

Lewisville Independent School District
District Improvement Plan
2024-2025

Mission Statement

Engaging and inspiring learners and leaders

Vision

All students are confident, equipped with the knowledge and skills to thrive and adapt for their future.

Core Beliefs

- Students' needs are the center of our learning community
- Education is the shared responsibility of students, staff, and community
- High quality staff are the heart of a culture of learning
- A safe and nurturing environment is essential for a sense of well-being
- Continuous improvement informs and inspires future growth
- Students are more than a test score

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lewisville ISD serves 48,000+ students in grades EE, PK, and KG-12. The district features a dedicated Early Childhood Campus (Lillie J. Jackson) that provides Pre-Kindergarten (PK) classrooms and 19 elementary campuses also provide PPCD. In addition to the early childhood campus, LISD has 39 elementary schools, 15 middle schools serving students in 6th grade through 8th grade, and five high school feeder patterns. Additionally, facilities in LISD include two Career Centers (TECC-E & TECC-W), a Night High School, Special Education Support Center, Student Success Center and the Lewisville Learning Center. Unique learning experiences are provided through LISD Outdoor Learning Area (LISDOLA), Collegiate Academy, STEM Academies, Discovery PreK Academy, and Virtual Learning Academy (VLA).

The demographics of LISD students are: 35.4% White, 31.2% Hispanic, 16.2% Asian, 12.1% African-American, 5.2% American-Indian/Pacific Islander/Two or More Races. 37.4% are economically disadvantaged, 17.7% Special Education, 11.4% Gifted/Talented and 21.2% are English Learners.

The demographics of LISD teachers are: 74.6% White, 12.9% Hispanic, 7.1% African-American, 5.5% Asian/American-Indian/Pacific Islander/Two or More Races. Approximately 29% of teachers are within 1-5 years of experience. Approximately 71% of teachers have six or more years' experience. The average years of teaching experience is 12.2 and the average years of teacher experience with the district is 8.3. LISD has a teacher turnover rate of 18.5%, compared to 21.4% for the state.

Demographics Strengths

In Lewisville ISD:

- 94.2% of students attend school regularly
- 94.0% of ELL students attend school regularly
- 92.9% of Economically Disadvantaged students attend school regularly
- All campus leaders and district leaders walk classrooms regularly and collect instructional data with curriculum alignment and trend walkthrough instruments
- The district's annual dropout rate was 1.0% (class of 2021-22, grades 9-12)
- The teacher turnover rate was 18.5% compared to 21.4% for the state
- The average years of teacher experience is 12.2 and the average years of teacher experience with the district is 8.3
- Data source: 2022-23TAPR

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The turnover rate is increasing and recruitment and retention of highly qualified staff is decreasing. **Root Cause:** Fewer highly qualified staff and recent certified graduates interested in employment. Increased workload and require paperwork.

Student Learning

Student Learning Summary

Lewisville ISD students, on average, score above state and national averages on college and career readiness exams. Lewisville ISD students average a 23.4 on the ACT exam, the state average is 19.5. Lewisville ISD students average a 1136 on the SAT exam, the state average is 1001.

The LISD Class of 2022 had a 96.4% graduation rate.

89.0% of ELL students graduated compared to 79.9% at the state level.

92.3% of students served in Special Education graduated compared to 79.1% for the state.

The five year graduation rate for the Class of 2021 was 97.5% with the ELL rate reaching 93.9%.

65.8% of graduates were College, Career, and Military ready.

54.0% of LISD graduates were College Ready compared to 52.9% of the state.

LISD exceeds the state participation rate for ELA and math AP courses. The TEA formula is limited to 11th and 12th grades, so not all LISD participants are included as may take AP courses in 9th and 10th grades. For example, students taking AP Human Geography and AP Biology as Freshman are not reflected in the TAPR calculations.

LISD students outperform the state on AP, SAT and ACT exams.

In 2022 17.4% of graduates completed a dual credit course. Staff expect to see this continue to increase as more students complete dual credit courses.

At the end of the 2023-24 school year:

- 93% of 1st grade students demonstrated overall readiness in literacy
- 92% of 2nd grade students demonstrated overall readiness in literacy

The above data comes from LISD Readiness Dashboards, LISD Campus profiles, TAPR, and 2023-24 Board Student Learning Update Presentations

State mandated test data for students in grades 3-12 can be located in the Texas Academic Performance Report (TAPR) on the district website at <https://www.lisd.net/Page/1494>

Student Learning Strengths

1. Maintaining strong graduation rates overall and for students served in EB and Special Education programs.
2. LISD graduation rate of 96.4% compared to 89.7% at the state level.
3. LISD students outperform the state on AP, SAT, and ACT exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The graduation rate is not 100% **Root Cause:** Students needs vary greatly, as do underlying causes that create the need and our time/talent/

funds is a limited resource.

Problem Statement 2 (Prioritized): 65.8% of graduates were College, Career, and Military ready **Root Cause:** Students needs vary greatly, as do underlying causes that create the need and our time/talent/funds is a limited resource. Changing definition for CCMR ready presents future challenges.

District Processes & Programs

District Processes & Programs Summary

The district approved a Long Range Plan in spring 2023 and has created a strategic process to monitor implementation as part of the continuous improvement cycle. The onboarding process has been streamlined to align with the new vision, mission, and beliefs to ground new hires in LISD values. Each campus and department participates in goal setting and develops strategies to ensure achievement of targeted outcomes on campus and district scorecard.

There is a three-year tiered support system for new teachers, including a mentor and continuous learning aligned with LISD priorities. Teachers participate in a collaborative appraisal cycle as part of the LISD LEAD evaluation instrument which includes reflection and goal setting, observations and walkthroughs, and goal attainment at the end of the year conference.

District Processes & Programs Strengths

1. Clear direction and alignment in priorities with the Long Range Plan and scorecard.
2. Thorough 3-year support program to grow first year teacher.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of streamlined consolidated training based on roles/responsibilities **Root Cause:** Myriad of professional learning options without specified pathways.

Perceptions

Perceptions Summary

LISD has focused on the three Cs - Communication, Connection, and Culture over the past two years. Staff, student, and parent surveys are conducted regularly to understand perception and inform decisions. The staff Pulse Check survey is focused on the three Cs and content on the scorecard. Student and parents surveys are focused on experiences and learning environment as the campus.

93.5% of parents feel they receive appropriate communication from the campus.

94.2% of parents report their child is glad to come to school.

67.7% of students indicate a positive learning environment.

88% of students indicate they are comfortable talking to a staff member.

95% of staff feel there is clear and open communication and a clear direction of the district.

91.7% of staff indicate they have trusting relationships at work.

Perceptions Strengths

1. A high percentage of parents indicated their child is glad to come to school.
2. Staff have built trusting relationships that have had a positive impact on the work environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 100% of students have a staff member they are comfortable talking to. **Root Cause:** Building trusting relationships and connections with staff and students takes time and intentional work.

Priority Problem Statements

Problem Statement 1: The turnover rate is increasing and recruitment and retention of highly qualified staff is decreasing.

Root Cause 1: Fewer highly qualified staff and recent certified graduates interested in employment. Increased workload and require paperwork.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The graduation rate is not 100%

Root Cause 2: Students needs vary greatly, as do underlying causes that create the need and our time/talent/funds is a limited resource.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 65.8% of graduates were College, Career, and Military ready

Root Cause 3: Students needs vary greatly, as do underlying causes that create the need and our time/talent/funds is a limited resource. Changing definition for CCMR ready presents future challenges.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of streamlined consolidated training based on roles/responsibilities

Root Cause 4: Myriad of professional learning options without specified pathways.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Less than 100% of students have a staff member they are comfortable talking to.

Root Cause 5: Building trusting relationships and connections with staff and students takes time and intentional work.

Problem Statement 5 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- 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-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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher feedback
 Istation reading and math
 Readiness dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement year-long professional learning plan to support high yield instructional strategies and One Vision Framework</p> <p>Redesign TREND form to align with prioritized strategies in curriculum</p> <p>Redesign and implement LEAD evaluation tools to support the learning organization</p> <p>Evaluate efficacy of existing assessment tools used to report and monitor student learning</p> <p>Strategy's Expected Result/Impact: See 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation Human Resources Schools</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze and act on survey results to improve and streamline curriculum based on recommendations below</p> <p>Revise district curriculum content and format to clearly communication the learning outcomes and clarity in success criteria in each core content area unit (Secondary)</p> <p>Design streamlined overviews for each core content area course to communicate the key curricular goals and learning experiences to both students and teachers (Secondary)</p> <p>Apply consistent formatting to each content PK-5 for teacher efficiency in locating resources (Elementary)</p> <p>Include sample day to day guidance for math teachers to make planning more efficient (Elementary)</p> <p>Strategy's Expected Result/Impact: See 1.1.1, 1.1.3, 1.1.4, 1.1.5 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching School Chiefs</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted Support during implementation and execution of plans</p> <p>Collaborative Literacy checkins and data conversations with targeted campuses to identify actions to address needs</p> <p>Monitor readiness rates and implement interventions at campus level</p> <p>Embed dashboard readiness data conversations with campus leaders to identify and support student needs</p> <p>Evaluate local practices that are impacting state CCMR rates and make appropriate adjustments.</p> <p>Work with HS campuses to create campus plans to address CCMR rates</p> <p>Strategy's Expected Result/Impact: See 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8</p> <p>Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation School Chiefs</p>	Formative			Summative
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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.

Evaluation Data Sources: Readiness dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with campuses and campus leaders to support PLC implementation to set goals and monitor impact Monitor readiness rates and implement interventions at campus level Embed dashboard readiness data conversations with campus leaders to set campus goals Analyze and evaluate programs and their implementation/identification processes in the dashboard to provide targeted interventions Educate and support staff on identifying students in need of targeted and early intervention</p> <p>Strategy's Expected Result/Impact: See 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation Schools</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze course and program enrollment to determine future actions Monitor and communicate benefits of advanced course enrollment, CTE Certifications earned, Dual Credit hours earned, AP College Credits earned Middle School College and Career Exploration course implementation Fall 24 At the expense of the district, offer an additional opportunity for students to take the TSIA2 English and Math assessments embedded within a course and administered by teachers of the course.</p> <p>Strategy's Expected Result/Impact: See all 1.1 and 1.2 metrics on district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation Schools</p>	Formative			Summative
	Nov	Feb	May	
<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>				

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.

Evaluation Data Sources: Surveys and input groups

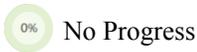
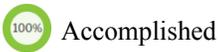
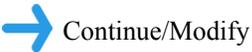
Strategy 1 Details	Reviews			
Strategy 1: Implement recommendations based on student and staff input. Focus group of MS/HS stakeholders to audit existing curriculum and processes to make improvement Formalize advisory completion system Continue to work with campuses to develop a system to track CSW curriculum implementation Strategy's Expected Result/Impact: See 2.1.1 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Schools	Formative			Summative
	Nov	Feb	May	
<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>				

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.

Evaluation Data Sources: Surveys
LISD Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Consider student group feedback and student survey results to address building community and belonging Provide campus administrator with training and resources at INSPIRE and throughout the year at Principal and APU, focused on the One Vision Framework and specifically the Positive Learning Environment components: relationships and belonging, common values and guidelines, and expectations Support 52 campuses in receiving and implementing Safe and Civil reboot training District expectation for all classrooms to implement "treatment agreements" or other classroom procedures and expectations in alignment with the One Vision Framework for positive learning environment (Safe and Civil and Restorative Practices) Focus on building community in the classroom through Restorative Practices and other proactive behavior management practices Develop a LISD Student Leadership Experience Cohort in partnership with community organizations and nonprofits Strategy's Expected Result/Impact: See 2.2.1, 2.2.2, 2.2.3, 2.5.1, 2.5.2, 2.5.4 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Chief of Staff Schools Student Services</p>	Formative			Summative
	Nov	Feb	May	


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.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Through collaboration with campus leaders, create and implement a resource of "Best Practices" of interventions for chronic absenteeism Implement interventions at the time of early indicators for truancy issues at the campus level School Chiefs will partner with Student Services and coach campus leaders on early intervention strategies, with a focus on transition years Provide targeted support to campuses in need of assistance with implementing software Develop materials to educate PreK and Kinder families on the importance of attendance in the learning process</p> <p>Strategy's Expected Result/Impact: See 2.3.1, 2.3.2 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Schools Student Services</p>	Formative			Summative
	Nov	Feb	May	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

Evaluation Data Sources: Safety reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Train students, parents, and staff to implement safety reporting tools Monitor Implementation and trends of LISD K9 Detection Program Ensure new campus admin complete the required FEMA NIMS training Complete and submit Campus Emergency Operation Plans to public safety agencies Monitor Stop It App trends Continue implementation the Guardian program to comply with the new HB3</p> <p>Strategy's Expected Result/Impact: See 2.4.1, 2.4.2, 2.4.3, 2.5.1 , 2.5.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Student Services Schools</p>	Formative			Summative
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<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>				

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.

Evaluation Data Sources: Survey results
 LISD Dashboard
 Eduphoria Strive reports
 Committee report

Strategy 1 Details	Reviews			
<p>Strategy 1: Respond to recommendations from the LISD Student Discipline Leadership Team Establish district level non-negotiables and/or standardized practices for classroom management - Safe and Civil training to create school wide expectations in shared areas and positive behavior techniques District-level review and revision of discipline offense codes to improve value and actionability of discipline data Provide training on positive behavior supports in conjunction with the campus behavior management plans Provide refresher training in Restorative practices to support campus implementation Provide training on Positive Learning Environment/BASE to proactively provide interventions as alternatives to more punitive disciplinary actions. Analyze student group representation at HS level (athletics, fine arts, CTE, ethnic representation, discipline rates of students plugged in) Support campuses is the use of dashboard data to identify a campus behavior goal to include in CIP Review current district policies and procedures with use of personal technology and establish district standards that support learning and reduce distractions</p> <p>Strategy's Expected Result/Impact: See 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.7 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Student Services Schools Campuses</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize LSSPs, Special Ed Counselors, and Behavior Interventions to provide evidence-based MTSS tier 2 small group instruction on social skills and Tier 3 individual behavior interventions to ensure general education students are successful in the general education classroom and to prevent unnecessary Special Education referrals Monitor the implementation fidelity and success of MTSS behavior interventions across LISD campuses. (audit)</p> <p>Strategy's Expected Result/Impact: See 2.5.1, 2.5.2, 2.5.5 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Student Services Schools Campuses</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement adjustments to AP role based on study and recommendations to impact time with students Streamline learning to spread the information throughout the year in order to provide continuous support Analyze data on allocation of responsibilities and establish suggested division of responsibilities to balance workload Support assistant principals on organizing and developing processes to manage workload Streamline processes to include MTSS, 504, and Special Education paperwork in one place</p> <p>Strategy's Expected Result/Impact: See 2.5.6 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Campuses</p>	Formative			Summative
	Nov	Feb	May	
<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>				

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.

Evaluation Data Sources: Finance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize opportunities for revenue and seek additional revenue options. Conduct annual expenditure projection meetings with key departments related to large-scale programs and add trend report of fill rate assumption Quarterly meetings with contracted services to ensure quality of service and efficiency Work with partners to enhance collaboration and donation systems Strategy's Expected Result/Impact: See 3.1.1, 3.1.2, 3.1.3 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Finance Leadership Team Department leaders</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Until increase to the basic allotment, the district will continue to react to the funding from the state in a strategic approach and strategically advocate on behalf of LISD for an equitable school finance funding system Identify budget reduction aligned to Board Guiding Principles Engaging with Community Efficiency Committee to analyze efficiencies and provide recommendations Strategy's Expected Result/Impact: See 3.1.1, 3.1.2, 3.1.3 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Finance Leadership Team</p>	Formative			Summative
	Nov	Feb	May	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

Evaluation Data Sources: Finance dashboard
Finance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a resource to support staff with best practices and quick Q/A Continue to expand annual finance/budget training for campus/department administrators and budget managers Continue to provide resources to educate staff, families, and community through uniformed messaging and UnRapped Videos Redesign the financial dashboard website Regular internal meetings about Bond projects, progress, and oversight Regular ongoing communication with community about Bond progress, including update meetings with One Vision Taskforce</p> <p>Strategy's Expected Result/Impact: See 3.2.1, 3.2.2 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Finance Communications Chief of Staff</p>	Formative			Summative
	Nov	Feb	May	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

Evaluation Data Sources: Finance reports
PEIMS reports
Technology reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide systems that allow data analysis to support identification and measurement of practices to improve efficiency Continue to review purchases to ensure they maximize district funding and meet purchasing guidelines Convene Community Efficiency Committee to study attendance trends and facility efficiencies to bring recommendations to the Board. Continue to evaluate, select, and fully implement admin applications that meet district needs and increase efficiency while maintaining data integrity for TEA submission compliance Continue to evaluate special programs and staffing models through the lens of finance Continue to identify scheduling and coding practices and explore options that lead to increased funding Develop standard operating procedures for all major Human Resources process Increase attendance with PreK and Kinder parent education focus Convene a National Board Certification Cohort for teachers Analyze PK students served in sped funding</p> <p>Strategy's Expected Result/Impact: See 3.3.1 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Finance Accountability and Evaluation, PEIMS Human Resource Chief of Staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Fully implement IMS notification feature with day notices for devices not being utilized and improve processes for withdraw students to collect iPads</p> <p>Monitor device opt in and usage data as new devices are deployed and new filtering and personal device policies change</p> <p>Continue to monitor Cyber score through Fortify Data</p> <p>Continue to improve overall campus and cybersecurity posture using TX Cyber Framework</p> <p>Adjust device on campus average to September 1 - April 30th to provide best snap shot of usage</p> <p>Metric of daily device use to include both on and off campus use into the daily. Adjust the campus report to show 3 layers, on campus, off campus, and combined percentage</p> <p>Modify weekly campus reports to show who accessed the reports</p> <p>Strategy's Expected Result/Impact: See 3.3.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Technology</p>	Formative			Summative
	Nov	Feb	May	
<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>				

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.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a more consistent, mandated role assignment for certain staff positions across the district Redesign Human Resources website to promote benefits for current and future employees Implement new ERP process</p> <p>Strategy's Expected Result/Impact: See 3.4.1, 3.4.2, 3.4.3 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Human Resources Technology Leadership Team</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize feedback to determine strategies to support employees that are not compensation related Further consideration of streamlining special programs paperwork and processes Consider feedback regarding LPAC as part of the MTSS process Continue to engage stakeholders in the problem-solving process to address staff wellbeing and workload Convene solution group to audit processes/programs that are heavy with paperwork and streamline Continue to analyze district-wide initiatives and individual campus needs to ensure alignment and differentiated approach when needed</p> <p>Strategy's Expected Result/Impact: See 3.4.1, 3.4.2, 3.4.3 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Schools Chief of Staff Leadership Team</p>	Formative			Summative
	Nov	Feb	May	
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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).

Evaluation Data Sources: Human Resources Staffing reports
Eduphoria Strive reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with L&T and utilize social media in recruitment efforts Convene a bilingual staffing task force to address challenges Continue to focus on hard to fill areas through a prioritization of staffing and compensation, bilingual Analyze associate teacher feedback to determine barriers and create a system to increase completion rate in obtaining a certification and retention rate in hard-to-fill teaching positions Identify and collaborate with community partners to create donors for scholarships to support recruitment (paras to teachers, coming home stipend, support teaches to get certified) Attend local college student groups and social media campaign to recruit Reimagine Human Resource website and social media channels highlighting staff to promote LISD Continue to support Grow Your Own Program with college partnerships</p> <p>Strategy's Expected Result/Impact: See 4.1.1, 4.1.2, 4.1.3 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Human Resources Schools Learning and Teaching</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Align leadership development and hiring practices to support future leaders Analyze leadership capacity needed moving forward and develop opportunities to build capacity in future leaders on the employee journey</p> <p>Strategy's Expected Result/Impact: See 4.1.4, 4.2.1 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Schools Chief of Staff</p>	Formative			Summative
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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).

Evaluation Data Sources: Human Resources Staff reports
 Survey results
 Input group feedback

Strategy 1 Details	Reviews			
Strategy 1: Analyze results of exit survey and consider themes to address Analyze and respond to Pulse Check results as part of the district and campus response plan Utilize staff engagement groups to gain input and solutions on key topics Explore childcare options for current and future employees Strategy's Expected Result/Impact: See district scorecard 4.2.1, 4.2.2, 4.2.3 for targeted outcomes Staff Responsible for Monitoring: Human Resources Schools Accountability and Evaluation Chief of Staff	Formative			Summative
	Nov	Feb	May	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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).

Evaluation Data Sources: Survey results
 Eduphoria Strive reports
 Input group feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze survey results and consider feedback to address issues with effectiveness and challenges of PL Develop National Board Certification cohort to empower master teachers to connect and grow with others Define SIS roles and required training topics Research PL approach to address current workforce changes</p> <p>Strategy's Expected Result/Impact: See 4.3.1, 4.3.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Chief of Staff Leadership Team</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Intentional development of campus leaders (principals and APs) on the capacities included in the principal profile Maximize professional learning time with campus principals and APs in the development of leadership growth to support campus needs and priorities Review principal learning and content prior to learning sessions - Chief of Schools, School Chiefs and Director of Professional Learning Develop structure to support learning with department leaders to inform and engage in district focus areas and key topics</p> <p>Strategy's Expected Result/Impact: See 4.3.1, 4.3.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Chief of Staff Leadership Team</p>	Formative			Summative
	Nov	Feb	May	
<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>				

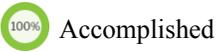
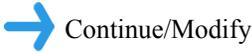
Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

High Priority

Evaluation Data Sources: Survey results
 Communication reports
 Input group feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze and consider staff and parent survey results to address barriers to effective communication Develop advocacy tools aligned with the message Share communication tips with principals and department leaders to increase engagement and share positive stories to create a window into the school Educate campus leaders on the importance of scorecard measures Collaborate with principals on use of BLT and PTA to connect with parents, businesses, and community Expand ambassadors experiences to build capacity and outreach to proactively engage with our elected officials Create The Lewisville Legacy, streamline location for Community Engagement opportunities and Add Informational meetings and events to The Lewisville Legacy Support staff in navigating hot topics in alignment with district board policies Intentional and streamlined communication at the district level - LISD App, Communication Commitments, social media mapping Share stories and celebrate staff recognitions (Recognize Someone, Thank A Teacher)</p> <p>Strategy's Expected Result/Impact: See 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7 on district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Communications Schools Chief of Staff Leadership Team</p>	Formative			Summative
	Nov	Feb	May	
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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.

Evaluation Data Sources: Survey results
Input group feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a campaign with theme for the year Switch from school messenger to Finalsite Analyze and prioritize current surveys to ensure we are receiving feedback on most important topics Create a system to ensure all feedback and survey results are regularly monitored and utilized to guide decisions Create tracking of priorities and response communication plan Implement communication plan when changes are implemented Analyze budget input from staff survey responses to determine future actions Communication plan on ways people can grow as teachers leaders (cohorts, NBCT)</p> <p>Strategy's Expected Result/Impact: See 5.2.1, 5.2.2, 5.2.3 on district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Communications Chief of Staff Leadership Team</p>	Formative			Summative
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Goal 6: Federal and State Mandates

Performance Objective 1: Coordinated Health - School Health Advisory Council (SHAC) Strategies

Evaluation Data Sources: Annual Report to the Board of Trustees

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold regular meetings of the SHAC throughout the school year in alignment with Texas Education Code. Strategy's Expected Result/Impact: Committee membership will reflect diverse perspectives of the community along with district staff to focus on initiatives that are related to student health and well-being. Staff Responsible for Monitoring: Student Services</p>	Formative			Summative
	Nov	Feb	May	
<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>				

Goal 6: Federal and State Mandates

Performance Objective 2: Comprehensive School Counseling Program, Positive Behavior Supports, and Trauma Informed Care

Evaluation Data Sources: Staff training data, local partnerships, counselor data and logs, student assistance counselor data logs, behavior interventionist logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD incorporates and implements trauma informed care practices through:</p> <p>Increasing staff and parent awareness of trauma-informed care by using resources developed by TEA. Counselors are trained on the (Adverse Childhood Experiences Study) ACEs practices which is highlighted as an intervention/awareness practice by TEA.</p> <p>Implementation of trauma-informed practices with Trust Based Relational Intervention (TBRI) and ACES (included in BOY training).</p> <p>Dedicated school counseling staff who are trained in providing support to students experiencing grief and/or in need of trauma support.</p> <p>Training for staff is based on best practice research and evidence based materials. The Substance Abuse and Mental Health Services Administration (SAMSHA) registry is the go to for recommended best practice or evidence-based practice. The Guidance and Counseling team is integrating Trust Based Relational Intervention (TBRI) in all campus counselor training at the local level. This practice does meet the criteria for evidence based.</p> <p>LISD staff receive Mental Health Awareness training. In addition to district partnerships with local resources like MHMR and other ancillary mental health authorities, the district has invested in experts on staff to ensure comprehensive school program and trauma informed care mandates are met.</p> <p>Strategy's Expected Result/Impact: Eduphoria Strive keeps track of professional learning and hours earned by staff in trauma informed care and mental health and wellness learning.</p> <p>Staff Responsible for Monitoring: Schools</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team presents 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 parent notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: Schools</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

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 Discontinue

Goal 6: Federal and State Mandates

Performance Objective 3: Continuous Improvement resulting in equitable access

Evaluation Data Sources: LEAD data, trend walkthrough data, academic data

Strategy 1 Details	Reviews			
<p>Strategy 1: Through Title I Instructional Coaches, build instructional capacity of campus staff in high-need schools through job-embedded professional learning, lesson modeling, data disaggregation, and actionable feedback immediately and onsite, throughout the year.</p> <p>Evaluate and utilize staff model to ensure high quality staff and meet campus needs.</p> <p>Continuous analysis and monitoring of student growth and progress during check ins and PLC progress. Provide interventions and staff training when necessary.</p> <p>Strategy's Expected Result/Impact: Maintain levels of experienced and certified teachers in high-need schools</p> <p>Staff Responsible for Monitoring: Learning & Teaching School Chiefs Human Resources</p>	Formative			Summative
	Nov	Feb	May	
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Goal 6: Federal and State Mandates

Performance Objective 4: Federal and State Program Strategies

Evaluation Data Sources: 2023-2024 Every Student Succeeds Act (ESSA) Application for Federal Funding, other LISD grant applications

Strategy 1 Details	Reviews			
<p>Strategy 1: The Federal Programs administrator (1 FTE, Title I-funded) and secretary (1 FTE, Title I-funded) will support the federal grant programs, and provide services for campuses operating a schoolwide Title I program. The Title I Secondary Math Learning Facilitator (1 FTE, Title I-funded) will provide math support for secondary, Title I campuses (job-embedded coaching and individual support for teachers, support for campus, grade-level, and/or department PLCs, model research-based instructional strategies, etc.). Title I grant support employees (<0.5 temp employees, Title I-funded) will provide program support to the Title I grant program. The Restorative Coach/Student Mentor (<0.5 temp employee, Title I-funded) will support students with the greatest need at campuses that request assistance.</p> <p>All Title I campuses will receive training and regular support from the federal programs administrator, who will attend trainings to ensure that all LISD federal programs are in compliance. Training materials, office supplies, Title I Crate software, travel expenditures, and other administrative costs are expected; approximately \$66,500 in T1 expenditures are anticipated for this initiative.</p> <p>The Title I administrator will ensure that federally required equitable services are provided to participating private/nonprofit schools; approximately \$17,000 in Title I expenditures are anticipated.</p> <p>School attendance areas for Title I funding purposes will use Free or Reduced Lunch eligibility for poverty criteria.</p> <p>Strategy's Expected Result/Impact: Schools with 40% or more of students receiving Free or Reduced Lunch will receive federal funding through the Title I program. All expenditures will be supporting a need identified by a comprehensive needs assessment, supporting a goal in the campus or district improvement plan, necessary and reasonable, evaluated by the end of the grant period, and providing an upgrade to the entire educational program.</p> <p>Staff Responsible for Monitoring: Human Resources</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: The Title II administrator (1 FTE, Title II-funded) will provide professional learning services, district-wide, to support campus staff in growth and practices in alignment with DIP and CIP goals. A review process is in place to ensure that the learning carried out under Title II is aligned with the State academic standards and Title II guidelines. Multiple committees, including the District Advisory Council, the Learning and Teaching leadership team and the school chiefs, discuss and advise on the priorities for Title II fund spending as part of an ongoing process based on data.</p> <p>Federally required equitable services will be provided to participating private/nonprofit schools; approximately \$36,000 in Title II expenditures are anticipated.</p> <p>District initiatives approved for Title II funding support mentor/induction of teachers and principals, recruitment and retainment using teacher leaders, support school climate and address school culture, provide educators with knowledge and skills to enable students to succeed in a well-rounded education to meet the challenging state academic standards. Initiatives include but are not limited to Restorative Practices and Safe and Civil Schools, Professional Learning Communities, recruitment and induction mentors, cultural competence, differentiation and other instructional practices aligned with LISD curriculum to support district and campus goals. Funds are prioritized to serve schools with high needs and areas identified based on needs assessments.</p> <p>Strategy's Expected Result/Impact: Increased professional learning opportunities for Lewisville ISD staff aligned with needs assessment results; decrease in disciplinary occurrences (Restorative, Safe and Civil); increase in staff support based on unique needs (mentors); increase in student learning and increase in collective efficacy with use of data (PLC work)</p> <p>Staff Responsible for Monitoring: Professional Learning, Human Resources</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: The Title III specialists (5 FTE, Title III-funded) will provide services to support students who are identified as English Learners in PEIMS. The Title III secretary (1 FTE, Title III-funded) will provide program support to the Title III grant program.</p> <p>District initiatives for Title III funding include but are not limited to the summer language enrichment programs (SOAR, NISA, Spanish Academies, and other opportunities), and supplemental resources and materials purchased to support English Learners' academic success.</p> <p>Additional funds are allocated to campuses. These funds primarily meet the needs of individual students, by providing resources and materials directly to English Learner classrooms across the district.</p> <p>Estimated Title III, Part A-ELA grant costs are 90% for district initiatives which directly target supporting English Learners based on campus needs as determined by student achievement levels, and 10% for campus-level expenditures targeting individualized needs.</p> <p>Strategy's Expected Result/Impact: Program enrollment and student achievement will reflect language acquisition.</p> <p>Staff Responsible for Monitoring: Learning and Teaching, Human Resources</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: The Title IV program will support the ACE Partnership Plan with CISNT, facilitating the after-school programs at four campuses identified by percentage of students served by the free or reduced lunch program, percentage of students identified as at-risk, and student achievement. Approximately \$72,000 in Title IV expenditures are anticipated for this program. These expenditures specifically target the support of safe and healthy students.</p> <p>Federally required equitable services will be provided to participating private/nonprofit schools; approximately \$24,000 in Title IV expenditures are anticipated.</p> <p>Every STEM Academy will be supported by Title IV funds, including but not limited to the STEM certification process, STEM-specific instructional supplies and materials, and items to support the professional learning of educators who are employed at the STEM academy, specific to STEM-centered instruction and curriculum. Approximately \$254,100 in Title IV expenditures are anticipated for this program. The Title IV facilitator (1 FTE, Title IV-funded) will provide STEM program support and drive the STEM van to elementary campuses that don't currently have STEM enrichment through STEM specials programs or the STEM academy program. These expenditures specifically target the support of well-rounded educational opportunities for students.</p> <p>Strategy's Expected Result/Impact: Campuses with a high population of students who are at-risk of dropping out of school will be provided with after-school opportunities to engage in academic enrichment, and additional activities that are designed to help them meet the state's rigorous standards.</p> <p>STEM Academy teachers will be trained and certified, and the opportunity for Lewisville ISD students to participate in a stem-based education will increase because of additional spots available for students.</p> <p>Staff Responsible for Monitoring: Learning & Teaching, Human Resources</p>	Formative			Summative
	Nov	Feb	May	
Strategy 5 Details	Reviews			
<p>Strategy 5: Lewisville ISD receives additional state and federal funding from other programs, including but not limited to Perkins V, SPED Consolidated (IDEA-B), and TCLAS, programs. These sources of funding provide resources for the district in meeting our goals, and in honoring our promise to students, staff, parents, and the communities we serve - all students are confident, equipped with the knowledge and skills to thrive and adapt for their future.</p> <p>Strategy's Expected Result/Impact: Efficient use of funding to support student needs</p> <p>Staff Responsible for Monitoring: Human Resources, Finance Department</p>	Formative			Summative
	Nov	Feb	May	
<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>				

Goal 6: Federal and State Mandates

Performance Objective 5: Homeless Children and Youth Strategies.

All students served under McKinney-Vento Act will receive identified services as required by law. Services include zero barriers to enrollment and zero out of school suspension or truancy filing due to absences related to McKinney-Vento qualifiers. In addition, students served by the McKinney-Vento Act are eligible for funding support related to needs such as: cost of AP testing and participation in extracurricular activities.

Evaluation Data Sources: free breakfast and lunch program, assistance with materials/uniforms/fees for extracurricular activities to assistance with AP testing fees.

Strategy 1 Details	Reviews			
<p>Strategy 1: Enroll students who seek to enroll and do not have the required enrollment documents. Students are referred to the counselor in order that the counselor can discern if they are entitled to be served under McKinney-Vento. If so, the counselor works to get services set up.</p> <p>Students and families who come to enroll, and disclose a homeless status, are referred to the counselor for wrap-around services to be initiated.</p> <p>Through collaboration with campus admin and attendance clerks, students served by McKinney-Vento who have attendance concerns, are referred to the counselor in order for the counselor to meet with the student and work with the families to overcome any attendance obstacles. Interventions range from individual counseling to connection to community resources.</p> <p>Strategy's Expected Result/Impact: Overall Success Students served through McKinney-Vento work with campuses to ensure their needs are met. This can range from participation in the free breakfast and lunch program, assistance with materials/uniforms/fees for extracurricular activities to assistance with AP testing fees.</p> <p>Staff Responsible for Monitoring: Chiefs of Schools, Counseling and Social Work Department</p>	Formative			Summative
	Nov	Feb	May	

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Goal 6: Federal and State Mandates

Performance Objective 6: Migrant PFS Action Plan

Identify and provide services to migratory students who are failing or at risk of failing to meet the State's content and performance standards, and whose education has been interrupted during the regular school year, with priority

Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.

Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.

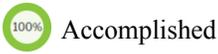
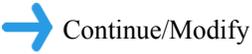
Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Use data to plan the Priority for Services Action Plan and assist the district with supplemental services when not provided by other federal or non-federal programs.

Evaluation Data Sources: activity log, sign in sheets, agenda, contact log

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor the progress of MEP students who are PFS. Monthly, run TX-NGS Priority for Service reports to identify migratory children and youth who require priority access to MEP services. Before the first day of school, develop a PFS action plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p> <p>Strategy's Expected Result/Impact: NGS generated reports signed plan reviewed by ESC MEP staff</p> <p>Staff Responsible for Monitoring: Human Resources, Title Coordinator, MEP</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate the progress and determine needs of PFS migrant students. Provide campus principals and appropriate staff information on Priority of Service criteria and updated TX-NGS Priority for Service reports. Provide parents of PFS students information on the PFS criteria. Make individualized virtual, home, and/or community visits to update parents on the academic progress of their children. During Parent Advisory Council, parents will be invited to communicate feedback to ESC MEP on student needs.</p> <p>Strategy's Expected Result/Impact: Documentation of reports, activity log.</p> <p>Staff Responsible for Monitoring: Human Resources, Title Coordinator</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide services to PFS migrant students. Use PFS reports to give priority placement to these students in migrant education program activities. Ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. Determine what federal, state, or local programs service PFS students. Access to community resources at region Parent Advisory Council meetings Strategy's Expected Result/Impact: Activity logs, sign in sheets. Staff Responsible for Monitoring: Human Resources, Title Coordinator</p>	Formative			Summative
	Nov	Feb	May	


Goal 7: Student Achievement/State Mandated Testing/Address Safeguards

Performance Objective 1: Analyze state mandated testing data to inform accelerated instruction needs for students and address safeguards.

Evaluation Data Sources: CBA's, local tests, STAAR data, TAPR, RDA

Strategy 1 Details	Reviews			
<p>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. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation</p>	Formative			Summative
	Nov	Feb	May	
<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>				

Addendums

LISD Performance Report on Goals

Cornerstone 1: Student Learning

	<i>Key Strategic Measure</i>	<i>Baseline 22-23</i>	<i>23-24 Target</i>	<i>24-25 Target</i>	<i>25-26 Target</i>
1.1.1	Curricular adjustments based on recommendations		Baseline	5 Recs	5 Recs
1.1.2	TREND TARGET- high yield strategy				Baseline
1.1.3	% Reading on level 3rd grade <small>(Istation)</small>	77.8%	78.0%	78.2%	Baseline
1.1.4	% math on level 3rd grade <small>(Istation)</small>	75.7%	76.0%	76.2%	Baseline
1.1.5	College, Career, Military Ready- overall chart <small>(Engaged in a TEA metric)</small>	83.0%	84.0%	84.2%	84.5%
1.1.6	MS enrollment in advanced courses*	69.2%	69.0%	72.0%	75.0%
1.1.7	GPA 2.7 or higher Readiness (LISD Dashboard)-9-11*	69.5%	70.0%	72.0%	75.0%
1.1.8	GPA 2.7 or higher Readiness (LISD Dashboard)-Senior*	73.9%	74.0%	75.0%	76.0%
1.2.1	Readiness (LISD Dashboard)-ES* <small>(Attend, Reading Data)</small>	85.9%	86.5%	87.0%	87.3%
1.2.2	Readiness (LISD Dashboard)-MS* <small>(Attend, Discipline, Grades, Honor Course, etc.)</small>	90.1%	90.2%	90.5%	91.0%
1.2.3	Readiness (LISD Dashboard)-9-11* <small>(Attend, Discipline, Grades, Advanced Course, SAT, ACT, etc.)</small>	90.8%	92.0%	94.0%	95.0%
1.2.4	Readiness (LISD Dashboard)-Senior* <small>(Attend, Discipline, Grades, Advanced Course, SAT, ACT, etc.)</small>	93.3%	93.5%	94.0%	95.0%
1.2.5	Workforce Readiness (LISD Dashboard)-Senior* <small>(Attend, Discipline, CTE, 4 year plan, clubs, etc.)</small>	92.2%	92.2%	92.4%	92.6%
1.2.6	College Readiness (LISD Dashboard)-Senior* <small>(GPA, ACT, SAT, Dual Credit, AP, ect.)</small>	50.0%	52.5%	53.0%	53.5%
1.2.7	Early Warning System- LISD Readiness Dashboard*			Baseline	

Cornerstone 2: Student Experience

	<i>Key Strategic Measure</i>	<i>Baseline 22-23</i>	<i>23-24 Target</i>	<i>24-25 Target</i>	<i>25-26 Target</i>
2.1.1	Adjustment based on recommendations - MS advisory		Baseline	2 Rec	2 Rec
2.2.1	Student comfortable talking to staff**	81.8%	82.0%	83.0%	84.0%
2.2.2	Student experience via parents**	92.9%	93.3%	93.7%	94.0%
2.2.3	Student Engagement: LISD Dashboard and survey*** <small>(Engaged in extracurricular, cocurricular, etc.)</small>	68.0%	75.0%	85.0%	100.0%
2.3.1	% Attendance Rate	94.5%	95.0%	95.3%	95.5%
2.3.2	% of chronic absent students	8.5%	8.0%	7.7%	7.5%
2.4.1	% compliance safety drills	100.0%	100.0%	100.0%	100.0%
2.4.2	% staff completing required safety training	100.0%	100.0%	100.0%	100.0%
2.4.3	% students completing required safety training	100.0%	100.0%	100.0%	100.0%
2.5.1	% pos response Student Survey- environment**	74.7%	75.0%	76.0%	77.0%
2.5.2	% pos response Parent Survey- health and well-being**	92.4%	92.5%	92.7%	93.0%
2.5.3	% of campuses completed initial Restorative Practice Training	98.6%	100.0%		
2.5.4	% of campuses completed refresher Restorative Practice Training		14.0%	28.0%	42.0%
2.5.5	Less than 20% of time on non-counselor duties		Baseline	<20%	<20%
2.5.6	Implement adjustments to AP role based on study recommendations		Baseline	2 Recs	2 Recs
2.5.7	Implement recommendations from Discipline Committee		Baseline	2 Recs	2 Recs

Cornerstone 3: Resource Stewardship					
	Key Strategic Measure	Baseline 22-23	23-24 Target	24-25 Target	25-26 Target
3.1.1	Fund Balance- meeting board policy	25% of audited exp	Meet CE Local	Meet CE Local	Meet CE Local
3.1.2	Achieve balance budget over 3 years	<2%	<1.5%	<1.5%	<1%
3.1.3	Earn finance stability indicators	earn 7	7	7	7
3.2.1	Financial Dashboard visits	1723	1895	1990	2090
3.2.2	Increase finance related comm efforts across all platforms	11	13	13	13
3.3.1	Increase district entitlement funds: Finding and actions	N/A	1 Rec	1 Rec	1 Rec
3.3.2	Increase % of students using their 1:X device	87.5%	88.0%	89.0%	90.0%
3.4.1	Streamline district initiatives (current and new) -Budget Impact -Workload impact		Refer to: 3.1.2 3.4.2	3 Recs	3 Recs
3.4.2	Staff survey: well-being category**	78.5%	80.0%	80.5%	81.0%
3.4.3	Staff Survey: paperwork**	52.0%	53.0%	55.0%	57.0%
4.1.1	Increase % certified staff	99.1%	99.3%	99.6%	99.8%
4.1.2	Decrease number of open positions	107	90	70	50
4.1.3	Increase recruitment opp- w/ focus on diversity	37	39	20	25
4.1.4	Increase participants in leadership programs	68	136	800	1000
4.2.1	Remain w/i top 25% of market group- turnover	#1	1-5	1-5	1-5
4.2.2	Staff survey: increase opp. for involved in decision**	60.0%	61.0%	62.0%	63.0%
4.2.3	Increase retention rate of hard to fill areas	30	35	96%	98%
4.3.1	Survey on Prof Learn: quality and impact		Baseline (94.5%)	>90%	>90%
4.3.2	Staff Survey: effective training**	86.9%	87.1%	87.3%	87.5%
Goal 5: Community Engagement					
	Key Strategic Measure	Baseline 22-23	23-24 Target	24-25 Target	25-26 Target
5.1.1	Staff survey Communication Category **	77.0%	77.5%	78.0%	78.5%
5.1.2	Parent survey Communication**	92.2%	92.3%	92.4%	92.6%
5.1.3	Increase Recognize SomeONE submissions	1519	1670	6500	6500
5.1.4	Exceed the industry standard open rate (28%) for Superintendent Newsletters by target specified	20%	20%	20%	20%
5.1.5	% of campuses using SMORE for principal newsletter communications	79.1%	85.0%	92.0%	100%
5.1.6	Increase overall LISD social media engagement (FB&Twitter)	12.0%	12.1%	12.2%	12.3%
5.1.7	% pos response Student Survey- Connected**		Baseline (82.9%)	84%	85%
5.2.1	Staff survey on Positive Change**	54.5%	60.0%	65.0%	70.0%
5.2.2	Implement recommendations from feedback		Baseline	5 recs	5 recs
5.2.3	Increase customer satisfaction	94.0%	94.2%	94.4%	94.6%
Report Only					
	Annual Reports as indicated in Board Year at a Glance (CTE, GT, BI/ESL...)				
	Program Evaluation Cycle (Stem, PK, AVID...)				
	*Edugence				
	**Qualtrics				

Board Outcome Goal- District: 3rd Grade Istation Reading Goal

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in the table below by June 2024.

Closing the Gaps Student Groups Yearly Targets

	All Students	AA	H	W	As	2+	Sp. Ed.	Eco. Dis.	EB
2024	78.0%	71.0%	78.0%	82.0%	90.0%	86.0%	78.0%	75.0%	75.0%
2025	78.2%	73.0%	78.2%	82.1%	90.1%	86.1%	78.2%	76.0%	76.0%
2026*	78.5%	75.5%	78.5%	82.3%	90.3%	86.3%	78.5%	76.8%	77.1%
2027*	78.7%	78.0%	78.7%	82.4%	90.4%	86.4%	78.7%	78.0%	78.2%
2028*	79.0%	79.0%	79.0%	82.5%	90.5%	86.5%	79.0%	79.0%	79.0%

Board Outcome Goal- District: 3rd Grade Istation Math Goal

Early Childhood Math Board Outcome Goal- Istation Math

The percent of 3rd grade students that score 494 or higher on Istation Math or achieve goals set in IEP's in mathematics will increase according to targets for each student group as shown in the table below by June 2024.

Closing the Gaps Student Groups Yearly Targets

	All Students	AA	H	W	As	2+	Spec. Ed.	Eco. Dis.	EB
2024	76.0%	74.0%	75.0%	83.0%	87.0%	76.0%	70.0%	73.0%	70.0%
2025	76.2%	75.0%	75.5%	83.1%	87.1%	76.2%	72.0%	74.0%	72.0%
2026*	76.5%	76.0%	76.0%	83.3%	87.3%	76.5%	73.5%	75.0%	73.5%
2027*	76.7%	77.0%	76.5%	83.4%	87.4%	76.7%	75.0%	76.0%	75.0%
2028*	77.0%	77.0%	77.0%	83.5%	87.5%	77.0%	77.0%	77.0%	77.0%

Board Outcome Goal- District: CCMR Goal

CCMR Board Outcome Goal Option 3

The percentage of graduates that engage in CCMR related indicators will increase according to targets for each student group as shown in the table below by June 2024.

Closing the Gaps Student Groups Yearly Targets

	All Students	AA	H	W	As	2+	Sped Ed	Eco. Dis.	Special Ed (Former)	EB	Cont. Enrolled	Not Cont. Enrolled
2024	84.0%	82.0%	78.0%	90.0%	95.0%	84.0%	70.0%	80.0%	84.0%	70.0%	89.0%	75.0%
2025	84.2%	83.0%	79.0%	90.1%	95.1%	84.2%	71.0%	81.0%	84.2%	71.0%	89.1%	76.0%
2026	84.5%	84.0%	80.5%	90.3%	95.3%	84.5%	72.5%	82.5%	84.5%	72.5%	89.3%	77.5%
2027	84.8%	84.5%	82.0%	90.4%	95.4%	84.8%	74.0%	84.0%	84.8%	74.0%	89.4%	79.0%
2028	85.0%	85.0%	83.0%	90.5%	95.5%	85.0%	75.0%	85.0%	85.0%	75.0%	89.5%	80.0%

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832