019 school year, we had 8.9% of our students identified as needing special education services and in the 2020-2021 school year, we have 10% of our students identified as having a disability, of which 12.8% of this number designated as mobile. This indicates that we need to improve Tier I instruction to better meet the needs of students in the regular classroom.</p>	<p>Our priorities for this year will be to improve Tier I instruction to better meet the needs of all students in the regular classroom setting. We will target processes and procedure fidelity in our special education program to better support students in special education. In the area of GT, we will examine our process for identification of gifted and talented students across our district. Expanding our CTE programming for students will also be a priority.</p>

Student Achievement	<p>Students continue to be highly involved in extracurricular activities, with approximately 73% of our students participating in some kind of fine arts and 52% participating in some form of athletics in grades 7-12. Our students experience success in competing at the regional and state levels and some LEISD students progress to the national level in competitions. LEISD students are competitive on their ACT scores for college admission, with graduates' average scores exceeding state averages in the "all subjects" category. As we look at individual subjects, LEISD is above the state and Regional averages in both English Language Arts and Science on student ACT performance. Our extended graduation rate is 95.3% versus the state average of 90.3% and the regional average of 90.9%.</p>	<p>Our results for STAAR indicate that at the all-student all grades level, LEISD students are performing at the state level with 41% of students meeting expectations. We do not outperform regional averages in all subjects at all grades with regional performance at the "meets" level at 44% and district performance at 41%. Our Accountability Report indicates that students are not growing at the anticipated rate and we need to close the gaps with the different groups of students. Another area to consider for growth is in the area of mathematics on the ACT. SAT performance also needs to be improved. We are below the state and regional averages in math by .4 percentage points. Achievement in 5th grade science scores indicates that we need to strengthen our science instruction at K-5.</p>	<p>Focus areas in student achievement involve targeting all groups for improvement in mathematics and strengthening science through continuous progress on becoming a STEM district and ensuring instruction aligns with the STEM methodology. Phonics will be implemented in all PK-3 classrooms. We will explore expanding CTE opportunities for students at the middle school level to enable greater numbers of completers and career exploration. We will train on the MTSS system EduClimber and pilot it in the district; continue data talks and training with administrators for use of MAP data to track student growth and ensure instruction is adjusted based on data analysis, monitoring of instruction, and staffing of students so that all student have the opportunity to grow to their full potential in the 2021-2022 school year; ensure scope and sequences are followed in mathematics and that resources are used to address the needs of at-risk learners. Increase the opportunities for students to participate in enrichment at the secondary level.</p>
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Curriculum and Instruction	<p>In curriculum writing, Stages One, Two, and Three have been worked on for core subjects and refinement and extension to stand alone courses is in process for this year. We have a digital citizenship curriculum written, but it needs to be</p>	<p>Summer school data indicates we need to attract more students to participate and that we need to have a high quality, targeted curriculum during summer school. Coordinators and</p>	<p>Schedule training for administrators, teachers, and central office staff to ensure everyone understands how to implement the UbD curriculum with fidelity and monitoring the</p>
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	incorporated into the core curriculum. We have MAP Growth as a tool to assist us in ongoing monitoring of student growth.	directors need to look for alignment of transfer goals, enduring understandings, essential questions and assessments in curriculum documents and work to ensure they are aligned and rigorous. Because of the pandemic and the spread of COVID, there has been limited monitoring of curriculum implementation in classrooms. Monitoring of the curriculum and instruction should be conducted systemically. Data indicates there is a lack of rigor in the curriculum.	quality of implementation in classrooms will be a focus. SAMR (Substitution, Augmentation, Modification and Redefinition) model will be introduced to all campuses this year to encourage teachers to leverage technology in personalizing learning for students; Our curriculum coordinators for math and ELAR will prepare targeted curriculum for teachers to implement during summer school to maximize their instructional time with students. Embed high impact strategies based on Hattie and Marzano's research work and ensure curriculum documents, including assessment, have the level of rigor that match the rigor of the TEKS.
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Culture and Climate	LEISD has worked to ensure safe buildings and environments for staff and students.	All staff must adhere to the safety protocols put in place and complete safety training required by the district.	Increase SROs presence on campuses; Ensure 100% of the staff are trained with safety protocols and that the staff adheres to the protocols put in place for safety.
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Staff Quality and Retention	Ninety two percent of teachers new to the district expressed satisfaction with Welcome Week this past year. We participated in recruiting efforts at job fairs and specifically recruited for specialized positions.	Data indicates that we did not have an abundance of applicants for each of the positions we posted. According to our TAPR data, our teacher turnover rate is 15.2% as opposed to the state turnover rate of 14.3%. This is an area for focus as we partner with universities in our Grow Your Own program and strengthen our recruiting efforts.	Teacher turnover rate is an area of focus for this year as is attracting multiple applicants for positions posted. We will leverage social media to a greater extent, while ensuring our professional learning plan is highly aligned to the needs of our staff in order to meet the needs of our students.
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Technology	<p>Little Elm ISD is one to one in their device status. The bandwidth at each facility is adequate to accommodate the instructional needs throughout the district.</p>	<p>Using technology to personalize learning is also an area of focus as we look to individualize learning, while still providing teacher small group and whole group instruction. Systems are being worked on to streamline rostering for the many pieces of software teachers use in instruction and in the administrative parts of their jobs. Role clarity will be a part of this as currently, many different individuals roster various software making it unclear where to go when there is a rostering issue. Leveraging technology for efficiency is an area for improvement as well.</p>	<p>Technology citizenship will be embedded into the curriculum to ensure good citizenship throughout the day as students use technology both individually and in collaborative work.</p>
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Family/Community Involvement	<p>We are focusing on Social Emotional Learning and in our Title I and ESSER surveys, we have good feedback from parents.; Bilingual approach in parent meetings.</p>	<p>Parents overwhelmingly indicate in surveys they need help with how to help their child(ren) at home. They also indicated they would like a continued focus on social emotional learning for students.</p>	
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Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

504 Data	Demographic Data	FOCUS	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	LEISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	LEISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Goal: 1 Teaching and Learning Goals				Curriculum and Learning Services will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.					
Objective 1.1				All teachers will implement research-based best practices with high fidelity. LEHS teachers will engage each student in learning experiences that increase student growth and achievement through leveraging high impact strategies in all areas.					
Summative Evaluation (to be filled in by June 2023 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)</i>			Supported by State or Federal Funds
						#1	#2	#3	
100% of the staff will be trained in and implement Marzano's High Yield Instructional Strategies	Principal, Assoc. Principal, House Principals, Instructional Coaches and Department Leads	Marzano's "Classroom Instruction that Works" ESF Lever 5.1	Sept. 2022-June 2023	9th-12th	Sign in sheets; walkthroughs, coaching conversations/cycles	S	C		Title II Funds \$
100% of staff will utilize best instructional strategies to maximize authentic student engagement.	Principal, Assoc. Principal, House Principals, Instructional Coaches and Department Leads	Data meetings; Common walkthrough forms; Instructional materials; PLC Agenda ESF Lever 5.1	September 2022- May 2023	9th-12th	Walkthrough records; Walkthrough data analysis, Project Based Learning Activities/Planning	S	S		
100% of the staff will be trained in questioning strategies that increase cognitive rigor.	Principal, Assoc. Principal, House Principals, Instructional Coaches and Department Leads	ASCD Effective Questioning Framework ESF Lever 5.1	January-May 2023	9th-12th	STAAR data; Strive. records to include walkthrough data and campus data showing student growth,	S	S		

					and T-TESS evaluation data				
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√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue
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Goal 1				Curriculum and Learning Services will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.					
Objective 1.2				Student learning will improve as professional learning communities collaborate, learn, and achieve results.					
Summative Evaluation (to be filled in by June 2023 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)			Supported by State or Federal Funds
						#1	#2	#3	
100% of teachers will be trained in PLC best practices with a focus on unpacking the standards, formative assessment, backwards design, and data-driven instruction.	Principal, Assoc. Principal, House Principals, Instructional Coaches and Department Leads	Campus PL, District PL, Solution Tree Coaches and trainings; ESF Lever 1.1	August. 2022-May 2023	9th-12th	PLC calibration visits, agendas, student achievement data, six weeks grading reports	A	A		
100% of teachers will participate in a PLC meeting weekly (at minimum) with a focus on common formative assessments and common planning.	Principal, Assoc. Principal, House Principals, Instructional Coaches and Department Leads	Campus PL, District PL, Solution Tree Coaches and trainings; ESF Lever 1.1	August 2022-May 2023	9th-12th	PLC calibration visits, agendas, student achievement data, six weeks grading reports	C	C		
Learning experiences provided to students will result in an 5% increase in State Achievement Results	Principal, Assoc. Principal, House Principals, Instructional Coaches and	Data meetings; MAP data; STAAR data	August 2022-May 2023	9th-12th	MAP data and STAAR results in June of 2023	S	S		

at the “Meets Level” and an increase of students meeting their growth targets (ELA and Math).	Department Leads, Teachers								
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X =Discontinue

Goal: 1				Curriculum and Learning Services will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.					
Objective 1.3				Teachers will understand the TTESS process, domains, and standards to provide optimal instructional strategies to maximize student success.					
Summative Evaluation (to be filled in by June 2023 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) #1#2#3			Supported by State or Federal Funds
Analyze formal and informal walkthrough data. Participate in coaching cycles. T TESS Pre-conference/Goal Setting/Observation/Post Conference/Summative	Principal, Assoc. Principal, House Principals, Instructional Coaches and Department Leads	T TESS Rubric, informal walkthrough data, formal walkthrough data, Teacher Reflection Documentation. ESF Lever 4.1	September 2022-April 2023	9th-12th	T TESS Ratings, Walkthrough Data Meets Campus Developed Goals.	C	C		

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C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Goal: 2				LEHS will focus on strengthening community engagement.			
Objective 2.1				LEHS will communicate and partner with the LEHS community to build trust, support, and involvement.			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3	Supported by State or Federal Funds
Strategically plan creative content targeted to increase followers on Instagram to reach our younger audience.	Principal, Assoc. Principal, House Principals, Instructional Coaches and Department Leads	Living La Vida Lobos One-Pagers on Social Media Platform/Website Principal: Pack Pulse	Sept. 2022-May 2023	9th-12th	Number of new followers. Parent interaction with website/social media. Parent Survey	S S	
Increase community engagement by 45% on all social media accounts through strategic marketing designed to grab attention, build influence, and transform a community.	Principal Associate Principal	Current levels of community engagement; Marketing materials; Social media accounts	Sept. 2022-May 2023	9th-12th	Engagement Data from all social media platforms.	S C	

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X =Discontinue

Goal: 2				LEISD will focus on strengthening community engagement.			
Objective 2.2				LEHS will develop relations with community partners to enhance educational opportunities, celebrate and recognize cultural differences, and gather formative feedback.			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3	Supported by State or Federal Funds
LEHS will coordinate a festival for Hispanic Heritage Month	Admin, Lulac, Celebration Committee	Volunteers; CUTX partnership	Sept. 2022-Oct. 2022	9th-12th	Community participation	A A	
Continue to foster relationships with business partners as we open Smart Branch at Little Elm High School.	Principal	Facility; Student workers	Sept. 2022-Jan. 2023	9th-12th	List of business partners and functions of support	C C	

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C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Goal: 3	LEHS will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objective 3.1	Target recruiting and retention of high quality personnel.

Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Special Populations	Evidence of Success	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) #1 #2 #3	Supported by State or Federal Funds
Develop partnerships with universities to grow our own network of highly qualified teachers/staff.	Principal, Assoc. Principal, House Principals	College and Career Readiness Coordinator Instructional Coaches District Coordinators ESF Lever 2.1	September 2022-June 2023	9-12	Increase of Highly Qualified Teaching Staff TTESS Appraisal Rating	S S	
Develop a system to identify, recruit, and train prospective teachers from alternative certification programs, and standard teacher preparation programs.	Principal, Assoc. Principal, House Principals	Frontline Alternative Certification Programs Partnerships/ University Teacher Prep Programs ESF Lever 2.1	Sept 2022-May 2023	9-12	Fully Staffed Teaching Staff TTESS Walkthrough Data	S S	

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N =No Progress

X =Discontinue

Goal: 3

LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Objective 3.2

Create an organizational and behavioral culture that is tightly aligned with high expectations and respect for all.

Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) #1 #2 #3	Supported by State or Federal Funds

Create campuswide collective commitments	High School Staff	Campus PL ESF Lever 3.1	Aug -Sept. 2022	9-12	Training sign in sheets; training presentations	A A	
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LEISD 2022-2023 Professional Development Calendar -- Days Designation

August 1	August 2	August 3	August 4	August 5	August 8	August 9
Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off

August 10	September 2	September 6	October 11	October 12	October 13	October 14
Fall Kick Off	District	Campus	Professional Learning Exchange Day	Professional Learning Exchange Day	District	Campus

November 21	November 22	December 16	January 2	January 3	February 17	February 20	May 22
Professional Learning Exchange Day (District Closed)	Professional Learning Exchange Day (District Closed)	Teacher Workday	Campus	District	District Assessment Training	Campus	Teacher Workday

Secondary Campuses

July 25	July 26	July 27	July 28 Elementary Campuses	July 29
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			<div>July 25</div> <div>New Teacher</div> <div>8</div>	
New Teacher	New Teacher	New Teacher	New Teacher	New Teacher

August 1	August 2	August 3	August 4	August 5	August 8	August 9
Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off

August 10	September 2	September 6	October 11	October 12	October 13	October 14
Fall Kick Off	District	Campus	Professional Learning Exchange Day	Professional Learning Exchange Day	District	Campus

November 21	November 22	December 16	January 2	January 3	February 17	February 20	May 22
Professional Learning Exchange Day (District Closed)	Professional Learning Exchange Day (District Closed)	Teacher Workday	Campus	District	District Assessment Training	Campus	Teacher Workday

[Little Elm ISD Professional Learning Plan](#) at-a-glance
[Little Elm ISD Professional Learning Plan](#) detailed view

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons on Bullying	Director for Student Services, Director of Counseling Services, School counselors	Discipline Referrals, Anecdotal Campus Reports Documentation of secondary Campus (6-12) participation in the No Place for Hate Program and designation as No Place for Hate campuses. K-12 mandated topics along with HB and SB: Bullying/HB 1942. SB 179 and 11 (counselors have links in their wolfpack tracks to specific student lessons - counselor documentation)
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through Safeschools	Campus Administrators, Director of Human Resources, Director of Counseling Services	Training records in Safeschools Sign in sheets indicating attendance for training
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting	Outside presenters, state training modules	All staff	Counselor documentation

requirements.			
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School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p><u>Scope of Assignment for SRO's in Little Elm ISD</u></p> <ul style="list-style-type: none"> • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law 	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

<p>enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law.</p> <ul style="list-style-type: none"> • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • <u>The SRO shall not act as a school disciplinarian.</u> However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern. • Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a 			
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<p>computer and/or secretary assistance.</p> <ul style="list-style-type: none"> • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced. Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State. 			
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Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Health Service Coordinator Both the Intervention counselors and School Social Workers are included for the 2022/2023 School Year	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Partnership with Children's Advocacy Center for Denton County for Elementary	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports Counselor student presentations along with guidance lessons
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports Staff presentations facilitated by campus counselors with staff sign

			in sheets
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Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources Director for Counselors, Campus Counselors	Training sign in sheets, Training Agendas Sign in sheets

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Deputy Superintendent, Director for Student Services and Safety; Nurses; Principals; Counselors	Training sign in sheets, Training Agendas Safe School modules

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
Little Elm ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director for Student Services and Safety, Counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds	Director of Instruction and Leadership Development Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds	Director of Instruction and Leadership Development Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for drug prevention and awareness training of secondary campuses	Title IV Part A	Director of Instruction and Leadership Development Director of Student Services Campus Administrators	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for development of gifted and talented teachers and programs grades 5-6	Title IV Part A	Director of Instruction and Leadership Development Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
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All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Committee Member	Role	School	Term Year
Chris Brown	Teacher	Little Elm High School	
Rotisha Brown	Paraprofessional	Little Elm High School	
	Parent	Little Elm High School	
David Priddy	Community Member	Little Elm High School	
Jeani Gonzalez	Teacher	Strike Middle School	
Danielle Southworth	Paraprofessional	Strike Middle School	
Lori Reeves	Parent	Strike Middle School	
Everitt Diaz	Community Member	Strike Middle School	
Crystal young	Teacher	Walker Middle School	
Wendy Argentine	Paraprofessional	Walker Middle School	
Misty Madison	Parent	Walker Middle School	
Linda Janssen	Community Member	Walker Middle School	
Latrice Garner	Teacher	Prestwick Elementary	
Aisha Pouncil	Paraprofessional	Prestwick Elementary	
Jill Molkentine	Parent	Prestwick Elementary	
Linda Adams	Community Member	Prestwick Elementary	
Damian Groves	Teacher	Brent Elementary	
Malinda Wheeler	Paraprofessional	Brent Elementary	
Mindy Bauermeister	Parent	Brent Elementary	
Gerranda Brooks-Smith	Community Member	Brent Elementary	
Heather Kremer	Teacher	Chavez Elementary	
Shane Roberson	Paraprofessional		
Monica Neubaur	Parent	Chavez Elementary	
Dominique Johnson	Community Member	Chavez Elementary	
Kelli Martin	Teacher	Hackberry Elementary	

Olivia Brinlee	Paraprofessional	Hackberry Elementary	
Melissa Howland	Parent	Hackberry Elementary	
Jan MacDougal	Community Member	Hackberry Elementary	
Amanda Miller	Teacher	Lakeview Elementary	
Jody Williams	Paraprofessional	Lakeview Elementary	
Jackie Kopsa	Parent	Lakeview Elementary	
Melissa Carrier	Community Member	Lakeview Elementary	
Eileen Horton	Teacher	Oak Point Elementary	
Christy Vanderhoff	Paraprofessional	Oak Point Elementary	
	Parent	Oak Point Elementary	
Linda Janssen	Community Member	Oak Point Elementary	
Alex Sibley	Teacher	Zellars	

