Agenda of Regular Meeting

The Board of Trustees
Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held October 19, 2026, beginning at 6:00 PM in the Little Elm ISD Administration Building.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068.
2. Introduction and Roll Call
3. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
4. The Board will recess into Closed Meeting in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072 & 551.074. The Board and Superintendent will discuss:
    A. Conduct Quarterly Evaluation of Superintendent
    B. Personnel
    C. Land
5. Pledge of Allegiance
6. Invocation
7. Superintendent Spotlight
    A. LEaders of the Pack
    Presenter: Renee Pentecost
    B. Principals Recognition
    Presenter: Cecelia Jones
    C. Students of the Month
    Presenter: Donnie Bartlett
8. Reports of the Superintendent
9. Action Items
    A. Discuss and consider approval of Targeted Support and Intervention Plan for Hackberry Elementary 4
    Presenter: Jason Evans
    B. Discuss and consider approval of Targeted Support and Intervention Plan for Walker Middle School 11
    Presenter: Jason Evans
    C. Discuss and consider approval of the Targeted Support and Intervention Plan for Brent Elementary 16
    Presenter: Jason Evans

D. Discuss and consider approval of Targeted Support and Intervention Plan for Little Elm Elementary 22
Presenter: Jason Evans
E. Discuss and consider approval of the Turnaround Action Plan for School Improvement 27
Presenter: Jason Evans
F. Discuss and consider approval of the Local Improvement Plan for Brent Elementary 82
Presenter: Karie Kuster
G. Discuss and consider approval of Local Improvement Plan for Hackberry Elementary 88
Presenter: Cyndy Mika
H. Discuss and consider approval of Annual Financial Report for the Year Ending June 30, 2026 95
Presenter: Jesse Wyse
10. Consent Agenda
A. Discuss and consider approval of Team of 8 Training Meeting Minutes - 9/14/2026 98
Presenter: Sonia S. Flores
B. Discuss and consider approval of Public Hearing Meeting Minutes - 9/21/2026 100
Presenter: Sonia S. Flores
C. Discuss and consider approval of Regular Meeting Minutes - 9/21/2026 102
Presenter: Sonia S. Flores
D. Discuss and consider approval of Maximum Class Size Exemptions - Class Size Waivers 111
Presenter: Asheley Brown
E. Discuss and consider approval of 2026-2027 Campus Improvement Plans 113
Presenter: Dr. Penny Tramel
F. Discuss and consider approval of Update Policy CFB (LOCAL) 551
Presenter: Jesse Wyse
G. Discuss and consider approval of 2026 Tax Roll 554
Presenter: Jesse Wyse
H. Discuss and consider approval of Little Elm ISD Expenditures over $100K Summary Report 557
Presenter: Jesse Wyse
I. Discuss and consider approval of Financial Reports - August 2026 559
Presenter: Jesse Wyse
J. Discuss and consider approval of SB13 Acquisition of Library Books 574
Presenter: Dr. Penny Tramel
11. Board President Comments
Presenter: Mary Watkins
12. Board Comments
13. Superintendent Comments
14. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may

conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
551.084	Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

_____
Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

_____
Sonia S. Flores

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda Item** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**TARGETED SUPPORT AND INTERVENTION PLAN FOR HACKBERRY ELEMENTARY**
Presenter or Contact Person:	Jason Evans, Director for Accountability, Assessment and Federal Programs
Policy	TEC §7.028; TEC §39A.063; 19 TAC §97.1061
Strategic Plan Goal:	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students; Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Summary:	School districts are required to locally house and approve Targeted Support and Intervention plans which address Federal requirements for accountability. Little Elm ISD is submitting a federal plan for Hackberry Elementary.
Financial Implications:	No financial information is included in this report.
Attachments:	Targeted Support and Intervention Plan for Hackberry Elementary
Recommendation:	**The Administration recommends the Board approve the required TSI plan required by the Texas Education Code TEC §7.028; TEC §39A.063; 19 TAC §97.1061 for Hackberry Elementary.**
Motion:	**I move the Board approve the required Targeted Support and Intervention plan required by the Texas Education Code §7.028; §39A.063; 19 TAC §97.1061 for Hackberry Elementary.**

Little Elm Independent School District

Hackberry Elementary Targeted Support 2026-2027

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) *	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	**0**	**0**	**-**	**1**	**-**	**0**	**2**	**1**	**3**	**-**	**1**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	2	-	2	-	3	3	3	0	3	3
2025	3	3	2	-	2	-	3	3	3	1	4	3
2026	3	3	0	-	0	-	0	0	0	1	-	3
Academic Achievement Status: Mathematics												
2024	3	2	0	-	2	-	3	1	1	0	3	2
2025	3	0	2	-	1	-	0	0	0	0	3	0
2026	3	1	0	-	0	-	0	0	0	2	-	0
Academic Growth Status: RLA												
2024	3	3	3	-	3	-	-	3	3	3	-	3
2025	3	3	3	-	3	-	-	3	3	3	-	3
2026	0	0	3	-	-	-	-	0	0	0	-	0
Academic Growth Status: Mathematics												
2024	0	0	0	-	3	-	-	0	0	0	-	0
2025	0	0	2	-	0	-	-	0	0	0	0	0
2026	2	2	0	-	-	-	-	2	2	1	-	2
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	3	2	0	-	1	-	1	0	0	0	3	0
2025	3	0	2	-	0	-	3	1	2	1	3	1
2026	3	0	0	-	0	-	0	0	0	1	-	0
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									0			

	Demographic
	Special Education
Category 1	Reading at Meets
Category 2	Math Growth
Category 3	STAAR Component
Others to Watch	NA
Others to Watch	NA

****To remove the Targeted Support and Improvement identification for Hackberry Elementary, the following scores are needed for Closing the Gaps (Domain 3) for each of the above categories.**
****Only ONE goal of the three must be met for each demographic to remove the group from sanctions.**

GOALS

Demographic	Reading Meets Goal	Math Growth Goal	STAAR Component
Special Education	*26%(currently 23%)*	*58%(currently 49%)*	*23(currently 21)*

Targeted Assistance Needs and Root Cause Analysis:

1. Special Education student performance in meeting the Meets Performance Level in reading.
2. Special Education student performance in math growth.
3. Special Education student performance in meeting the goal score in the Student Success domain.

- Root Cause 1: Students receiving Special Education services do not consistently have access to rigorous, grade-level Tier I instruction. The CLT identified that students are sometimes pulled from general education during critical portions of Tier I instruction, including direct teaching, which can create additional gaps in grade-level learning. There is also an inconsistent understanding that students receiving Special Education services are general education students first and that both general and special education teachers share responsibility for their academic progress.
- Root Cause 2: General Education and Special Education collaboration, inclusion practices, and implementation of accommodations are inconsistent. The CLT identified limited collaborative planning between general and Special Education teachers, ineffective use of inclusion support, and inconsistent implementation of accommodations. Teachers need greater clarity regarding allowable accommodations, how to scaffold accommodations appropriately, and how to teach students to independently use accommodations during classroom instruction and appropriate assessment environments.
- Root Cause 3: Systems for diagnosing skill gaps, providing targeted intervention, and monitoring the individual progress of Special Education students are not sufficiently systematic. The CLT identified difficulty diagnosing foundational gaps, particularly in grades 3-5, and a need for stronger systems for grouping students based on diagnostic information. Individual Special Education student performance must be monitored across

Tier I instruction, intervention, MAP, CSA/CFA, and other formative measures so instructional adjustments occur before STAAR.

Goals:

1. Special Education student performance in meeting the Meets Performance Level in reading will be 26%.
2. Special Education student performance in math growth will be 58%.
3. Special Education student performance in meeting the goal score in the Student Success domain will be 23.

Progress Monitoring:

1. MAP Growth for Math, Science and ELAR will be used to monitor student progress.
2. CSA/CFA will be used to monitor student progress.
3. Strategic groupings will be made for tutoring.
4. Individual student performance will be tracked
5. LIFT grant walks and implementation will drive feedback for teachers and administrators.

Campus Improvement Team

1. Principal Dr. Cyndy Mika
2. Assistant Principal Mariza Escamilla
3. Jill Armstrong. SPED Teacher
4. Gloria Holt, Math Teacher 3rd Grade
5. Derek Muck, RLA Teacher 5th Grade
6. Sarah Romig, Science and Social Studies Teacher 5th Grade
7. Mary Lopez, Dual language Teacher 4th Grade
8. Jennifer Ice, Counselor
9. Ellen Rogers, Reading Specialist
10. Darcie Brodsky, Math and Science Specialist

Data Monitoring Timeline

September 16, 2026
November 10, 2026
January 4 2027
March 9, 2027

Little Elm Independent School District

Action Items

1. Identify each Special Education student contributing to the Targeted Support indicators and create an individual student tracker that includes grade level, Reading performance level, Math growth status, STAAR component status, IEP goals, accommodations, MAP performance/growth, CSA/CFA results, and other relevant formative data.
2. Establish individual growth and achievement targets for identified Special Education students. Determine the students and raw numbers needed to reach the campus targets of 26% Reading Meets, 58% Math Growth, and a STAAR component score of 23, while maintaining a focus on meaningful academic growth for every Special Education student.
3. Strengthen collaboration between General Education and Special Education teachers. Provide structured opportunities for teachers to review student performance, IEP goals, accommodations, upcoming grade-level instruction, misconceptions, and instructional needs. General and Special Education teachers will share responsibility for monitoring student progress.
4. Ensure accommodations are understood, implemented with fidelity, and used independently by students. Teachers will review each student's current accommodations and explicitly teach students how and when to use applicable supports during daily instruction and appropriate online assessment environments. Walkthroughs and student work will be used to monitor implementation.
5. Use diagnostic and progress-monitoring data to provide targeted Reading and Math intervention. MAP, CSA/CFA, classroom assessments, student work, STAAR, IEP progress, and diagnostic measures will be used to identify specific unfinished learning and create flexible intervention groups. Groups and instructional responses will change based on demonstrated student progress.
6. Analyze Special Education student performance during PLCs following each major assessment cycle. Teams will identify TEKS and skill gaps, examine student work, identify misconceptions, and determine specific Tier I instructional responses, reteach, intervention, and extension. Progress will be reviewed at the individual-student level rather than relying only on overall Special Education percentages.
7. Use instructional walkthroughs and feedback cycles to monitor rigorous Tier I instruction, inclusion practices, differentiation, accommodations, student engagement, and evidence that Special Education students are accessing grade-level learning. Walkthrough trends will inform teacher feedback, PLC support, and professional learning.
8. Conduct scheduled Targeted Assistance data reviews with the Campus Improvement Team. At each monitoring point, review each identified student's Reading achievement, Math growth, STAAR component trajectory, MAP growth, CSA/CFA performance, intervention response, and progress toward IEP goals. Adjust instruction, intervention, service delivery, grouping, accommodations, or professional support when students are not demonstrating expected progress.



Little Elm
Independent School District

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda Item** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**TARGETED SUPPORT AND INTERVENTION PLAN FOR WALKER MIDDLE SCHOOL**
Presenter or Contact Person:	Jason Evans, Director for Accountability, Assessment and Federal Programs
Policy	TEC §7.028; TEC §39A.063; 19 TAC §97.1061
Strategic Plan Goal:	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students; Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Summary:	School districts are required to locally house and approve Targeted Support and Intervention plans which address Federal requirements for accountability. Little Elm ISD is submitting a federal plan for Walker Middle School.
Financial Implications:	No financial information is included in this report.
Attachments:	Targeted Support and Intervention Plan for Walker Middle School
Recommendation:	**The Administration recommends the Board approve the required TSI plan required by the Texas Education Code TEC §7.028; TEC §39A.063; 19 TAC §97.1061 for Walker Middle School.**
Motion:	**I move the Board approve the required Targeted Support and Intervention plan required by the Texas Education Code §7.028; §39A.063; 19 TAC §97.1061 for Walker Middle School.**

Little Elm Independent School District

Walker Targeted Support
2026-2027

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) *	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	3	2	-	0	-	2	3	3	0	0	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	3	-	3	-	3	3	3	3	4	3
2025	3	3	3	-	4	-	3	3	3	3	3	3
2026	3	3	3	-	4	-	3	3	3	3	3	3
Academic Achievement Status: Mathematics												
2024	2	0	0	-	3	-	0	0	0	3	0	0
2025	0	0	0	-	0	-	0	0	0	0	0	0
2026	0	0	1	-	1	-	0	0	0	1	3	1
Academic Growth Status: RLA												
2024	3	3	2	-	3	-	3	3	0	3	3	3
2025	3	3	3	-	3	-	3	3	3	3	3	3
2026	3	3	3	-	4	-	3	3	3	3	3	3
Academic Growth Status: Mathematics												
2024	0	0	0	-	0	-	0	0	0	3	0	0
2025	1	0	2	-	2	-	2	0	0	3	3	0
2026	0	1	0	-	2	-	0	1	1	0	3	1
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	3	0	0	-	2	-	0	0	0	3	3	0
2025	0	0	1	-	3	-	0	0	0	0	3	0
2026	1	1	1	-	3	-	0	1	1	3	3	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									2			
2025									3			
2026									0			

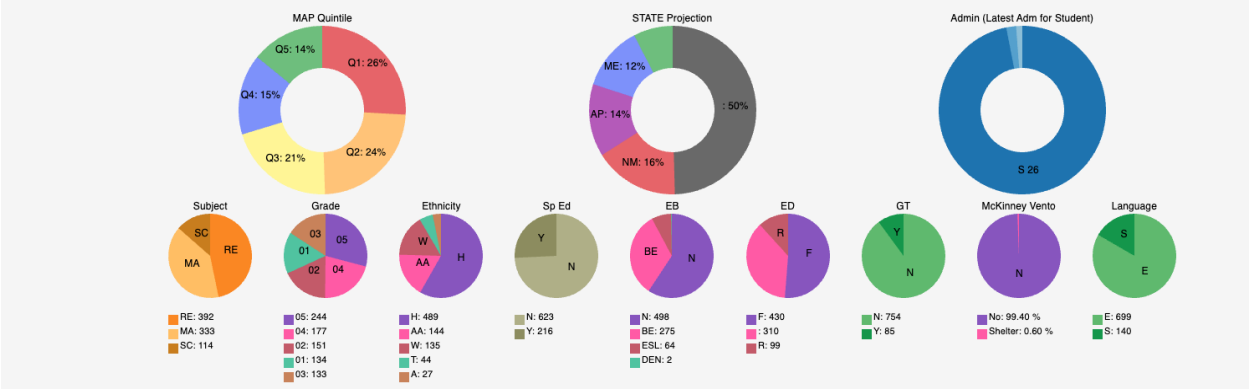
	Demographic	**Demographic**	**Demographic**	**Demographic**
	Hispanic	Econ Disadv	EB(current and monitored)	Continuously Enrolled
Category 1	Math @ Meets(6-8)	Math @ Meets(6-8)	Math @ Meets(6-8)	Math @ Meets (6-8)
Category 2	Math Growth(6-8)	Math Growth(6-8)	Math Growth(6-8)	Math Growth(6-8)
Category 3	STAAR Component(Domain 1 Score-All Tests)	STAAR Component(Domain 1 Score-All Tests)	STAAR Component(Domain 1 Score-All Tests)	STAAR Component(Domain 1 Score-All Tests)
Others to Watch	NA	NA	NA	NA

****To remove the Targeted Support and Improvement identification for Walker Middle School, the following scores are needed for Closing the Gaps (Domain 3) for each of the above categories.**
****Only ONE goal of the three must be met for each demographic to remove the group from sanctions.**

Demographic	Math Meets	Math Growth	STAAR Component
Hispanic	*37% (currently at 25%)*	*64%(currently at 57%)*	*41(currently at 34)*
Econ Disadv	*34%(currently at 22%)*	*62%(currently at 56%)*	*38(currently at 32)*
EB	*35%(currently at 22%)*	*62%(currently at 58%)*	*37(currently at 32)*
Continuously Enrolled	*49%)currently at 39%)*	*67%(currently at 62%)*	*48(currently at 47)*

How to Track the Data

1. In Edugence, select MAP from the left wall. Choose the year, subject, and grade and then select Analysis. This will allow you to filter by demographics and see names.



2. In Edugence, select Dist Asmt from the left wall. Choose the filters, and then select the reports for Students-Ethnicity and Students-Groups.
3. Use these reports for tracking growth in Edugence.

Targeted Assistance Need:

1. EB student performance in meeting the Meets Performance Level in Math.
2. EB student performance in math growth.
3. EB student performance in meeting the goal score in the Student Success domain.
4. Hispanic student performance in meeting the Meets Performance Level in Math.
5. Hispanic student performance in math growth.
6. Hispanic student performance in meeting the goal score in the Student Success domain will be 41.
7. Economically Disadvantaged student performance in meeting the Meets Performance Level in Math.
8. Economically Disadvantaged student performance in math growth.
9. Economically Disadvantaged student performance in meeting the goal score in the Student Success domain.
10. Continuously Enrolled student performance in meeting the Meets Performance Level in Math.
11. Continuously Enrolled student performance in math growth.
12. Continuously Enrolled student performance in meeting the goal score in the Student Success domain.

Goals:

1. EB student performance in meeting the Meets Performance Level in Math will be 35%.
2. EB student performance in math growth will be 62%.
3. EB student performance in meeting the goal score in the Student Success domain will be 37.
4. Hispanic student performance in meeting the Meets Performance Level in Math will be 37%.
5. Hispanic student performance in math growth will be 64%
6. Hispanic student performance in meeting the goal score in the Student Success domain will be 41.
7. Economically Disadvantaged student performance in meeting the Meets Performance Level in Math will be 34%.
8. Economically Disadvantaged student performance in math growth will be 62%.
9. Economically Disadvantaged student performance in meeting the goal score in the Student Success domain will be 38.
10. Continuously Enrolled student performance in meeting the Meets Performance Level in Math will be 49%
11. Continuously Enrolled student performance in math growth will be 67%.
12. Continuously Enrolled student performance in meeting the goal score in the Student Success domain will be 47.

Progress Monitoring:

1. MAP Growth for Math, Science and ELAR will be used to monitor student progress.
2. CSA/CFA will be used to monitor student progress.
3. Strategic groupings will be made for tutoring.
4. Individual student performance will be tracked
5. LIFT grant walks and implementation will drive feedback for teachers and administrators.

<u>Campus Improvement Team</u>

1. **Principal- Tiffany Brown**
2. **Assistant Principal- Watson Robinson**
3. **EB Support- Lindsay Milnor**
4. **Laura Ballenger - Math**
5. **Christy Giles- English**
6. **Deborah Kirby- Science**
7. **Bailey Haeussler- Social Studies**

Data Monitoring Timeline

September 29, 2026
November 10, 2026
January 20, 2026
March 10, 2026

Action Items

1. **Identify the students by name and grade level in each category**
2. **Share the names with the teachers**
3. **Know the raw numbers that will reach the needed percentage**
4. **Track the raw numbers and percentages with the team and with the teacher of record.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda Item** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**TARGETED SUPPORT AND INTERVENTION PLAN FOR BRENT ELEMENTARY**
Presenter or Contact Person:	Jason Evans, Director for Accountability, Assessment and Federal Programs
Policy	TEC §7.028; TEC §39A.063; 19 TAC §97.1061
Strategic Plan Goal:	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students; Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Summary:	School districts are required to locally house and approve Targeted Support and Intervention plans which address Federal requirements for accountability. Little Elm ISD is submitting a federal plan for Brent Elementary.
Financial Implications:	No financial information is included in this report.
Attachments:	Targeted Support and Intervention Plan for Brent Elementary
Recommendation:	**The Administration recommends the Board approve the required TSI plan required by the Texas Education Code TEC §7.028; TEC §39A.063; 19 TAC §97.1061 for Brent Elementary.**
Motion:	**I move the Board approve the required Targeted Support and Intervention plan required by the Texas Education Code §7.028; §39A.063; 19 TAC §97.1061 for Brent Elementary.**

Brent Elementary Targeted Support
2026-2027

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) *	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	3	1	-	-	-	0	3	3	1	-	1
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	0	3	-	-	-	3	3	0	2	-	3
2025	3	3	3	-	-	-	3	3	3	0	3	3
2026	3	3	0	-	-	-	3	3	3	0	-	3
Academic Achievement Status: Mathematics												
2024	0	0	3	-	-	-	0	0	0	2	-	3
2025	3	0	3	-	-	-	3	0	0	0	3	0
2026	0	0	0	-	-	-	3	0	1	0	-	0
Academic Growth Status: RLA												
2024	3	3	3	-	-	-	3	3	0	3	-	3
2025	3	3	3	-	-	-	4	3	3	3	-	3
2026	3	0	0	-	-	-	-	3	0	0	-	0
Academic Growth Status: Mathematics												
2024	3	0	0	-	-	-	0	0	0	0	-	0
2025	0	0	0	-	-	-	4	0	0	0	-	0
2026	0	1	0	-	-	-	-	0	1	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	3	0	0	-	3	-	3	0	0	2	3	3
2025	3	1	3	-	0	-	3	0	0	1	3	3
2026	0	0	0	-	3	-	3	0	1	0	4	0
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

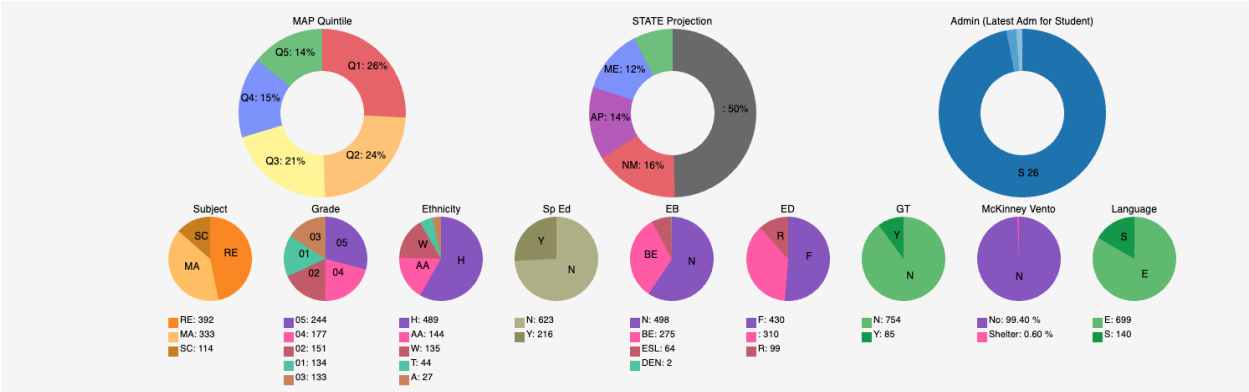
	Demographic	**Demographic**	**Demographic**	
	Hispanic	Econ Disadv	EB(current and monitored)	
Category 1	Math @ Meets(3-5)	Math @ Meets(3-5)	Math @ Meets(3-5)	
Category 2	Math Growth(4-5)	Math Growth(4-5)	Math Growth(4-5)	
Category 3	STAAR Component(Domain 1 Score-All Tests)	STAAR Component(Domain 1 Score-All Tests)	STAAR Component(Domain 1 Score-All Tests)	
Others to Watch	NA	NA	NA	

****To remove the Targeted Support and Improvement identification for Brent Elementary, the following scores are needed for Closing the Gaps (Domain 3) for each of the above categories.**
****Only ONE goal of the three must be met for each demographic to remove the group from sanctions.**

Demographic	Math Meets	Math Growth	STAAR Component
Hispanic	*44% (currently at 36%)*	*66%(currently at 54%)*	*41(currently at 37)*
Econ Disadv	*40%(currently at 29%)*	*60%(currently at 44%)*	*38(currently at 32)*
EB	*44%(currently at 33%)*	*67%(currently at 55%)*	*37(currently at 36)*

How to Track the Data

1. In Edugence, select MAP from the left wall. Choose the year, subject, and grade and then select Analysis. This will allow you to filter by demographics and see names.



2. In Edugence, select Dist Asmt from the left wall. Choose the filters, and then select the reports for Students-Ethnicity and Students-Groups.
3. Use these reports for tracking growth in Edugence.

Targeted Assistance Need:

1. EB student performance in meeting the Meets Performance Level in Math.
2. EB student performance in math growth.
3. EB student performance in meeting the goal score in the Student Success domain.
4. Hispanic student performance in meeting the Meets Performance Level in Math.
5. Hispanic student performance in math growth.
6. Hispanic student performance in meeting the goal score in the Student Success domain will be 41.
7. Economically Disadvantaged student performance in meeting the Meets Performance Level in Math.
8. Economically Disadvantaged student performance in math growth.
9. Economically Disadvantaged student performance in meeting the goal score in the Student Success domain.

Goals:

1. EB student performance in meeting the Meets Performance Level in Math will be 44%.
2. EB student performance in math growth will be 67%.
3. EB student performance in meeting the goal score in the Student Success domain will be 37.
4. Hispanic student performance in meeting the Meets Performance Level in Math will be 44%.
5. Hispanic student performance in math growth will be 66%
6. Hispanic student performance in meeting the goal score in the Student Success domain will be 41.
7. Economically Disadvantaged student performance in meeting the Meets Performance Level in Math will be 40%.
8. Economically Disadvantaged student performance in math growth will be 60%.
9. Economically Disadvantaged student performance in meeting the goal score in the Student Success domain will be 38.

Progress Monitoring:

1. MAP Growth for Math, Science and ELAR will be used to monitor student progress.
2. CSA/CFA will be used to monitor student progress.
3. Strategic groupings will be made for tutoring.
4. Individual formative student performance will be tracked via All In Learning.

5. LIFT grant walks and implementation will drive feedback for teachers and administrators.

Campus Improvement Team

1. **Principal- Karie Kuster**
2. **Assistant Principal- Elizabeth Martinez**
3. **EB Support- Alicia Jackson**
4. **Teacher 1 Math- Jordan Scott**
5. **Teacher 2 ELAR- Jessica Robinson**
6. **Teacher 3 Science- Jose Viloria**
7. **Specialist Math- Richard Mendez**
8. **Reading Specialist- Kate Norburg**

Data Monitoring Timeline

1. **October 20, 2026**
2. **November 10, 2026**
3. **January 19, 2027**
4. **February 16, 2027**
5. **March 23, 2027**

Action Items

1. **Identify the students by name and grade level in each category**
2. **Share the names with the teachers**
3. **Know the raw numbers that will reach the needed percentage**
4. **Track the raw numbers and percentages with the team and with the teacher of record**
5. **Teachers in K-5 will have focus students counting in these categories and during PLC time will track progress.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda Item** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**TARGETED SUPPORT AND INTERVENTION PLAN FOR LITTLE ELM ELEMENTARY**
Presenter or Contact Person:	Jason Evans, Director for Accountability, Assessment and Federal Programs
Policy	TEC §7.028; TEC §39A.063; 19 TAC §97.1061
Strategic Plan Goal:	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students; Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Summary:	School districts are required to locally house and approve Targeted Support and Intervention plans which address Federal requirements for accountability. Little Elm ISD is submitting a federal plan for Little Elm Elementary.
Financial Implications:	No financial information is included in this report.
Attachments:	Targeted Support and Intervention Plan for Little Elm Elementary
Recommendation:	**The Administration recommends the Board approve the required TSI plan required by the Texas Education Code TEC §7.028; TEC §39A.063; 19 TAC §97.1061 for Little Elm Elementary**
Motion:	**I move the Board approve the required Targeted Support and Intervention plan required by the Texas Education Code §7.028; §39A.063; 19 TAC §97.1061 for Little Elm Elementary.**

Little Elm Elementary Targeted Support 2026-2027

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) *	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	2	1	1	-	-	-	2	2	2	2	-	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	1	2	1	-	-	-	3	0	0	1	-	2
2025	2	3	2	-	-	-	0	2	3	2	-	3
2026	3	3	1	-	3	-	0	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	2	2	0	-	-	-	0	1	0	1	-	1
2025	0	0	2	-	-	-	0	1	0	0	-	1
2026	1	1	0	-	0	-	0	0	1	1	-	0
Academic Growth Status: RLA												
2024	3	3	3	-	-	-	-	3	3	3	-	3
2025	0	3	3	-	-	-	-	0	3	0	-	0
2026	3	3	3	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	1	1	0	-	-	-	-	2	1	0	-	1
2025	1	0	2	-	-	-	-	0	0	1	-	1
2026	1	0	0	-	-	-	-	0	1	1	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	1	1	0	-	1	-	1	0	0	0	0	0
2025	0	2	1	-	0	-	0	1	2	0	3	1
2026	1	0	0	-	1	-	0	1	0	3	0	0
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									0			
2026									4			

	Demographic
	Continuously Enrolled
Category 1	Math at Meets
Category 2	Math Growth
Category 3	STAAR Component
Others to Watch	NA
Others to Watch	NA

****To remove the Targeted Support and Improvement identification for Little Elm Elementary, the following scores are needed for Closing the Gaps (Domain 3) for each of the above categories.**

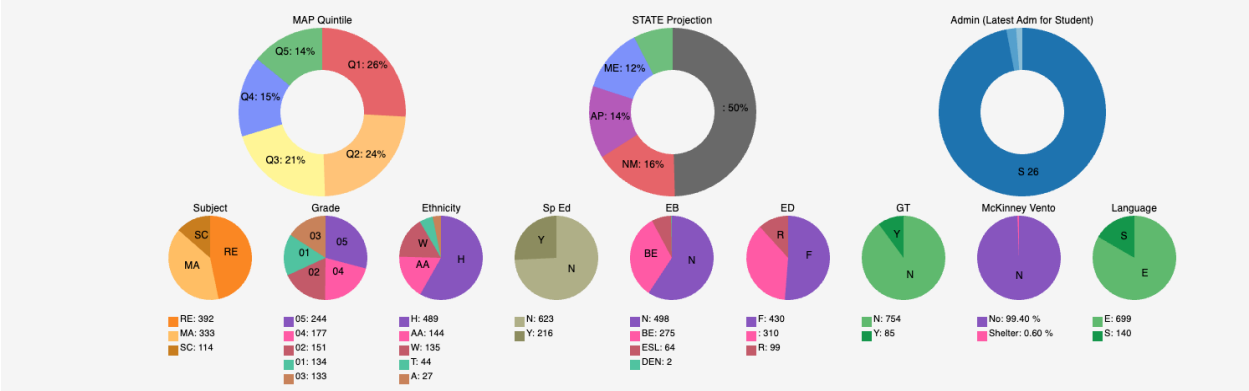
****Only ONE goal of the three must be met for each demographic to remove the group from sanctions.**

GOALS

Demographic	Math Meets Goal	Math Growth Goal	STAAR Component
Continuously Enrolled	*46%(currently 32%)*	*64%(currently 49%)*	*48(currently 40)*

How to Track the Data

1. In Edugence, select MAP from the left wall. Choose the year, subject, and grade and then select Analysis. This will allow you to filter by demographics and see names.



2. In Edugence, select Dist Asmt from the left wall. Choose the filters, and then select the reports for Students-Ethnicity and Students-Groups.
3. Use these reports for tracking growth in Edugence.

Targeted Assistance Need:

1. Continuously Enrolled student performance in meeting the Meets Performance Level in math.
2. Continuously Enrolled student performance in math growth.
3. Continuously Enrolled student performance in meeting the goal score in the Student Success domain.

Goals:

1. Continuously Enrolled student performance in meeting the Meets Performance Level in math will be 46%.
2. Continuously Enrolled student performance in math growth will be 64%.

3. Continuously Enrolled student performance in meeting the goal score in the Student Success domain will be 48.

Progress Monitoring:

1. MAP Growth for Math, Science and ELAR will be used to monitor student progress.
2. CSA/CFA will be used to monitor student progress.
3. Strategic groupings will be made for tutoring.
4. Individual student performance will be tracked
5. LIFT grant walks and implementation will drive feedback for teachers and administrators.

Campus Improvement Team

1. **Principal: Ashley Holmes**
2. **Assistant Principal: Chris Reza**
3. **SPED Support:Nicole Shingler**
4. **Teacher 1 Math: Edmond Ramos**
5. **Teacher 2 ELAR: Jennifer Everman**
6. **Teacher 3 Science: Stefanie Williams**

Data Monitoring Timeline

September 29th and 30th
November 3rd and 4th
January 26th and 27th
March 23rd and 24th

Action Items

1. **Identify the students by name and grade level in each category**
2. **Share the names with the teachers**
3. **Know the raw numbers that will reach the needed percentage**
4. **Track the raw numbers and percentages with the team and with the teacher of record.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda Item** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**TURNAROUND ACTION PLAN FOR SCHOOL IMPROVEMENT**
Presenter or Contact Person:	Jason Evans, Director for Accountability, Assessment and Federal Programs and Ashley Holmes, Principal, Little Elm Elementary
Policy	TEC Chapter 39 and 39A
Strategic Plan Goal:	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students; Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Summary:	School districts are required to create and receive Board approval of Turnaround Action Plans for state accountability when a campus is identified in need of school improvement.
Financial Implications:	No new or additional financial obligation is required due to this report.
Attachments:	Targeted Support and Intervention Plan for Little Elm Elementary

Recommendation:	**The Administration recommends the Board approve the required TSI plan required by the Texas Education Code TEC §7.028; TEC §39A.063; 19 TAC §97.1061 for Little Elm Elementary**
Motion:	**I move the Board approve the required Targeted Support and Intervention plan required by the Texas Education Code §7.028; §39A.063; 19 TAC §97.1061 for Little Elm Elementary.**

Little Elm Independent School District

Little Elm Elementary School

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 19, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

2026 Fall Feedback (Responses) - Google Sheets.pdf

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Closure/Reassign

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, Other

Please specify the other program:

Reading Academy Implementation with Region 11 and RBIS

Which, if any, program is your school system interested in to support this strategy?

LIFT

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 11

How many district staff members will be responsible for capacity building with this campus?

7

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Cost is associated with the LIFT Grant, instructional materials, stipends, and manipulatives. We have spent $12,446 on instructional materials from IMA; $55,100 for an approved provider for Little Elm Elementary from the LIFT Grant; $4,172 for manipulatives from our local fund and have budgeted $19,200 for stipends for teachers to be paid from the LIFT Grant.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

We have received the LASO 4 LIFT Grant. We would utilize our print material funds and resource funds designated in IMA from the High Quality Instructional Material Allotment.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has changed the evaluator for elementary principals, thus DCSI for elementary schools has changed from the Deputy Superintendent for Safety and Security to the Assistant Superintendent for Curriculum and Learning. The campus has hired strategically for key grade levels and has restructured teams to impact student success in a positive manner.

Closure/Reassign

Will students remain enrolled in this campus through the end of the 26-27 School Year?

Yes

What will happen to the facility once the campus is closed?

Campus facility will remain empty for the next school year and will not be used for direct educational purposes

What is the total student population currently enrolled at the closing campus?

327

Please indicate the number of campuses that will be assigned students from the closing campus. A receiving campus is any campus enrolling students reassigned from the closing campus.

5

Please provide the required information regarding the campus(es) receiving students from the closed campus:

Instructions: Below, provide the most current data available for the campus(es) receiving reassigned students from the closing campus. This section will be repeated for the number of campuses receiving students, indicated in the previous question.

> **Receiving Campus 1**
>
> Campus Name
>
> Lakewood Village Elementary

CDCN (include leading zeros, e.g. 002354675)

061914111

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

140

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

55

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

5

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

N/A

Use the provided table to describe the receiving campus's assessment plan, including

the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	ccData will be tracked to determine Domain 1, Domain 2 and Domain 3 projections along with reteach and intervention groups.dddddd
Other	NWEA	District	BOY/MOY/ EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs.

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf

Receiving Campus 2

Campus Name

Brent Elementary

CDCN (include leading zeros, e.g. 002354675)

061914103

Does this receiving campus have a state accountability rating of A, B, or C?

No

If No, please explain why reassigned students could not be placed at a campus with a rating of A, B, or C:

Brent Elementary has room for students and is a natural fit for some of the students based on redrawn boundaries.

How many students from the closing campus are being reassigned to this campus?

38

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

15

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.
Other	NWEA	District	BOY/MOY/ EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs, as well as math, reading, and EB specialists.

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf

Receiving Campus 3

Campus Name

Glover Elementary

CDCN (include leading zeros, e.g. 002354675)

061914107

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

71

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

28

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.
Other	NWEA	District	BOY/MOY/ EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf

Receiving Campus 4

Campus Name

Hackberry Elementary

CDCN (include leading zeros, e.g. 002354675)

061914105

Does this receiving campus have a state accountability rating of A, B, or C?

No

If No, please explain why reassigned students could not be placed at a campus with a rating of A, B, or C:

This campus offers the same Special Education program that the closing campus was offering.

How many students from the closing campus are being reassigned to this campus?

4

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

2

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

4

What percentage of teachers from the closing campus will be assigned to this campus?

0

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA	District	BOY/MOY/ EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

LIFT PLC Agenda.pdf

Receiving Campus 5

Campus Name

Oak Point Elementary

CDCN (include leading zeros, e.g. 002354675)

061914108

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

—

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

—

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

6

What percentage of teachers from the closing campus will be assigned to this campus?

0

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.
Other	NWEA	District	BOY/MOY/ EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

LIFT PLC Agenda.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Product Academy Training School Improvement Training RBIS Math Academy Pilot Next Level Leadership Summit Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities. Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	Penny Tramel
Principal	Product Academy Training School Improvement Training RBIS Math Academy Pilot Next Level Leadership Summit Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities. Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	Ashley Holmes

Role	Training/PD Description	Delivered By	Attended By
Teacher	Product Academy Training RBIS Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	District Instructional Leadership Team
Other Campus Admin (Assistant Principals, Instructional Coaches)	Product Academy Training School Improvement Training RBIS Math Academy Pilot Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities.	Region 11	Alissa Royal; Michelle Wood

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

We have seasoned mentors that will work with our Year 1 and Year 2 teachers, in addition to their grade level teams supporting them, the campus administrators, and the Director for Professional Learning.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

We are using the Math Observation Tool from TEA for our math walks and we are using our STR walk we created in conjunction with Region 11.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

EB strategies
GT strategies
STR training
PLC training
MTSS training

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

All elementary school leaders will conduct at least 3 classroom observation and feedback cycles of Bluebonnet Learning Math instruction using the LIFT Math Observation Tool with each teacher per quarter.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

LIFT Math Observation Tool and data collected through Laserfiche tracker

Support Needed – What training, coaching, resources, or tools are required?

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 2

Description – What specific action or deliverable will be completed?

Teachers will receive ongoing, job-embedded math support through the process of the monthly observation and feedback cycles. School leaders will engage in co-observations and coaching sessions with their supervisors once per semester as part of their leader ongoing, job-embedded support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrators, teachers, Assistant Superintendent of Curriculum and Learning

Evidence of Completion – What artifact, data, or observable action will verify completion?

Observation and Feedback cycles.

Support Needed – What training, coaching, resources, or tools are required?

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 3

Description – What specific action or deliverable will be completed?

All teachers of mathematics, including Special Education teachers trained on Math Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning Math instructional materials support RBIS.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Region 11

Evidence of Completion – What artifact, data, or observable action will verify completion?

attendance rosters

Support Needed – What training, coaching, resources, or tools are required?

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 4

Description – What specific action or deliverable will be completed?

Administrators will join the Region 11 STR, Science of Teaching Reading, Implementation Specialist on three learning walks. During each debrief administrators will work with the Implementation Specialist, Tanya Kellerman, to determine next steps for campus professional development and individual teacher just in time training.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders

Evidence of Completion – What artifact, data, or observable action will verify completion?

STR Walks data and Data Dashboard for districts and campus.

Support Needed – What training, coaching, resources, or tools are required?

Trainings for administrators, Learning for Leaders monthly trainings. Observation and feedback cycles for administrators and teachers. Implementation facilitation, HMH Internalize and optimize protocols, and lesson rehearsals.

Milestone 5

Description – What specific action or deliverable will be completed?

STR Coaching: The campus will partner with Region 11 to provide STR coaching, Reading Academies implementation support, for targeted teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All campus stakeholders

Evidence of Completion – What artifact, data, or observable action will verify completion?

STR coaching and feedback documents. District Data Dashboard provided by Region 11.

Support Needed – What training, coaching, resources, or tools are required?

Trainings for administrators, Learning for Leaders monthly trainings. Observation and feedback cycles for administrators and teachers. Implementation facilitation, HMH Internalize and optimize protocols, and lesson rehearsals.

Milestone 6

Description – What specific action or deliverable will be completed?

Professional Learning: Teachers will attend Region 11 Training on District and Campus Professional Learning days.
The Elementary Reading Coordinator will partner with administration to provide just in time training throughout the school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional Learning sign in sheets, reports from Strive.

Support Needed – What training, coaching, resources, or tools are required?

Professional learning sessions will be prepared by the reading coordinator.

Milestone 7

Description – What specific action or deliverable will be completed?

Teachers create, manage and utilize reading data trackers for state, district, and curriculum based summative assessments to identify focus sub-populations so that domain 3, closing the gaps, goals can be met to achieve 2 or 3 points per demographic per category.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student and teacher data trackers.

Support Needed – What training, coaching, resources, or tools are required?

Training on student goal setting, student led conferences, and data analysis protocols.

Milestone 8

Description – What specific action or deliverable will be completed?

Superintendent will conduct a minimum of three public meetings to educate the community on our situation and to garner input from parents and community.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

Evidence of Completion – What artifact, data, or observable action will verify completion?

Social Media announcements, Zoom link, Principal newsletter,

Support Needed – What training, coaching, resources, or tools are required?

Technology for the social media posts and to conduct the Zoom opportunity for parents and the community to attend the meetings to give input.

Milestone 9

Description – What specific action or deliverable will be completed?

Decisions will be made about where students will attend school in the 2027-2028 school year since Little Elm Elementary will be closing.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

Evidence of Completion – What artifact, data, or observable action will verify completion?

Rosters of students and the schools they will attend in the 2027-2028 school year.

Support Needed – What training, coaching, resources, or tools are required?

Demographic data, STAAR performance, teacher performance, receiving campus ratings, principal input

Milestone 10

Description – What specific action or deliverable will be completed?

Students and parents will know where students will attend in the 2027-2028 school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Communication to parents, school boundary lines

Support Needed – What training, coaching, resources, or tools are required?

Demographic tool to show where households are located for considerations with transportation and student school placement

Milestone 11

Description – What specific action or deliverable will be completed?

Present to the School Board rational for closing of Little Elm Elementary

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

Evidence of Completion – What artifact, data, or observable action will verify completion?

Board Book, Board Meeting Agenda, Board Meeting Minutes

Support Needed – What training, coaching, resources, or tools are required?

None

Milestone 12

Description – What specific action or deliverable will be completed?

Transfer ARDs and meetings will be held for all special education students attending their program at another school and for all 504 students

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Special Education Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

ARD and 504 meeting minutes

Support Needed – What training, coaching, resources, or tools are required?

No specialized training is needed.

Milestone 13

Description – What specific action or deliverable will be completed?

Make decisions about what campuses teachers from the closing school will be transferred to in the 2027-2028 school year

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

Evidence of Completion – What artifact, data, or observable action will verify completion?

Roster of teacher placements, Survey of teacher preferences, teacher STAAR data, T-TESS data

Support Needed – What training, coaching, resources, or tools are required?

Strive housing the teacher evaluations, Edugence housing student performance data and reports on individual teacher data

Milestone 14

Description – What specific action or deliverable will be completed?

Identify and track the performance of former Little Elm Elementary students at their new campuses to ensure their needs are being met and they are demonstrating academic growth. We will do this through establishing and utilizing a tracker using adding a local identifier in our Focus so student data can be viewed as a cohort.

The district will establish and maintain a former LEE student cohort tracker to monitor the academic performance and growth of reassigned students at each receiving campus. Student progress will be reviewed monthly using curriculum-based assessments, NWEA, intervention data, and other district measures to identify students needing additional support and ensure timely instructional adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Director for Accountability & Assessment, and Federal Programs, Assistant Superintendent for Curriculum & Learning, Principals, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, MTSS meeting minutes, Cohort tracker, student data reports

Support Needed – What training, coaching, resources, or tools are required?

None

Milestone 15

Description – What specific action or deliverable will be completed?

The Superintendent will conduct a minimum of three public meetings to inform the community about the planned closure of Little Elm Elementary, gather parent and community input, and present the rationale for closure to the School Board for formal consideration and action.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principal; DCSI; Director for Accountability

Evidence of Completion – What artifact, data, or observable action will verify completion?

Public meeting notices and communications; social media announcements; Zoom/meeting links; principal newsletters; stakeholder feedback records; Board Book materials; Board agenda; Board meeting minutes.

Support Needed – What training, coaching, resources, or tools are required?

Communication technology and meeting platforms; demographic and accountability data; presentation materials; stakeholder feedback collection tools; district communication support.

Milestone 16

Description – What specific action or deliverable will be completed?

District and campus leaders will determine student placements for the 2027-2028 school year, communicate each students receiving campus and updated boundary information to families.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principal; Teachers; DCSI; Assistant Superintendent for C&I; Director for Accountability

Evidence of Completion – What artifact, data, or observable action will verify completion?

Receiving-campus student rosters; family communications; updated boundary maps

Support Needed – What training, coaching, resources, or tools are required?

Demographic and boundary tools; STAAR and student-performance data; receiving-campus accountability information; transportation/placement information.

Milestone 17

Description – What specific action or deliverable will be completed?

District leaders will determine the campuses to which teachers from Little Elm Elementary will be transferred for the 2027-2028 school year using staffing needs, teacher preferences, evaluation information, student performance data, and principal input.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principal; DCSI; Assistant Superintendent for C&I; Director for Accountability

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher placement roster; teacher preference survey results; T-TESS/evaluation data; teacher-level student performance data; documented staffing decisions and receiving-campus assignments.

Support Needed – What training, coaching, resources, or tools are required?

Strive evaluation data; Edugence/student performance reports; staffing and vacancy information; teacher preference survey tools; principal input and district HR/staffing coordination.

Milestone 18

Description – What specific action or deliverable will be completed?

Principals will conduct transition ARDs/meetings for students receiving special education services and meetings for students served through Section 504.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals and Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

ARD and 504 meeting minutes; transition documentation; records showing special-program/service continuity at receiving campuses.

Support Needed – What training, coaching, resources, or tools are required?

IEP/504 records; transition-planning data and staff time

Milestone 19

Description – What specific action or deliverable will be completed?

The district will establish the structure for a "former" Little Elm Elementary student cohort tracker, including a local
identifier in Focus, so reassigned students can be
monitored as a defined cohort across receiving campuses
beginning in the 2027-2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Director for Accountability; Superintendent; Assistant Superintendent for C&I; DCSI; Principals

Evidence of Completion – What artifact, data, or observable action will verify completion?

Operational cohort tracker; local cohort identifier in Focus;
verified roster/crosswalk of former LEE students and
receiving campuses; baseline student data loaded and
available to know where students are academically and behaviorally when they start the 2027 school year.

Support Needed – What training, coaching, resources, or tools are required?

Focus/SIS access and configuration support; receiving-
campus rosters; student data files; accountability/data staff support; common definitions and procedures for
maintaining the cohort.

Milestone 20

Description – What specific action or deliverable will be completed?

Little Elm Elementary will partner with Region 11 to strengthen Science of Teaching Reading (STR) and Reading Academies implementation through three learning walks with debriefs, targeted STR coaching for teachers, professional learning during district and campus training days, and ongoing just-in-time support from the Region 11 STR Implementation Specialist and the Reading Coordinator. Learning-walk and coaching data will be used to determine next steps for campus professional learning and individual teacher support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Reading Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

STR learning-walk data and dashboard; debrief notes; STR coaching and feedback documents; professional-learning sign-in sheets; Strive reports; documented next steps for campus and individual teacher support.

Support Needed – What training, coaching, resources, or tools are required?

Region 11 STR implementation support; Reading Academies implementation support; HMH internalize/optimize protocols; lesson rehearsals; coaching and feedback cycles; just-in-time professional learning prepared with the Reading Coordinator.

Milestone 21

Description – What specific action or deliverable will be completed?

Teachers will create, manage, and use reading data trackers for state, district, and curriculum-based summative assessments to identify focus student groups and monitor progress toward Domain 3 closing-the-gaps goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Reading Coordinator; Director for Accountability

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student and teacher reading data trackers; PLC/data-meeting agendas; subgroup progress reports; student goal-setting artifacts; documented instructional or intervention responses based on the data.

Support Needed – What training, coaching, resources, or tools are required?

Training on student goal setting; student-led conferences; reading data-analysis protocols; access to state, district, and curriculum assessment data; coaching from the Reading Coordinator and accountability staff.

Milestone 22

Description – What specific action or deliverable will be completed?

School leaders will implement ongoing observation and feedback cycles using the LIFT Math Observation Tool to support effective Bluebonnet Learning Math implementation. Leaders will conduct at least three classroom observation and feedback cycles with each teacher per quarter, provide job-embedded support based on the feedback, and engage in co-observations and coaching with their supervisors once per semester.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Math Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed LIFT Math Observation Tools; Laserfiche observation data; feedback/action-step documentation; coaching logs; co-observation records; evidence of follow-up on identified action steps.

Support Needed – What training, coaching, resources, or tools are required?

Training on the LIFT Math Observation Tool and Companion Guide; Learning for Leaders; observation-and-feedback calibration; coaching support; implementation facilitation; lesson rehearsals and PLC follow-up.

Milestone 23

Description – What specific action or deliverable will be completed?

Regular Math unit and lesson internalization will occur in collaborative teams and/or individually with campus administrators to identify student look fors, likely misconceptions, and supports for all learners.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Math Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Module and lesson annotations; PLC agendas; teacher exemplars; lesson-rehearsal artifacts; evidence that anticipated misconceptions and learner supports are identified before instruction.

Support Needed – What training, coaching, resources, or tools are required?

Bluebonnet Learning unit and lesson internalization training; PLC protocols; lesson-rehearsal structures; just-in-time coaching from the Math Coordinator and Region 11/LIFT support.

Milestone 24

Description – What specific action or deliverable will be completed?

Teachers and leaders will use curriculum-embedded Math assessments (including Exit Tickets) during PLCs to analyze student work, identify trends in high-leverage standards and student errors, and plan responsive instruction. Teachers will also create, manage, and use math data trackers for state, district, and curriculum-based summative assessments to identify focus student groups and monitor progress toward Domain 3 closing-the-gaps goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Math Coordinator; Director for Accountability

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas; student work analysis/SWAP artifacts; responsive instructional plans; math data trackers; assessment trend reports showing identified student groups and planned instructional responses.

Support Needed – What training, coaching, resources, or tools are required?

SWAP and PLC training; data-analysis protocols; just-in-time coaching from the Math Coordinator and Region 11/LIFT support; access to district and curriculum assessment data and reporting tools.

Milestone 25

Description – What specific action or deliverable will be completed?

All teachers of mathematics, including Special Education teachers, will complete Math RBIS 2 training and apply the research-based instructional strategies within Bluebonnet Learning Math. Campus leaders will monitor implementation through PLCs, classroom observations, and feedback cycles.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Math RBIS 2 attendance/completion records; PLC agendas and planning artifacts; lesson annotations; classroom observation evidence; feedback/action steps tied to RBIS 2 implementation.

Support Needed – What training, coaching, resources, or tools are required?

Region 11 Math RBIS 2 training; Bluebonnet Learning resources; follow-up coaching; PLC implementation support; observation-and-feedback tools and calibration.

Milestone 26

Description – What specific action or deliverable will be completed?

District and receiving-campus leaders will monitor the academic performance and growth of former Little Elm Elementary students as a defined cohort using curriculum-based assessments, NWEA, intervention data, attendance, student-group performance, and other district measures. Leaders will review the data regularly to identify trends and students needing additional support and make timely adjustments to instruction, intervention, staffing, coaching, or other resources based on identified needs.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principals; Teachers; DCSI; Assistant Superintendent for C&I; Director for Accountability

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated cohort tracker; monthly/periodic cohort data reports; PLC and MTSS/data-meeting minutes; intervention and adjustment logs; subgroup and growth reports; documentation of changes made in response to cohort data.

Support Needed – What training, coaching, resources, or tools are required?

Focus cohort identifier; curriculum-based assessment and NWEA data; intervention and attendance dashboards; common cross-campus data-review protocols; scheduled time for district/receiving-campus data reviews.

Milestone 27

Description – What specific action or deliverable will be completed?

Receiving campuses will participate in collaborative PLC and instructional-calibration opportunities focused on consistent implementation of high-quality instructional materials, lesson internalization, student work analysis, and response to student learning. Campus and district leaders will use these opportunities to identify effective practices, address implementation gaps, and strengthen instructional consistency across campuses serving former Little Elm Elementary students.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Cross-campus PLC agendas and attendance; calibration protocols; common exemplars; student work analysis artifacts; documented implementation trends; cross-campus action steps and follow-up evidence.

Support Needed – What training, coaching, resources, or tools are required?

Protected cross-campus collaboration time; common PLC/internalization protocols; HQIM materials and
companion resources; shared data access;
facilitation/coaching from district coordinators and Region
11 partners.

Milestone 28

Description – What specific action or deliverable will be completed?

PLCs will identify opportunities for students to
apply reading, writing, academic vocabulary, problem
solving, and evidence-based thinking across content areas. Student work and formative data will be reviewed to determine the effectiveness of these cross-curricular connections and guide instructional adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Cross-curricular PLC plans and agendas; lesson/unit plans
showing intentional connections across content areas;
student work samples; walkthrough evidence; formative-
assessment results; documented instructional adjustments based on student evidence.

Support Needed – What training, coaching, resources, or tools are required?

Collaborative planning time; standards-alignment and
curriculum documents; shared exemplars; academic
vocabulary and writing resources; coaching from Math and Reading Coordinators; PLC facilitation support.

Milestone 29

Description – What specific action or deliverable will be completed?

The district and receiving campuses will continue their partnership with Region 11 to strengthen instructional practice in Reading and Math through coordinated professional learning, implementation support, instructional coaching, learning walks, PLC support, and observation and feedback opportunities. Region 11 and district leaders will collaboratively use implementation and student outcome data to determine areas for continued support and professional learning.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Joint professional-learning/coaching calendar; sign-in sheets; coaching logs; learning-walk data; PLC artifacts; implementation data; documented action plans and follow-up support resulting from collaborative reviews.

Support Needed – What training, coaching, resources, or tools are required?

Region 11 Reading and Math specialists/coaches; protected professional-learning and PLC time; implementation tools; curriculum resources; student and implementation data dashboards; district coordination support.

Milestone 30

Description – What specific action or deliverable will be completed?

The district will continue partnering with Region 11 to conduct Science of Teaching Reading learning walks, with an increased focus on comprehension and writing instruction in grades 3-5. Learning-walk evidence and debriefs will be used to identify instructional trends, determine next steps for professional learning, and provide targeted support to teachers and campus leaders.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Reading Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

STR learning-walk forms and trend reports; grades 3-5 comprehension and writing look-for data; debrief notes; teacher/campus action steps; student writing samples; formative comprehension data showing areas of growth and need.

Support Needed – What training, coaching, resources, or tools are required?

Region 11 STR Implementation Specialist; agreed-upon comprehension and writing look-fors; professional learning on comprehension/writing; curriculum internalization support; coaching and lesson-rehearsal opportunities.

Milestone 31

Description – What specific action or deliverable will be completed?

Teachers will intentionally incorporate opportunities for students to develop and use academic language across content areas, including listening, speaking, reading, and writing. Campus and district leaders will monitor implementation and use TELPAS data, classroom evidence, and formative assessment data to evaluate English learner language development and identify areas requiring additional instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Reading Coordinator; DCSI; Assistant Superintendent for C&I; Director for Accountability

Evidence of Completion – What artifact, data, or observable action will verify completion?

TELPAS proficiency and growth reports; student language-growth data by domain; lesson/PLC artifacts showing language objectives and academic-language opportunities; student work samples; walkthrough evidence; documented instructional responses to TELPAS trends.

Support Needed – What training, coaching, resources, or tools are required?

EB instructional strategies; TELPAS administration/data-analysis training; academic-language development protocols and resources; classroom language supports; time for PLC review of TELPAS and formative language data.

Milestone 32

Description – What specific action or deliverable will be completed?

Campus leaders will implement a process for tiering teachers based on instructional implementation, observation evidence, and student learning data. The frequency and intensity of observation, feedback, and coaching cycles will be differentiated according to each teacher's identified tier of support. Teacher tiers will be reviewed periodically and adjusted as evidence of implementation and instructional effectiveness changes.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher tiering criteria/matrix; current teacher tier roster;
differentiated observation and coaching schedule;
observation/feedback logs; action steps; documentation of teacher movement between tiers based on evidence.

Support Needed – What training, coaching, resources, or tools are required?

Calibration on tiering criteria; observation-and-feedback protocols; LIFT Math Observation Tool and reading observation tools; coaching training; student learning and implementation data; leadership calibration/co-observation time.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

At the campus, teachers are meeting as a PLC weekly. Scheduled data meetings occur monthly.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The campus Principal, Assistant Principal, Math Coordinator, Reading Coordinator, Superintendent, Assistant Superintendent for Curriculum & Learning, and Director of Accountability will work together to ensure progress is being made in each of the milestones described previously.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

The Campus Improvement Team will come together monthly to review data and the DCSI will have individual meetings with the principal. Region 11 and district STR data will be collected in a dashboard and Google forms; Bluebonnet data tracking with the Approved Provider will be utilized,

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Individual meetings with principals with the DCSI and

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	50
Masters Grade Level	25

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	22

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	52
Masters Grade Level	28

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	22

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

16

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

4

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

20

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

7

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

20

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

7

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

In year two, the campus will be closed.

Upload additional documents (optional):

—

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda Item** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**LOCAL IMPROVEMENT PLAN FOR BRENT ELEMENTARY**
Presenter or Contact Person:	Karie Kuster, Principal for Brent Elementary and Jason Evans, Director for Accountability, Assessment and Federal Programs
Policy	TEC Chapter 39 and 39A
Strategic Plan Goal:	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students; Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Summary:	School districts are required to locally house and approve Local Improvement Plans which address TEA requirements for accountability. Little Elm ISD is submitting a state Local Improvement Plan for Hackberry Elementary.
Financial Implications:	No financial information is included in this report.
Attachments:	Local Improvement Plan for Brent Elementary
Recommendation:	**The Administration recommends the Board approve the required Local Improvement Plan required by the Texas Education Code Chapter 39 and 39A for Brent Elementary.**
Motion:	**I move the Board approve the required required Local Improvement Plan required by the Texas Education Code Chapter 39 and 39A for Brent Elementary.**

Little Elm Independent School District

Brent Elementary Local Improvement Plan
State Accountability
2026-2027

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**69**	**D**	
Student Achievement		**70**	**C**	**70%**
STAAR Performance	41	70		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**65**	**D**	**0%**
Academic Growth	57	62	D	
Relative Performance (Eco Dis: 59.2%)		65	D	✓
Closing the Gaps	**25**	**66**	**D**	**30%**

STAAR GOALS

Student Achievement

Domain	Approach	Meets	Masters
Student Achievement	*75%*	*50%*	*25%*

Little Elm Independent School District

Growth

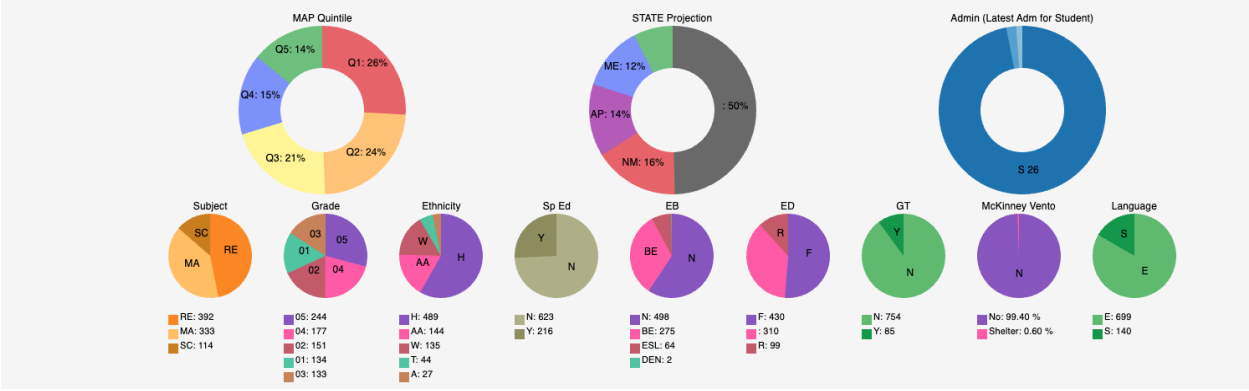
Domain	% of Growth Grades 4 and 5
School Progress Math	**71%**
School Progress Reading	**71%**

Closing the Gaps

Category		
Student Achievement Meets	**READING 12 points**	**MATH 8 points**
Student Growth	**READING 12 points**	**MATH 10 points**
EB Progress	**4 Points**	
STAAR Success	**7 points**	

How to Track the Data

1. In Edugence, select MAP from the left wall. Choose the year, subject, and grade and then select Analysis. This will allow you to filter by demographics and see names.



2. In Edugence, select Dist Asmt from the left wall. Choose the filters, and then select the reports for Students-Ethnicity and Students-Groups.
3. Use these reports for tracking growth in Edugence.

Comprehensive Needs and Root Cause Analysis Findings:

1. Our system did not adjust to the many new students who were new to the campus in 2025-2026.
2. Our system did not have equitable growth with sub-populations Hispanic, EB, EcoDis.
3. We need more rigorous and more independent work for students throughout the year.
4. Moving to Science of Reading and Bluebonnet Math the small group support for student has not been a focus.

Goals:

1. Brent Elementary will perform at a C or higher in state accountability.
2. Brent Elementary will score 71% or better in Student Progress
3. Brent Elementary will score at 70 or higher in Closing the Gaps

Progress Monitoring:

1. MAP Growth for Math, Science and ELAR will be used to monitor student progress.
2. CSA/CFA will be used to monitor student progress.
3. Strategic groupings will be made for tutoring.
4. Individual student performance will be tracked
5. LIFT grant walks and implementation will drive feedback for teachers and administrators.

Time Funding and Staffing

1. PLC
2. LIFT Grant
3. Staffing changes
4. HQIM allotment
5. All In Learning

Campus Improvement Team

1. **Principal-Karie Kuster**
2. **Assistant Principal-Elizabeth Martinez**
3. **SPED Support-Pam Ellis**
4. **Teacher 1 Math-Jordan Scott**
5. **Teacher 2 ELAR-Jessica Robinson**
6. **Teacher 3 Science-Jose Viloria**
7. **Math Specialist- Richard Mendez**

8. **Reading Specialist- Kate Norburg**

Data Monitoring Timeline

1. **October 20, 2026**
2. **November 10, 2026**
3. **January 19, 2027**
4. **February 16, 2027**
5. **March 23, 2027**

Action Items

1. **Identify the students for Closing the Gaps demographics**
2. **Teachers know student needs and focus on growth**
3. **Know the raw numbers that will reach the needed percentage**
4. **Track the raw numbers and percentages with the team and with the teacher of record during PLC time.**
5. **Track Domain 2, Student Progress, and make instructional adjustments based on formative, summative and MAP assessments.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☒	**Consent Agenda Item** ☐	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**LOCAL IMPROVEMENT PLAN FOR HACKBERRY ELEMENTARY**					
Presenter or Contact Person:	Cyndy Mika, Principal for Hackberry Elementary and Jason Evans, Director for Accountability, Assessment and Federal Programs					
Policy	TEC Chapter 39 and 39A					
Strategic Plan Goal:	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students; Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Summary:	School districts are required to locally house and approve Local Improvement Plans which address TEA requirements for accountability. Little Elm ISD is submitting a state Local Improvement Plan for Hackberry Elementary.					
Financial Implications:	No financial information is included in this report.					
Attachments:	Local Improvement Plan for Hackberry Elementary					
Recommendation:	**The Administration recommends the Board approve the required Local Improvement Plan required by the Texas Education Code Chapter 39 and 39A for Hackberry Elementary.**					
Motion:	**I move the Board approve the required Local Improvement Plan required by the Texas Education Code Chapter 39 and 39A for Hackberry Elementary.**					

Little Elm Independent School District

Hackberry Elementary Local Improvement Plan
State Accountability
2026-2027

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**67**	**D**	
Student Achievement		**67**	**D**	**0%**
STAAR Performance	39	67		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**68**	**D**	**70%**
Academic Growth	61	68	D	✓
Relative Performance (Eco Dis: 43.7%)		56	F	
Closing the Gaps	**26**	**66**	**D**	**30%**

STAAR GOALS

Student Achievement

Domain	Approach	Meets	Masters
Student Achievement	*75%*	*50%*	*25%*

Little Elm Independent School District

Growth

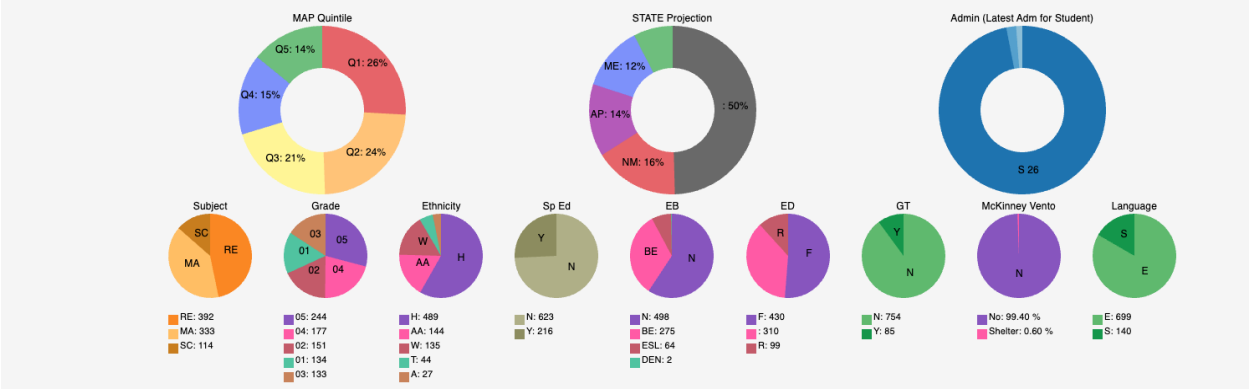
Domain	% of Growth Grades 4 and 5
School Progress Math	**71%**
School Progress Reading	**71%**

Closing the Gaps

Category		
Student Achievement Meets	**READING 12 points**	**MATH 8 points**
Student Growth	**READING 12 points**	**MATH 10 points**
EB Progress	**4 Points**	
STAAR Success	**7 points**	

How to Track the Data

1. In Edugence, select MAP from the left wall. Choose the year, subject, and grade and then select Analysis. This will allow you to filter by demographics and see names.



2. In Edugence, select Dist Asmt from the left wall. Choose the filters, and then select the reports for Students-Ethnicity and Students-Groups.
3. Use these reports for tracking growth in Edugence.

Comprehensive Needs and Root Cause Analysis Findings:

1. Tier I instruction is not yet consistently aligned to grade-level rigor and priority/foundational TEKS. The CLT identified inconsistent prioritization of foundational TEKS, grading that does not consistently reflect grade-level expectations, insufficient emphasis on ECR/written response, limited real-world application, and a need for stronger vertical Science instruction. These inconsistencies contribute to gaps in student mastery, particularly in Math and Science and among identified Closing the Gaps student groups.
2. Systems for diagnosing unfinished learning, providing targeted intervention and extension, and monitoring individual student response have not been sufficiently systematic. The CLT identified difficulty diagnosing foundational gaps in grades 3-5, Tier II/III supports competing with Tier I instructional time, and insufficient systems and resources for Lobo Time. Students have not always been grouped and regrouped quickly enough based on specific skill needs, while students needing extension have not consistently received enrichment.
3. Collaborative planning and data-analysis structures have not consistently resulted in timely instructional responses based on student evidence. The CLT identified a need for stronger systems for forward planning, diagnosing student needs, understanding accountability, and intentionally planning rigorous instruction. Teachers need consistent structures for internalizing HQIM, analyzing student work and assessment data, identifying misconceptions, and determining immediate instructional responses.

Goals:

1. Hackberry Elementary will perform at a C or higher in state accountability.
2. Hackberry Elementary will score 71% or better in Student Progress
3. Hackberry Elementary will score at 70 or higher in Closing the Gaps

Progress Monitoring:

1. MAP Growth for Math, Science and ELAR will be used to monitor student progress.
2. CSA/CFA will be used to monitor student progress.
3. Strategic groupings will be made for tutoring.
4. Individual student performance will be tracked
5. LIFT grant walks and implementation will drive feedback for teachers and administrators.

Time Funding and Staffing

1. PLC
2. LIFT Grant

3. Staffing changes and moves
4. HQIM allotment
5. Intervention Academy

Campus Improvement Team

1. **Principal Dr. Cyndy Mika**
2. **Assistant Principal Mariza Escamilla**
3. **Jill Armstrong. SPED Teacher**
4. **Gloria Holt, Math Teacher 3rd Grade**
5. **Derek Muck, RLA Teacher 5th Grade**
6. **Sarah Romig, Science and Social Studies Teacher 5th Grade**
7. **Mary Lopez, Dual language Teacher 4th Grade**
8. **Jennifer Ice, Counselor**
9. **Ellen Rogers, Reading Specialist**
10. **Darcie Brodsky, Math and Science Specialist**

Data Monitoring Timeline

September 16, 2026
November 10, 2026
January 4, 2027
March 9, 2027

Action Items

1. Identify and monitor students contributing to each Closing the Gaps indicator and accountability domain. Create campus and grade-level data trackers that identify individual students, current performance levels, growth expectations, student-group membership, and the number of students needed to meet campus accountability targets.
2. Implement consistent Reading, Math, and Science PLC cycles focused on instructional response. Use HQIM internalization/forward planning, assessment analysis, and student-work analysis to identify priority/foundational TEKS, misconceptions, appropriate rigor, and specific next instructional steps. PLCs will result in documented plans for Tier I instruction, intervention, extension, and follow-up monitoring.
3. Use multiple data sources to diagnose individual student needs and establish flexible instructional groups. MAP, CSA/CFA, classroom formative assessments, STAAR, student work, and diagnostic assessments will be used to identify unfinished learning

and determine targeted Reading and Math intervention, Lobo Time groups, tutoring, and extension/enrichment. Students will be regrouped based on evidence of progress.

4. Protect and strengthen rigorous Tier I instruction. Intervention and supplemental services will not replace critical grade-level Tier I instruction. Administrators and teacher teams will monitor implementation of HQIM, grade-level rigor, Math and Reading RBIS, Science instructional minutes and investigations, ECR/written response, academic discourse, differentiation, and real-world application through walkthroughs, PLC artifacts, student work, and assessment data.
5. Monitor individual student growth and achievement following each major assessment cycle and make timely instructional adjustments. Grade-level teams and campus leadership will analyze MAP Growth, CSA/CFA, formative and summative assessments, and progress-monitoring data, disaggregated by accountability student groups. Teams will identify students who are on track, approaching targets, or not demonstrating sufficient growth and document the instructional response.
6. Implement targeted support for students most likely to impact Closing the Gaps and Student Progress while maintaining a focus on every student's growth. Provide supplemental Reading and Math tutoring, Tier II/III intervention, HB 1416 accelerated instruction, and differentiated classroom support based on identified student needs. Monitor participation, intervention dosage, skill mastery, and movement toward individual growth and achievement targets.
7. Use instructional walkthroughs and feedback cycles to monitor implementation and strengthen teacher practice. LIFT/Bluebonnet Math walks and campus walkthroughs will monitor rigorous Tier I instruction and identified campus instructional priorities. Administrators will provide timely feedback and use walkthrough trends to determine PLC support, professional learning, and follow-up monitoring.
8. Conduct scheduled campus accountability reviews with the Campus Improvement Team. At each monitoring point, review Student Achievement, School Progress/Academic Growth, and Closing the Gaps projections; identify changes in individual student performance; determine whether strategies are producing the intended results; and adjust instruction, intervention, staffing, time, or resources when evidence indicates a need.

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐ **Action Item** ☒ **Consent Agenda** ☐ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**ANNUAL FINANCIAL REPORT FOR THE YEAR ENDING JUNE 30, 2026**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	Accounting Audits – CFC (Legal)
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability
Summary:	Heather La Point with the audit firm Hankins, Eastup, Deaton, Tonn, & Seay, PC to present audit report.
Financial Implications:	There is no financial implication to the budget.
Attachments:	Auditor Communication Letter Annual Financial Report FY 25-26 under separate cover
Recommendation:	**The Administration recommends approval of the Annual Financial Report for the year ending June 30, 2026, as submitted.**
Motion:	**I move that the Board approve the Annual Financial Report for the year ending June 30, 2026, as submitted.**

Members:
AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS
TEXAS SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS

HANKINS, EASTUP, DEATON, TONN, SEAY & SCARBOROUGH
A Limited Liability Company
CERTIFIED PUBLIC ACCOUNTANTS

902 NORTH LOCUST
P.O. BOX 977
DENTON, TX 76202-0977

TEL. (940) 387-8563
FAX (940) 383-4746

Independent Auditors' Report

Little Elm Independent School District
Little Elm, Texas

Opinion

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of the Little Elm Independent School District as of and for the year ended June 30, 2026 and the related notes to the financial statements, which collectively comprise Little Elm Independent School District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of Little Elm Independent School District as of June 30, 2026, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financials section of our report. We are required to be independent of Little Elm Independent School District and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Little Elm Independent School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with general accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Little Elm Independent School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Little Elm Independent School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budget to actual comparisons, and the Teacher Retirement System schedules listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Little Elm Independent School District's basic financial statements. The combining and individual nonmajor fund financial statements, the required TEA schedules listed in the table of contents, and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, the required TEA schedules, and the Schedule of Expenditures of Federal Awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated October 12, 2026 on our consideration of Little Elm Independent School District's internal control over financial reporting and on our tests of the compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Little Elm Independent School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Little Elm Independent School District's internal control over financial reporting and compliance.



Hankins, Eastup, Deaton, Tonn, Seay & Scarborough, LLC
Denton, Texas

October 12, 2026

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**TEAM OF 8 TRAINING MEETING MINUTES – 9/14/2026**					
Presenter or Contact Person:	Sonia S. Flores					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	Board Meeting Minutes for September 14, 2026.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Meeting Minutes					
Recommendation:	**The Administration recommends the approval of the Team of 8 Training Meeting Minutes for September 14, 2026.**					
Motion:	**I move that the Board approve the attached Team of 8 Training Meeting Minutes for September 14, 2026.**					

Minutes of Team of 8 Training

The Board of Trustees
Little Elm ISD

A Team of 8 Training of the Board of Trustees of Little Elm ISD will be held September 14, 2026, beginning at 6:00 PM in the Little Elm ISD Administration Building.

PRESENT: President Mary Watkins, Vice President Jason Olson, Secretary Ken Beber, Trustee David Montemayor, Trustee Eric Wilson, Trustee Jeff Burton, Trustee DeLeon English, and Superintendent Michael Lamb.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the PL1 at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068. President Mary Watkins called the meeting to order at 6:00 pm.
2. Introduction and Roll Call
Ms. Sonia S. Flores took roll call.
3. Team of 8 Training
MoakCasey, LLC provided this training. The presentation will be attached to the minutes.
4. Adjournment
Vice President Jason Olson made the first motion to adjourn the meeting. Trustee David Montemayor seconded the motion. The motion passed (7-0).
The meeting adjourned at 9:01 pm.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber			x		
DeLeon English			x		
David Montemayor		x	x		
Jeff Burton			x		
Eric Wilson			x		

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**PUBLIC HEARING BOARD MEETING MINUTES – 9/21/2026**					
Presenter or Contact Person:	Sonia S. Flores					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	Board Meeting Minutes for September 21, 2026.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Meeting Minutes					
Recommendation:	**The Administration recommends the approval of the Public Hearing Board Meeting Minutes for September 21, 2026.**					
Motion:	**I move that the Board approve the attached Public Hearing Board Meeting Minutes for September 21, 2026.**					

Minutes of Public Hearing Meeting

The Board of Trustees
Little Elm ISD

A Public Hearing Meeting of the Board of Trustees of Little Elm ISD will be held September 21, 2026, beginning at 5:30 PM in the Little Elm ISD Administration Building.

PRESENT: President Mary Watkins, Vice President Jason Olson, Secretary Ken Beber, Trustee David Montemayor, Trustee Eric Wilson, Trustee Jeff Burton, Trustee DeLeon English, and Superintendent Michael Lamb.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068. President Mary Watkins called the meeting to order at 5:30 pm.
2. Introduction and Roll Call
Ms. Sonia S. Flores took roll call.
3. At-Risk Report for State Compensatory Education
Mr. Jason Evans briefed the Board about the Evaluation of the Little Elm ISD State Compensatory Education Program.
4. Citizen Input
There was no citizen input.
5. Board Comments
There were no board comments.
6. Adjournment
Vice President Jason Olson made the first motion to adjourn the meeting. Trustee David Montemayor seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber			x		
DeLeon English			x		
David Montemayor		x	x		
Jeff Burton			x		
Eric Wilson			x		

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐ **Action Item** ☐ **Consent Agenda** ☒ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**REGULAR BOARD MEETING MINUTES – 9/21/2026**
Presenter or Contact Person:	Sonia S. Flores
Policy/Code:	N/A
Strategic Plan Goal:	N/A
Summary:	Board Meeting Minutes for September 21, 2026.
Financial Implications:	There is no financial impact to the budget.
Attachments:	Meeting Minutes
Recommendation:	**The Administration recommends the approval of the Regular Board Meeting Minutes for September 21, 2026.**
Motion:	**I move that the Board approve the attached Regular Board Meeting Minutes for September 21, 2026.**

Minutes of Regular Meeting

The Board of Trustees
Little Elm ISD

A Regular Meeting - Amended of the Board of Trustees of Little Elm ISD will be held September 21, 2026, beginning at 6:00 PM in the Little Elm ISD Administration Building.

PRESENT: President Mary Watkins, Vice President Jason Olson, Secretary Ken Beber, Trustee David Montemayor, Trustee Eric Wilson, Trustee Jeff Burton, Trustee DeLeon English, and Superintendent Michael Lamb.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068. President Mary Watkins called the meeting to order at 6:00 pm.
2. Introduction and Roll Call
Ms. Sonia S. Flores took roll call.
3. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
Alexandra Respaldiza signed up to approach the Board about Little Elm High School hours.
4. The Board recesed into Closed Meeting at 6:04 pm in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072 & 551.074.
The Board and Superintendent discussed:
    A. Personnel
    B. Land
    The Board reconvened at 7:00 pm.
5. Pledge of Allegiance
Brent Elementary students lead the Board and those present to The Pledges of The United States Flag and Texas Flag.
6. Invocation
Pastor Coye Bouyer offered the invocation.
7. Superintendent Spotlight
    A. America 250 Award
    Mr. Jonathan Rotz presented this award to Mr. Alex Flores and Superintendent Michael Lamb. Mr. Alejandro Flores received the Heart of Service Award for serving 12 years as a school board member, being a member of the food bank, Town of LE secret santa. Superintendent Michael Lamb received the Heart of Service Award for serving his entire career as an educator, Mr. Lamb is always serving the community and hav vision available to non profit organization and make them a priority. He is always a positive impact to our community.

B. LEaders of the Pack

Ms. Asheley Brown presented this award to Ms. Julie Brown from Little Elm High School and to Ms. Erin Dickson from Hackberry Elementary.

C. Students of the Month

Campus administrators presented this award to their recipients.

8. Reports of the Superintendent

A. Rating Report

Mr. Michael Lamb shared with the Board the following information:

- Elementary Accountability
- LEHS Accountability
- Middle Schools Accountability

B. Human Resource Services Annual Report

Ms. Asheley Brown presented to the Board the following information:

Human Resource Services Annual Report

- 2025-2026: Successes!
- Adopt a Lobo
- Auxiliary/Paraprofessional Luncheon
- Honoree Success
- Career Fairs
- Transportation Services Department
- Corporate Sponsorships
- HR2U Initiative
- NCTASPA Meeting
- District Impact Award
- Employee Child Care Program
- ESS Data
- Areas of Focus
- District Stats

C. Class Size Report

Ms. Asheley Brown briefed the Board about the following information:

- Average Class Size – Elementary
- Average Class Size – Middle School
- Average Class Size – High School

D. 2026-2027 Student Handbook

Ms. Terylin Monday informed the Board that this year there were not many changes other than Campus name changes, Principals name changes and minor things like that.

E. HB-3 Update on Goals

Mr. Jason Evans briefed the Board about the following:

- House Bill 3 Goal Requirements
- Closing the Gaps: TEA Accountability Manual 2026
- Reading Goals
- Math Goals
- CCMR Goals
- 2026 Little Elm Performance

F. Curriculum and Learning Update

Ms. Amanda Ball and Ms. Kimberly Chow-Jackson presented the following to the Board:

- Professional Learning Update
- Welcome Week
- Fall Kick Off
- Continuous Improvement

- Building Educator Capacity
- Bilingual/ESL Program
- Overview
- Different Languages
- Dual Language
- ESL
- Program Goals
- Language Programs
- Dual Language Middle School
- Performance Data
- Reclassification of EB Students
- Staff
- Professional Development
- EB Summer School
- Needs
- Questions/Comments

9. Action Items

A. Discuss and consider approval of Delegate and Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly

Ms. Sonia S. Flores presented the information to the Board.

Vice President Jason Olson made the first motion to nominate Trustee Jeff Burton as the assigned Delegate and Trustee David Montemayor as the Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly. Secretary Ken Beber seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber		x	x		
DeLeon English			x		
David Montemayor			x		
Jeff Burton			x		
Eric Wilson			x		

B. Discuss and consider approval of Senate Bill 12 Certification of Compliance

Mr. Michael Lamb approached the Board about this agenda item. Senate Bill 12, 89th Texas Legislature requires school districts and open-enrollment charter schools to annually certify compliance with specified laws under Texas Education Code 39.008. Secretary Ken Beber made the first motion to approve this item as submitted. Trustee DeLeon English seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson			x		
Ken Beber	x		x		
DeLeon English		x	x		
David Montemayor			x		
Jeff Burton			x		
Eric Wilson			x		

C. Discuss and consider approval of Hiring of Director for Maintenance and Grounds
Ms. Asheley Brown approached the Board about this item.
Trustee Jeff Burton made the first motion to approve this item as discussed in closed session. Trustee Eric Wilson seconded the motion. The motion passed (7-0). Ms. Brown announced Mr. Chad Leslie as the new Director for Maintenance and Grounds.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson			x		
Ken Beber			x		
DeLeon English			x		
David Montemayor			x		
Jeff Burton	x		x		
Eric Wilson		x	x		

D. Discuss and consider approval of the Reclassification of Transportation Administrative Assistant Position
Ms. Asheley Brown informed the Board about this item. This is to reclassify this position from 240 days to 226 days.
Secretary Ken Beber made the first motion to approve this item as submitted. Trustee David Montemayor seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson			x		
Ken Beber	x		x		
DeLeon English			x		
David Montemayor		x	x		
Jeff Burton			x		
Eric Wilson			x		

E. Discuss and consider approval of Presentation and Discussion of the District's Independent Efficiency Audit Report Conducted Pursuant to Texas Education Code 11.184
Vice President Jason Olson made a motion to move this item to the beginning of Action items. Trustee Jeff Burton seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber			x		
DeLeon English			x		
David Montemayor			x		
Jeff Burton		x	x		
Eric Wilson			x		

Lori Boswell with MoakCasey briefed the Board about the following:
Efficiency Audit Report
- Efficiency Audit Overview
- M&O Tax Rate Impact
- Peer Districts
- Accountability Rating
- FIRST Rating
- Student Characteristics
- Attendance Rate
- Five-Year Trend
- Revenues
- Expenditures
- Payroll Expenditures
- Fund Balance
- Staffing Levels
- Teacher Turnover
- Special Programs
- External Audit
- Self-Funded Programs
- Administrator Evaluations
- Compensation Systems
- Planning
- Questions / Comments

Trustee David Montemayor made the first motion to approve this item as submitted. Trustee DeLeon English seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson			x		
Ken Beber			x		
DeLeon English		x	x		
David Montemayor	x		x		
Jeff Burton			x		
Eric Wilson			x		

F. Discuss and consider approval of Resolution to Set 2026 Tax Rate
Mr. Jesse Wyse briefed the Board about the following:
- Homestead Exemption Increase

- Increase for Disabled or Over 65
- Historical Taxable Property Value
- Components of Tax Rate
- Maximum Compressed Rate (MCR) – TEA
- Little Elm ISD M&O Tax Rate
- Total Tax Rate Unchanged

Vice President Jason Olson made the first motion to approve this item as submitted. Secretary Ken Beber seconded the motion. The motion passed (7-0).

The motion:

I move that the property tax rate be increased by the adoption of a tax rate of $1.2252, which is effectively a 1.17 % increase in the tax rate. On this date, we, the Board of Trustees of Little Elm Independent School District, hereby levy or set the tax rate on $100 valuation for the district for tax year 2026 at a total tax rate of $1.2252, to be assessed and collected by the duly specified assessor and collector as follows:

$0.7552 for the purpose of maintenance and operations, and

$0.47 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the district.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 1.17 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $8.70.

These tax rate calculation forms will serve as an appendix to the district's adopted budget.

Adopted on this 21st day of September 2026 by the Board of Trustees.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber		x	x		
DeLeon English			x		
David Montemayor			x		
Jeff Burton			x		
Eric Wilson			x		

10. Consent Agenda
    A. Discuss and consider approval of Regular Meeting Minutes - 8/17/2026
    B. Discuss and consider approval of Maximum Class Size Exemptions - Class Size Waivers
    C. Discuss and consider approval of LEISD Student Code of Conduct
    D. Discuss and consider approval of SB13 Acquisition of Library Books

E. Discuss and consider approval of Off-Campus Physical Education Sites
F. Discuss and consider approval of the Retention and Renewal of Legal Services
G. Discuss and consider approval of Financial Reports - July 2026
H. Discuss and consider approval of Little Elm ISD Expenditures over $100,000 Summary Report
I. Discuss and consider approval of the Request for Proposal #2026-002 Child Nutrition - Kitchen Equipment Purchases, Supplies and Services
Vice President Jason Olson made the first motion to approve the consent agenda as submitted. Trustee Eric Wilson seconded the motion. The motion passed (7-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber			x		
DeLeon English			x		
David Montemayor			x		
Jeff Burton			x		
Eric Wilson		x	x		

11. Board President Comments
Ms. Mary Watkins thanked those present for staying late. Ms. Watkins mentioned how proud she is of the football team and awesome Momentum.
12. Board Comments
Vice President Jason Olson thanked everyone for their presentations and information.
Trustee Eric Wilson thanked everyone for the information.
Trustee David Montemayor thanked everyone for staying late and he was glad to have student awards back.
Trustee DeLeon English thanked everyone for their work.
Trustee Jeff Burton mentioned he is happy to see our Lobos sports success and encouraged everyone to participate during fundraising time.
Secretary Ken Beber thanked everyone and asked them to get home safe.
13. Superintendent Comments
Mr. Michael Lamb mentioned the following:

- Great to day to be a Lobo
- Thanks for my award, an honor and surprise
- Thanks for serving

14. Adjournment
Vice President Jason Olson made the first motion to adjourn the meeting. Trustee David Montemayor seconded the motion. The motion passed (7-0).
The meeting adjourned at 10:01 pm.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
Jason Olson	x		x		
Ken Beber			x		
DeLeon English			x		
David Montemayor		x	x		
Jeff Burton			x		
Eric Wilson			x		

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐ **Action Item** ☐ **Consent Agenda** ☒ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**MAXIMUM CLASS SIZE EXEMPTIONS – CLASS SIZE WAIVERS**
Presenter or Contact Person:	Asheley Brown, Executive Director of Human Resource Services
Policy/Code:	BF (LEGAL)
Strategic Plan Goal:	We will engage each student in learning experiences that increase student growth and achievement.
Summary:	In grades PreK-4, the class size maximum student to teacher ratio is 22:1 (set by the state of Texas). We are requesting approval to submit a class size waiver to TEA for the classes detailed on the attachment.
Financial Implications:	N/A
Attachments:	Class Size Waivers – 10.19.26
Recommendation:	**The Administration recommends approval to submit class size waiver requests to the Texas Education Agency as submitted.**
Motion:	**I move the Board approve the request to submit class size waiver requests to the Texas Education Agency as submitted.**

Little Elm Independent School District

Class Size Exemption Waiver

October 19, 2026

Teacher	School	Grade Level
Gomez-Harvey, Francesca	Lakewood Village E.S.	2nd grade
Haugtvedt, Wendy	Lakewood Village E.S.	2nd grade
Persick, Julia	Oak Point E.S.	Kindergarten
Johnston, Johnathan	Oak Point E.S.	4th grade
Penaloza, Alma	Oak Point E.S.	4th grade

Little Elm Independent School District ▯ Box 6000 ▯ 400 Lobo Lane ▯ Little Elm, TX 75068 ▯ 972.947.9340
www.littleelmisd.net

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**2026-2027 CAMPUS IMPROVEMENT PLANS**					
Presenter or Contact Person:	Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning					
Policy/Code:	BQB LEGAL; BQB LOCAL					
Strategic Plan Goal:	All Goals from the Destination 2030 Strategic Plan					
Summary:	The District submits the 2026-2027 Campus Improvement Plans aligned to the District Improvement Plan, which is tightly aligned to the Destination 2030 Strategic Plan. Per LOCAL Policy BQB, the campus plans shall support the District Goals and Objectives and must be specific to the academic achievement of students served by the campus.					
Financial Implications:	There is no financial implication to the budget other than the cost of implementing action steps in the improvement plans.					
Attachments:	2026-2027 Campus Improvement Plans					
Recommendation:	**I recommend the Board approve the 2026-2027 Campus Improvement Plan Goals and Objectives as submitted.**					
Motion:	**I move the Board approve the 2026-2027 Campus Improvement Plan Performance Objectives as submitted.**					

Little Elm Independent School District

Zellar's Campus Improvement Plan 2026-2027



Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal: 1 Safety and Security

Objective 1.1

Goal: 2 Teaching and Learning Goals

Objective 2.1

Goal: 3 Teaching and Learning Goals

Objective 3.1

Goal: 4 Teaching and Learning Goals

Objective 4.1

Goal: 5 Teaching and Learning Goals

Objective 5.1

Objective 5.2

Objective 5.3

Goal: 6 Respectful Relationships

Objectives 6.1

Objective 6.2

Objective 6.3

Objective 6.4

Goal: 7 Community Engagement

Objectives 7.1

Objective 7.2

Objective 7.3

Goal: 8 Community Engagement

Objective 8.1

Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2

Objectives 9.3

Goal: 10 Ensuring Fiscal Health & Sustainability

Objective 10.1

Objective 10.2

Little Elm ISD 2025-2026 Professional Learning Plan

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	Zellar's ECC has 233 student and has a very diverse makeup ● 19% White, ● 40% Hispanic, ● 20% African American, ● 16% Asian/Pacific Islander, ● 5% Two or more Races	To engage parents in becoming partners in the foundation of their child's education. To increase enrollment through community outreach, positive community interactions, and parent involvement.	To build a community environment with constant communication to families through Parent Square, Frankly, weekly news letters, social media, texts, e-mails, and positive phone calls home.
Student Achievement	At Zellar's ECLC, students take multiple measures of student achievement and progress which include: CLI and standards based assessments at the Pre-K level Portfolios of student work. Student folder to track growth in number and letter identification.	Zellar's ECLC will use this year's CLI data to establish a baseline for student performance and growth. BOY data will be used in all PLC's to look for opportunities to grow every child by 1 academic year by the EOY Wave of testing.	Teachers will create SMART Goals and work in PLC's to plan from and utilize the data that will drive student performance across the campus.

Curriculum and Instruction	Zellar's ECC will continue to use the PreK On My Way and ULS scope and sequence to align instruction and lesson planning across the campus. Teachers utilize links to and support materials to accomplish all that is planned for in the curriculum. Teachers use the CLI Circle format to provide the structure and function of the academic setting. Each Team(Bilingual, Blended, and ECSE) has a common planning once a week and a common PLC time once a month. The four questions will be addressed in all PLC meetings based on CLI Data, Common student work samples, or shared data across the teams.	Zellar's ECC will use this year's CLI data to establish a baseline for student performance and growth. BOY data will be used in all PLC's to look for opportunities to grow every child by 1 academic year by the EOY wave of testing.	Ensuring common planning times and PLC times are used across the campus to ensure the academic and social emotional growth of every child at Zellar's. One day a week we will allow for a common planning time for ECSE 3's and ECSE 4's teachers to collaborate, to ensure vertical alignment. We had teachers assist in writing curriculum in the summer. We will continue to meet with Ms. Holcomb and strengthen our PLC's and planning sessions.

Staff Quality and Retention	The growth mindset of teachers to understand we are growing into something that has begun over the last three years and will continue to thrive during the 2026/2027 school year.	Staff retention and recruitment of highly qualified teachers. Zellars added **2** teachers this year and **1** Para Professionals. Regulation of student behaviors is needed.	Continued implementation of Conscious Discipline with fidelity. Quarterly check-ins with all staff members to see if areas need to be addressed to help them. Work to ensure teachers feel valued and appreciated. Admin to be more visible in classrooms (Breeze Bys).

Technology	iPads are available for student use in every classroom and there is one Promethean Board for every classroom.	Continue to explore ways to make technology use more student centered and educationally appropriate.	Training with District Technology for teachers and open times for them to meet with the Coordinator for Digital Learning to discuss ways to enhance instruction.

Family/Community Involvement	*True focus on the community campus feeling - a place where students love to learn, parents love to be a part of and staff are proud to call home. *Variety of events to target family/community needs *Visitor policy which seeks to engage families in safe manners, use of pre-registration. *Clear and transparent communication	We had a slight improvement in parent involvement and would like to increase the number of parents involved in the school and with their children. Recruitment of more parent volunteers through flyers, email, and parent square.	We would like to target stronger parental involvement. We will recruit more parent volunteers to assist with school events. We will continue with "Touch a Truck," Fire Clown show, Multicultural Night, an Easter celebration, host a "Winter Family Night," and offer pictures with Santa. We would like to host a STEM/ Literacy night. We will look into holding a Curriculum Night, Pajama Reading Night, and a Field Day. Classroom teachers communicate through ParentSquare.

Safety and Security	Key fobs have been added to all necessary doors throughout Zellar's for increased security. We have a drill schedule to prepare for a variety of emergencies. We will continue to participate in the use of informaCast, Visitor Aware, the security detection Towers, Zero Eyes cameras, and the Sentinel program.	To decrease the amount of out of class time for behavior concerns, behavior will need to be addressed consistently through the lens of Conscious Discipline. We will continue to use Quaver (Frankly) in order to promote a strong SEL program in our schools.	We will continue with the Conscious Discipline program, a campus wide program used to assist students in the learning of appropriate language, behavior, and establish mutual respect among students and teachers. This program emphasizes self-regulation of the individual. We will make use of our district Social Worker the days she is on campus, in order to support students understanding appropriate social and academic behaviors in our schools.

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Homeless and Foster Care	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
CDAT	District Survey	HB3 Board Goals	Prior Year Data	Campus Leadership Team

Administrator Input	DEIC Input	Safety Data	Professional Development Feedback	T-TESS
Demographic Data	MTSS (RtI) Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	Facebook Analytics	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Special Education Data	Extra Funding Request	Teacher Input	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Parent Liaison Input			

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2027 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
100% of teachers will be trained in conscious discipline (year 2)strategies as a preventative behavioral and mental wellness support.	Deputy Superintendent , Director of Student Services, Director for Professional Learning, campus CDAT team; Campus Admin.	Conscious Discipline Training and Coaching in the practice and use of resources and materials	August 2026-May 2027		Less Office visits or referrals Culture Change via Thought Exchange				
At least 50% of staff will be trained in Youth Mental Health First Aid during the 2026-2027 school year.	Director of Counseling, Director for Professional Learning Deputy Superintendent Campus Admin.	Training Sessions Offered	August 2026-May 2027		Sign in Sheets and completion Certificates				121

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2027 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	
Participate in Sentinel training and follow all district procedures for safety.	Director of Student Services Deputy Superintendent; Campus Admin.	Sentinel	September 2026- May 2027	3-PK	Compliance with all given timelines				
Ensure all safety monitoring equipment at campus is operating appropriately and adhere to safety protocols.	Director of Student Services Deputy Superintendent Campus Principal	Zero Eyes, Weapons Detection Towers, Informacast, Visitor Aware, SRP Protocol, Linewize Safeguarding Alert System, Anonymous Alert	August 2026- May 2027	3-PK	Implementation as scheduled and required training of each program at the campus level Consistent campus walkthroughs.				122

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 3 Teaching and Learning Goals	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
Objective 3.1	Support campuses in implementation of the curriculum to promote individual student success.
Summative Evaluation (to be filled in by June 2027 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
Ensure the PK Guidelines are included in the curriculum.	Administrators General Education Teachers Special Ed Teachers	PLC Agendas, Planning Resources in Google Drive	August 2026- May 2027	All	Curriculum; Calendared planning and PLC times and Lesson Plans in Zellar's Hub Folder.				
Provide feedback on instruction utilizing the T-TESS walkthrough form and breeze-by's to ensure equity of experiences in the classrooms and implementation of the adopted PK resource Pre K On My Way and ULS (SpEd)	Administrators	Dana Center training and forms.	August 2026- May 2027	All	Walkthrough form, data analysis from walkthroughs, PLC's focused on the instructional walk through data. Breeze By form filled out showing multiple classroom visits by both administrators.				123
100% of full-time instructional staff will participate with fidelity as a member of the team Professional Learning Community (PLC), adhering to all professional expectations and behaviors.	Administrator Specialists	Training; PLC schedules; Data	2026-2027 Academic Year	All	Campus PLC schedules; CLI Wave data.				
Zellar's Staff will participate in regular professional development which will focus on vertical leadership, SEL, Trauma in students, and targeted small group instruction in order to increase knowledge in all capacities for all staff members.	Admin Team Teachers Instructional Coach District Counselor Behavioral Specialists	Quaver, CLI Engage, Conscious Discipline, Pre-K On My Way	August 2026- May 2027	ALL	Calendar dates and agendas				

District Behavioral specialists, Social Worker, and counselors will provide support for teachers and students that are in need.	Administrator District Counselor	Quaver Education Program	August 2026- May 2027	All	Reflections from students Reflections from district staff.				
Align TEA PK Guidelines to the PK On My Way Curriculum in Stage 1	Administrator Assistant Supt. for C & L; PK Teachers Content Coordinators	PK On My Way Curriculum; TEA Guidelines; UbD Training	August 2026- May 2027	PK	Align TEA PK Guidelines to the PK On My Way Curriculum in Stage 1 move into stage 2.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals	Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
Objective 4.1	Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).
Summative Evaluation (to be filled in by June 2027 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**
Zellar's teachers and administration will participate in district-wide adult learning events year	Director for Professional Learning; Administration	Content Coordinators, Campus Leadership, Funds for Contracted	June 2026- May 2027	All educators & leadership at all levels	Educator surveys, student outcomes				

round that support DIP aligned goals.		Services							
Train and implement a high quality instructional material, special education and math specialists.	Coordinator for Elementary Mathematics	Time for training, Finds for Contracted Services	August 2026-May 2027	PK-5	Training records; Internalize/ Op-timize records				
Monitor for implementation and effectiveness of Targeted Instruction in mathematical concepts	Coordinator for Elementary Mathematics; Administration	Training and checklist	August 2026-May 2027	PK-5					
Train and incorporate the STEM Design Process in classrooms	Science Coordinator; Administration	NISE STEM Certification STEM Grant Materials STEM Training	August 2026-May 2027		Training records STEM Certification data				
Provide resources and professional development focused on curriculum content, instructional strategies, and differentiation techniques.	Elementary Coordinator; Administration	Ellevation TIP Days Seven Steps Depth and Complexity Training Region 10	August 2026-May 2027	Pre-K Teachers	Training Records Learning Walks				125
Participate in training focused on constructivist learning in the reading/language arts elementary classroom.	Elementary RLA Coordinator; Administrator	Professional Developmen t Days	August 2026-May 2027						
Monitor and provide needed resources to increase Emergent Bilingual student performance in Reading & Math.	Director for Academic Programs; Administration, Multilingual Specialist	Little Sponges lessons delivered for all EB students	August 2026-May 2027						

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2027 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**
100% of Mentors will successfully complete the Mentor Teacher Training Program in less than 10 months.	Director for Professional Learning; Campus Administration	Mentor Teacher Training Program	August 2026-May 2027	Mentor Teachers, Beginning Teachers	Quality of coursework submitted, work submitted by stated deadlines				126
Mentors will actively participate in Beginning Teacher instructional walks as either thought partners or as model teachers throughout the 2025-2026 school year.	Director for Professional Learning in partnership with campus principal	½ day classroom coverage may be required	BT instructional walks will take place on each campus about every 6 weeks	Mentor Teachers, Beginning Teachers	Active participation monitored, attendance taken in Strive, reflection activities completed after each walk				
All Mentors will receive coaching at least 2 times per semester as they work towards their goals. (Zellar's mentors will	Director for Professional Learning	30-45 minutes twice a semester	Coaching sessions should be scheduled by the end of August	Mentor Teachers	Coaching records used to track goals & document growth				

participate in coaching sessions)			for the Fall and by the end of January for the Spring						
Mentors who demonstrate a need for additional support will participate in one or more supplemental training modules as part of their required training.	Director for Professional Learning; Campus Administrator	Development of supplemental Training to provide enhancements and supports	Mentor progress toward goals will be measured quarterly- extension or support will be provided based on these data	Mentor Teachers, Beginning Teachers	Data collected from Mentoring records, BT perceptions (survey), participation during BT instructional walks, and 1:1 coaching sessions will determine				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2027 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**
Participate in PLC training	Director for Professional Learning	Training; Strive	August 2026- May 2027	All	Strive records; Schedules				

Have 100% of our full-time instructional staff participate with fidelity in Professional Learning Communities (PLC), adhering to all professional expectations and behaviors from August 2025-May 2026 as evidenced by campus and district meetings and an increase in student achievement.	Deputy Supt.; Assistant Supt. for Curriculum and Learning; Campus Principal; Teachers	Training; PLC schedules; Data	August 2026- May 2027	All	Campus PLC schedules; Student success data				128
Principal and Assistant Principal will attend Level I Results Coaching training	Principal & AP; Campus Coaches; Asst. Supt. of Curriculum and Learning; Director for Professional Learning	Video equipment; Supplies; Time; Continued training	August 2026- May 2027	PK-12	Coaching training records and calendars			100% of our staff will participate in coaching, including campus administrators.	
Teachers will complete highly qualified certification training needed beyond their degree in Early Childhood.	Administrators Teachers Asst. Supt. for C & L	Region 11 training	August 2026- May 2027	ALL	Strive documentation, campus walkthroughs				

Train teachers and administration on Edugence to effectively meet student academic, behavioral, and social emotional needs.	Director for Prof. Learning and Advanced Academics; Principal of Zellers Early Childhood Learning Center and Curriculum; Asst. Supt. for Curr. and Learning	Edugence software and training	October 202- January 2027	All	Training records; Data in Edugence		Local Budget	Train teachers and administration on Edugence to effectively meet student academic, behavioral, and social emotional needs.	

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students. 129					
Objective 5.3				Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.					
Summative Evaluation (to be filled in by June 2027 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**
100% of teachers and administrators will receive training on Pre K on My Way, ULS, and Circle instructional set up of classrooms as well as data protocol training in using the data from Wave 1 - 3 to drive instruction.	Principal Zellar's, Outside Vendors for support, Technology for additional training on resources.	Pre K on My Way ULS Circle on line platform and trainings	August 2026- May 2027	All	Sign-in sheets				

80% of Students will be in the green by the Circle Wave 4 Screener	Administrators Teachers ESL Interventionist	CLI Training and materials	August 2026- May 2027	ALL	WAVE reports				
All Special Education Inclusion Teachers will receive training on inclusion strategies, De-escalation techniques, PLAAPF writing, COSF, and Progress monitoring. These trainings will include best practices in collaborative teaching	Executive Director for Special Populations	Special Education Personnel	August 2026- May 2027	PK	Walkthrough Form Data				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.			
Objective 6.1				Write a curriculum to support two years of high quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.			
Summative Evaluation (to be filled in by June 2027 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March)*	**Supported by State or Federal Funds**

						Review 3 - Campus (May), DEIC (June) **#1**	**#2**	**#3**	
N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.
Summative Evaluation (to be filled in by June 2027 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**
N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Objective 6.3				Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.					
Summative Evaluation (to be filled in by June 2027 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**
N/A									

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.4				Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.					
Summative Evaluation (to be filled in by June 2027 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**

N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.					
Summative Evaluation (to be filled in by June 2027 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**
School will plan family engagement events and parent education nights each semester (Meet the teacher Multicultural Night; Spirit Week; Book Parade; Spring -; Literacy Night Holiday celebrations; Graduation)	Administrators Leadership Team	School calendar	August 2026- May 2027	ALL	Sign-in sheets, social media, logistics committee agendas				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.2	Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the “I Choose” campaign.
Summative Evaluation (to be filled in by June 2027 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**
Keep community informed about positive initiatives, successes, and programs	Coordinator for Digital Content; Campus Admin.	Parent Square, Smore, Newsletter, websites, social media, and parent training classes Google Ads and Analytics	August 2026- May 2027 August 2026 - May 2027	All	Engagement on social media (FaceBook; Black Board; PeachJar; Smore; DoJo/SeeSaw, Parent Square) See, increase in enrollment				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.
Summative Evaluation (to be filled in by June 2027 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**
Posting of flyers for parent training in the weekly newsletter, on social media, and in ARD meetings, Conscious Discipline Parent night .	Campus Administrators CD Trainer	Smore, parent square , facebook	Aug 2026 - May 2027	ALL	Social Media, posted pictures and hallway displays, sign in sheets				135

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2027 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	
N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 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	

N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.
Summative Evaluation (to be filled in by June 2027 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**
Attend LESID Career Fairs as needed in order to hire high quality personnel	Principal	Career Fair; Campus Flyers	Spring 2027	At-Risk	Attendance; List of Individuals Hired				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.2				Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Participate in the district Carpool Kudos program	Administration to let parents and staff know about upcoming events; Human Resources personnel	Social Media platforms; microphones	August 2026-May 2027	All	“Social media “likes”, “shares”, comments; increased staff morale; community connection/ participation				138
Weekly Kudos acknowledgments, also during faculty meetings to celebrate teachers and staff that are doing great things across the building, birthday celebrations, staff of the month, woot-woot cart, Toot your Horn	Administrators and staff	Time, donations, budgeted money,	August 2026-May 2027		Faculty meeting agendas, bulletin boards, announcements, school chat				

Notes placed in mailboxes to give staff thank yous, periodic 10 minute breaks for paras.	Administrators	Time, Thank You Cards	August 2026- May 2027		Increase in Staff sense of worth and appreciation.				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.
Summative Evaluation (to be filled in by June 2027 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**
Participate in the district Carpool Kudos program	Administration to let parents and staff know about upcoming events; Human Resources personnel	Social Media platforms; microphones	August 2026- May 2027	All	"Social media "likes", "shares", comments; increased staff morale; community connection / participation				

Weekly Kudos acknowledgments during faculty meetings to celebrate teachers and staff that are doing great things across the building, birthday celebrations, staff of the month, woot-woot cart, Toot your Horn	Administrators and staff	Time, donations, budgeted money,	August 2026- May 2027		Faculty meeting agendas, bulletin boards, announcements, school chat				
Notes placed in mailboxes to give staff thank yous, periodic 10 minute breaks for paras.	Administrators	Time, Thank You Cards	August 2026- May 2027		Increase in Staff sense of worth and appreciation.				

Goal: 10 Ensuring Fiscal Health Sustainability				LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.					
Objective 10.1				Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**imelines**	**Special Popula-tions**	**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**

Ensure budget spent is aligned to campus needs, meet with secretary at minimum bi-weekly to discuss budget	Principal	Campus Budget	Aug. 2026-April 2027	All	Balanced budget aligned to campus needs				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability				LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.					
Objective 10.2				Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Participate in meaningful training offered by the business office	Assistant Superinten-dent for Business and Finance; Campus Administrator	Training Modules	July 2026 -June 2027	All	Training sign in sheets; training presenta-tions				
Participate in all BOSS meetings with the Finance	Admin. Assistant, Finance Dept Rep.	TIme	August 2026- May 2027	All	Calendar invites and Agenda Items.				

department to ensure the budget is used appropriately by the campus.									

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

[Little Elm ISD 2026-2027 Professional Learning Plan]
[Little Elm ISD 2026-2027 Improvement Plans]
[Zellars 2026-2027 Professional Learning Plan]

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV $15, 200 No Place for Hate Conscious Discipline ($131,480.00) Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe	

			Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD ● 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 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. ● Refer students and/or their families to the appropriate agencies for assistance when the need is determined. ● **The SRO shall not act as a school disciplinarian**. 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.	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

• 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 computer and/or secretary assistance. • 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 the 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.			145

Coordinated Health- SHAC Council

Strategies	**Resources**	**Staff Responsible**	**Evaluation**
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded training.	District Budget Counselor led staff presentation Hope Squad Advisor Training; Online training through Safeschools	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

	Hope Squad $1,850.00, Title IV			

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $15,200.	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; 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 Part A Funds $748,748	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, 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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $50,000 Title III $30,000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance

1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] when complete in October. The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list. 149
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals	Formative evaluation of the CIP and DIP throughout the year.

improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.		Assistant Superintendent for Curriculum and Instruction	
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement:	LEISD Parent and Family Engagement Plan	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets Number of Events 150
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			

11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	Number of discipline referrals
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,700,000 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	

Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2026-2027

Committee Member	Role	School	Term Year
Megan Branch	Teacher	Zellar's Early Childhood Center	1
Brandy Baker	Teacher	Zellar's Early Childhood Center	1
Elba Perales	Teacher	Zellar's Early Childhood Center	2
Elisabeth Lujan	Multilingual Specialist	Zellar's Early Childhood Center	3
Samantha Sipes	Para Professional	Zellar's Early Childhood Center	1
Blanca Chhim	Secretary/PEIMS	Zellar's Early Childhood Center	1
TBA	Business Member	Zellar's Early Childhood Center	
TBA	Community Member	Zellar's Early Childhood Center	
Howard Higginbotham	Administrator	Zellar's Early Childhood Center	3
Kacy Kupper	Administrator	Zellar's Early Childhood Center	2

Little Elm Independent School District

Brent Campus Improvement Plan 2026-2027



Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal: 1 Safety and Security

Objective 1.1

Goal: 2 Teaching and Learning Goals

Objective 2.1

Goal: 3 Teaching and Learning Goals

Objective 3.1

Goal: 4 Teaching and Learning Goals

Objective 4.1

Goal: 5 Teaching and Learning Goals

Objective 5.1

Objective 5.2

Objective 5.3

Goal: 6 Respectful Relationships

Objectives 6.1

Objective 6.2

Objective 6.3

Objective 6.4

Goal: 7 Community Engagement

Objectives 7.1

Objective 7.2

Objective 7.3

Goal: 8 Community Engagement

Objective 8.1

Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2

Objectives 9.3
Goal: 10 Ensuring Fiscal Health & Sustainability
Objective 10.1
Objective 10.2
Little Elm ISD 2025-2026 Professional Learning Plan
APPENDIX A: STATE AND FEDERAL REQUIREMENTS
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	-Enrollment 395 (Down from 450 last year -Additional Special Education Unit 2026	Increase in student needs/ family crisis situations -Eco-Dis 56% currently (59% 25-26)	Inclusive Training for staff
Student Achievement	-3-5 MAP May 2026 showed progress,	STAAR scores dropped in every grade and every subject, student growth dropped in grades 4 & 5 Growth needed in 3 specific groups	Tracking students to focus on growth for Domain 3 targets. Students are listed and will get specialized support from teachers and interventionists. 1. EB student performance in meeting the Meets Performance Level in Math. 2. EB student performance in math growth. 3. EB student performance in meeting the goal score in the Student Success domain. 4. Hispanic student performance in meeting the

			Meets Performance Level in Math. 5. Hispanic student performance in math growth. 6. Hispanic student performance in meeting the goal score in the Student Success domain will be 41. 7. Economically Disadvantaged student performance in meeting the Meets Performance Level in Math. 8. Economically Disadvantaged student performance in math growth. 9. Economically Disadvantaged student performance in meeting the goal score in the Student Success domain.

Curriculum and Instruction	No changes in curriculum, New supplemental in reading- Amira	Amira implementation Feedback was gathered through surveys at the campus and district level	Physical dictionaries for students need replaced, approximately 10 years old We need to progress monitor students and sub pops for growth.

Staff Quality and Retention	Staff retention was high, we filled all positions Job fairs were completed successfully	We have 2 new teachers on campus and several support staff are new.	Continue to support staff and build a positive school culture & climate.

Technology		We are looking for support for progress monitoring - especially in math	

Family/Community Involvement	-Feedback about events and participation -Events and Fundraising down a bit this year with lower enrollment -Parent Square New next year- communication -Kinder Meet & Greet on Playground	Gather through the GT Parent Night Second Conference Day will be built into the schedule next year (26-27)	Continue to support parents and engage them with their children's education -Frankly- new Ap for parents to get parenting tips

Safety and Security	Campus audits- systems clear and going well	TEA audit went well- no concerns	Continue to provide a safe and secure environment for students and staff.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS

Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram		Safety Data	TXKEA/TPRI/Tejas Lee

Meetings were held with the Campus Leadership Team on May 11, 2026 and September 15, 2026 to discuss campus plans for the year. Last year's initiatives including title 1 spending was discussed as well as our goals for this year. We identified the areas of need specifically based on our outcomes and determined the need to provide intervention support to students. Meetings were also held with lead staff members to discuss the progress that had been made and needs that have arisen. This meeting took place on September 15, 2026.

Goal: 1 Respectful Relationships	Brent Elementary will engage each student and staff in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline disruptions; provide more tools for adults and students to regulate and respond appropriately.

Summative Evaluation (to be filled in by June 2027 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**
Implement Conscious Discipline strategies and techniques for a Brain Smart Start through morning announcements.	Principal, AP	Google Meet, Slides	Aug - May	All	Daily meetings				NA
The Conscious Discipline Action Team will meet and work on priorities throughout the year. They will meet with a CD coach and will share action steps with all staff members.	AP, Behavior Specialist, CDAT	District provided resources- Zoom and in person coaching	Aug - May	All	Agendas, training with staff, students and staff using skills				160

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security				Brent Elementary will provide and maintain safe, secure and healthy learning environments conducive to learning.			
Objective 2.1				We will have a campus where staff and students feel safe and secure as evidenced by campus and district surveys and informal feedback.			
Summative Evaluation (to be filled in by June 2027 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**

Implement daily safety checks for doors and conduct routine drills for safety in a variety of situations including fire, lock down, and evacuation.	Principal, Assistant Principal, SRO	District systems	Aug - May	All	Calendars, training with staff, students and staff using skills				
The counselor will schedule training for students to learn interpersonal skills monthly.	Principal, Assistant Principal, SRO	District systems	Aug - May	All	Calendars, training with staff, students and staff using skills				
Students and staff will receive training for Title IX to ensure a safe school process is followed. Students will get training from the Child Advocacy Center about safety as well.	Principal, Assistant Principal, Counselor	District systems	Aug - Feb	All	Calendars, training with staff, students and staff using skills				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 3 Teaching and Learning Goals				Brent Elementary will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Brent Elementary will implement the LEISD curriculum and track student success to promote campus success.					
Summative Evaluation (to be filled in by June 2027 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**
1. Increase STAAR performance in All students through monitoring progress	Principal, Assistant Principal,	District and campus systems	Aug-May	All	Data walls and trackers				

on CSA, CFA, and formative assessments.	Specialists, Teachers								
2.Track and monitor all assessments with sub populations of Hispanic, Emergent Bilingual, and Economic Disadvantaged Students.	Principal, Assistant Principal, Specialists, Teachers	District and campus systems	Aug-May	All	Data walls and trackers				
3. PLC time for teachers will be done bi-weekly in reading and math. The focus will be on student outcomes.	Principal, Assistant Principal, Staff	District systems	Aug - May	All	Calendars, training with staff, students and staff using skills				
4. Planning will be done bi-weekly for reading and math. The focus will be on student growth.	Principal, Assistant Principal, Staff	District systems	Aug - May	All	Calendars, training with staff, students and staff using skills				
5. Provide differentiated instruction in reading and math skills through Lobo time.	Teachers, Specialists, tutors	Curriculum	September 2025-April 2026	All	Walkthroughs, data tracking, MTSS				$30,000 tutoring with Title 1 funds Supplies for tutors and staff to use for Lobo Time
6. Training for the new assistant principal to evaluate and lead.	Principal, AP	Training Region 11	August 2026	All students	Completion of training and implementation of evaluation T-TESS				Campus funds
7. Use common assessments to make decisions about instruction. Utilize All In Learning to analyze exit tickets for math and generate feedback to students in writing	Principal, AP, Specialists, Teachers	All In Learning	September-May	All	Data Tracking				$4050.00 Title 1
8. Give feedback to teachers every 2-3 weeks with actionable steps for growth.	Principal, AP, Specialist, Content Coordinators	Campus and District feedback forms	August- May 2026	All					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Brent Elementary will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.				
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).				
Summative Evaluation (to be filled in by June 2027 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**
1. Teachers and staff will integrate STEM focused opportunities with students every 2 weeks.	Principal, Assistant Principal, Staff	District systems and purchased materials	Aug - May	All	Calendars, training with staff, students and staff using skills				$2,000.00 campus and Title 1 funds

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Brent Elementary will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.			
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.			
Summative Evaluation (to be filled in by June 2027 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	
2.Teachers in their first two years will receive support from a mentor for two years. Teachers new to the district will be assigned a campus mentor for one year.	Principal, Lead Mentor Teacher	District provided resources	August- May	All Students	Agendas, calendars, feedback.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Brent Elementary will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	100% of instructional staff will complete training to reinforce research-based instructional strategies and will implement the strategies with students.
Summative Evaluation (to be filled in by June 2027 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**
1. The campus will do a book study on Ten Mindframes for Visible Learning during faculty meetings and professional learning times. They will implement strategies to maximize learning environments.	Principal, AP, Teacher Leaders	Ten Mindframes for Visible Learning books for staff	August- March	All Students	Agendas, Strategies shared				Title 1 Funds $1,319.16

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.3	Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.
Summative Evaluation (to be filled in by June 2027 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**
Conduct Bluebonnet PLCs and Observation and Feedback cycles with Region 11 and District Leadership	Principal; Assistant Principal	PLC Schedule; Feedback Schedule	August '26-May '27	All	Student Achievement and Growth in math STAAR				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Write a curriculum to support two years of high quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.
Summative Evaluation (to be filled in by June 2027 by administration)	
This Goal is a secondary Goal that is not applicable to Brent Elementary.	

Goal: 6 Teaching and Learning Goals				Brent Elementary will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.2				Brent Elementary will host a career day for students K-5 to get exposure to different career opportunities and be informed about college or training required for them.					
Summative Evaluation (to be filled in by June 2027 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**
Host Career Day for students to think about future learning and fields of work.	Counselor	Schedules and campus resources	May 2027	All	Schedule and feedback from the event				166

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.3	Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.
Summative Evaluation (to be filled in by June 2027 by administration)	
This Goal is a secondary Goal that is not applicable to Brent Elementary.	

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.4	Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.
Summative Evaluation (to be filled in by June 2027 by administration)	
This Goal is a secondary Goal that is not applicable to Brent Elementary.	

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.5	Brent Elementary will host a career day for students K-5 to get exposure to different career opportunities and be informed about college or training required for them.
Summative Evaluation (to be filled in by June 2027 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**
Host Career Day for students to think about future learning and fields of work.	Counselor	Community Participation	May 2027	All	Career Day Participation				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	Brent Elementary will communicate with the Brent community to build trust, support, and involvement.
Objectives 7.1	Create opportunities for the families to be involved with the campus in an academic setting during and after school.

Summative Evaluation (to be filled in by June 2027 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**
Encourage parent engagement by hosting after school family events including: Meet the Teacher/ Title 1 Meeting, Homecoming parade, Reading Night, STEM Night, Open House, and GT Night.	Campus admin and campus staff	Event supplies including pencils, activities, snacks for families including cookies, chips, water, etc.	August - May	All	Sign In Sheets, QR Codes for feedback,				Supplies: Title 1 STEM- $500 Reading Night- $500 Food: $1,000 168
Encourage parent engagement by opening the school for participation in daytime events including: Grandparents Day, Field Day, Field Trips, Awards, and Graduations.	Campus admin and campus staff	Event supplies including pencils, activities, snacks for families including cookies, chips, water, etc.	August - May	All	Sign In Sheets, QR Codes for feedback,				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.2	Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the “I Choose” campaign.
Summative Evaluation (to be filled in by June 2027 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**
Communicate with families and on social media positive things happening on campus.	Assistant Principal	District computer	April-July 2027	All	Posts and messages				169

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.
Summative Evaluation (to be filled in by June 2027 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
This Goal is a district Goal that is supported by Brent Elementary.							

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2027 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
This Goal is a district Goal that is supported by Brent Elementary.							

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.			
Objective 8.2				Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.			
Summative Evaluation (to be filled in by June 2027 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**
This Goal is a district Goal that is supported by Brent Elementary.							

Goal: 9 Human Capital				Brent Elementary will recruit, recognize, and retain high quality and effective personnel to support student success at every level.			
Objectives 9.1				Recruit and retain staff through positive measures throughout the year.			
Summative Evaluation (to be filled in by June 2027 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	
Utilize LEISD spring and summer career fairs to hire highly qualified staff for open and future positions.	Principal, AP, Teacher Leaders	Campus funds	April-June	All Students	Filled positions from highly qualified staff				
Encourage teachers to train student teachers and observers to increase exposure to highly qualified new staff.	Principal, AP	District	August-May	All Students	Filled positions from highly qualified staff				
Promote a positive campus culture with incentives and games throughout the year.	Principal, AP	District	August-May	All Students	Filled positions from highly qualified staff				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.				
Objectives 9.2				Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.				
Summative Evaluation (to be filled in by June 2027 by administration)								
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**

This Goal is a district Goal that is supported by Brent Elementary.

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.			
Objectives 9.3				Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.			
Summative Evaluation (to be filled in by June 2027 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**

This Goal is a district Goal that is supported by Brent Elementary.

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 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**
Ensure budget is aligned to campus needs for students and teachers	Principal	Needs assessment	Spring 2027	All	Aligned budget				No

[Little Elm ISD 2026-2027 Professional Learning Plan]
[Little Elm ISD 2026-2027 Improvement Plans]

Brent Professional Learning Plan 2026-2027

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only) No Place for Hate Conscious Discipline Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting	Outside presenters, state training modules	All staff	District documentation	

requirements.				

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<u>Scope of Assignment for SRO's in Little Elm ISD</u> • 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 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. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined.	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

• **<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 computer and/or secretary assistance. • 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 the 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.			177

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded training.	District Budget Counselor led staff presentation Online training through Safeschools	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $	Director for Student Services and Safety, Director for Counseling, School 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	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

situations.			
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds $	Director for Accountability, Assessment, and Federal 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, IDEA	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 for Professional Learning; Campus Principals	Program nominations, participation, 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 for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
The schoolwide program plan is developed as a consolidated plan with federal, state and local initiatives.			
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.

1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
7.Parent and Family Engagement:	Brent Parent Family Engagement Plan 26-27	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets Number of Events

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	181
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2026-2027

Committee Member	Role	Signature
Karie Kuster	Principal	
Elizabeth Martinez	Assistant Principal	
Jasmine Taylor	Counselor	
Trinh Tran	Kinder Teacher	
Heather O'Bryan	1st Teacher	
Madeline Brown	2nd Teacher	
Dawne Noto	3rd Teacher	
Darla Gregory	4th Teacher	
Jessica Robinson	5th Teacher	
Gina Williams	Paraprofessional	
Ashley Newton	Specials/ PE	
Pam Ellis	Special Education Teacher	
Alicia Jackson	ESL Specialist	
Kate Norburg	Reading Specialist	
Richard Mendez	Math Specialist	
Shronda Fletcher	District Admin- Social Studies Coordinator	
Cortney Kante	Parent	
Samantha Cuellar	Parent	

Tony Singh	Community Member	
Zohreh Dianati	Teacher	

Brent Targeted Assistance Plan 26-27

Brent Professional Learning Plan 26-27

Brent Local Improvement Plan 26-27

Little Elm Independent School District

Glover Elementary Campus Improvement Plan 2026-2027

Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals
Executive Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment
Goal: 1 Respectful Relationships
Objective 1.1
Goal: 2 Safety and Security
Objective 2.1
Goal: 3 Teaching and Learning Goals
Objective 3.1
Goal: 4 Teaching and Learning Goals
Objective 4.1
Goal: 5 Teaching and Learning Goals
Objective 5.1
Objective 5.2
Objective 5.3
Goal: 6 Teaching and Learning Goals
Objectives 6.1
Objective 6.3
Objective 6.4
Goal: 7 Community Engagement 186
Objectives 7.1
Objective 7.2
Objective 7.3
Goal: 8 Community Engagement
Objective 8.1
Objective 8.2
Goal: 9 Human Capital
Objectives 9.1
Objectives 9.2
Objectives 9.3
Goal: 10 Ensuring Fiscal Health & Sustainability
Objective 10.1
Objective 10.2
Little Elm ISD 2026-2027 Professional Learning Plan
APPENDIX A: STATE AND FEDERAL REQUIREMENTS
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2026-2027

Executive Comprehensive Needs Assessment Summary

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Areas Examined	Summary of Strengths *(What Strengths were identified?)*	Summary of Needs *(What needs were identified?)*	Priorities *(What are the priorities for the district?)*
Demographics	2026 accountability showed identifiable subgroup data and no CSI, TSI, or ATSI identification. Attendance was 94.8% (Q3 comparison).	Economically disadvantaged students were 44.7% of enrollment. Achievement gaps remain for African American, economically disadvantaged, special education, and high-focus groups; chronic-absence baseline must be confirmed.	Monitor access, attendance, growth, and intervention response by student group every four to six weeks; remove barriers and document actions.
Student Achievement	RLA was the strongest tested area: 76% Approaches, 55% Meets, and 24% Masters. Across growth tests, 190 of 387 earned a full growth point.	Overall rating 72/C; School Progress 60/D; Academic Growth raw 56. All-subject performance was 68% Approaches, 45% Meets, 18% Masters. Math Meets was 43%; science Meets was 26%; accelerated learning was 22%.	Reach at least 80/B overall by prioritizing Domain 2: School Progress 85, Academic Growth raw 75, Closing the Gaps raw 60/scaled 80, and accelerated learning at least 70%.
Curriculum and Instruction	LEISD curriculum resources, assessment systems, PLC structures, Reading Academies, and Bluebonnet-aligned practices provide a common instructional foundation.	Tier I rigor, lesson internalization, common formative assessment use, differentiation, student discourse, and intervention response are not yet consistently implemented.	Use weekly PLC data cycles, calibrated learning walks, coaching, and short-cycle progress monitoring to improve RLA, math, science, and subgroup outcomes.
Staff Quality and Retention	Campus leaders and teacher teams use collaborative planning and are committed to continuous improvement.	Leadership capacity, coaching consistency, mentor support, and follow-through on PLC action plans require strengthening.	Provide job-embedded leadership and instructional coaching through the LEAD Partners annual project and monitor teacher practice and student results.
Technology	Edugence, MAP, district assessments, and digital curriculum tools support timely access to student information.	Teachers need a consistent process for using dashboards and item-level data to plan reteach, enrichment, and intervention.	Maintain shared scorecards for growth, proficiency, attendance, intervention, and subgroup progress; review them in PLC, CLT, and quarterly SBDM meetings.
Family/Community Involvement	The campus has established communication channels and opportunities for families and community members to participate.	Family engagement must more directly support attendance, academic learning at home, and access for families experiencing barriers.	Offer five family-learning opportunities—three Title I-funded events plus two campus/district opportunities—provide accessible attendance outreach, and include stakeholders in quarterly CIP reviews.
Safety and Security	District and campus safety protocols, required training, drills, counseling supports, and behavior systems are in place.	Student/staff perception data, behavior trends, and attendance barriers require routine review and targeted response.	Strengthen a safe, welcoming climate; increase attendance from 94.8% to at least 95.5%; and reduce chronic absenteeism by at least 20% from the confirmed baseline.

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram		Safety Data	TXKEA/TPRI/Tejas Lee

The Campus Leadership Team working session was held on September 3, 2026, to review the 2026 accountability results, comprehensive needs assessment, prior initiatives, and proposed 2026–2027 Title I spending. The initial CIP review with the Instructional Leadership Team and Site-Based Decision-Making Committee is scheduled for September 8, 2026. The team identified Domain 2 academic growth, accelerated instruction, subgroup performance, Tier I instruction, and attendance as the campus priorities. Implementation and evidence will be reviewed quarterly in November, February, and May. The currently proposed Title I budget totals $42,500: LEAD Partners annual project rate, $14,500; Lone Star Learning instructional resources, $6,500; reading and math tutor, $20,000; and Parent and Family Engagement events, $1,500. Final remaining allocations, carryover, required reservations, procurement, and account coding will be confirmed by LEISD.

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately. Glover campus target: By May 2027, strengthen belonging and self-regulation and reduce office discipline referrals by 10% from the confirmed 2025–2026 baseline.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Teach, model, and reteach schoolwide behavior and self-regulation expectations.	Principal, AP, counselor, teachers	Behavior matrix; SEL/guidance resources	Aug 2026–May 2027	All; targeted Tier 2/3	Walkthroughs; referrals; student survey	Nov: review	Feb: adjust	May: evaluate	Local/campus resources
Review behavior data every four to six weeks and assign MTSS supports.	AP, counselor, MTSS team	Referral and MTSS data	Every 4–6 weeks	Students with repeated referrals	10% referral reduction; plan fidelity	Nov: review	Feb: adjust	May: evaluate	No
Use restorative family conferences and barrier-responsive support plans.	Admin, counselor, teachers	Conference protocols; community referrals	As needed; monthly review	Students needing intensive support	Conference logs; improved behavior/attendance	Nov: review	Feb: adjust	May: evaluate	No

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys. Glover campus target: Increase average daily attendance from 94.8% to at least 95.5%, reduce chronic absenteeism by at least 20% from the confirmed 2025–2026 baseline, and maintain positive safety-survey results.
Summative Evaluation (to be filled in by June 2027 by administration)	

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	Supported by State or Federal Funds
Review weekly attendance by grade, student, and subgroup; maintain a tiered watch list.	Principal, AP, attendance clerk, counselor, teachers	SIS attendance reports; dashboard	Weekly, Sep 2026–May 2027	All; students below 90% prioritized	ADA at least 95.5%; watch-list movement	Nov: review	Feb: adjust	May: evaluate	No
Complete same-day contacts and individualized barrier plans for students with emerging patterns.	AP, Attendance team, counselor, family liaison	Contact log; barrier plan; referrals	Daily contact; biweekly plans	Chronically absent/ at risk	20% chronic-absence reduction	Nov: review	Feb: adjust	May: evaluate	Local/campus resources
Use positive attendance messaging, recognition, and monthly family communication.	Principal, teachers, family liaison	Newsletters; recognition materials	Monthly	All students and families	Monthly ADA and family-response trends	Nov: review	Feb: adjust	May: evaluate	Local/campus resources 190
Conduct required drills, staff training, and quarterly safety perception checks.	Principal, AP, safety team	LEISD safety protocols; surveys	Required schedule; quarterly	All students and staff	100% drills/training; survey improvement	Nov: review	Feb: adjust	May: evaluate	District/local resources

Goal: 3 Teaching and Learning Goals	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
Objective 3.1	Support campuses in implementation of the curriculum to promote individual student success. Glover campus target: Earn at least 80/B overall; raise School Progress from 60/D to 85/B and Academic Growth raw score from 56 to 75; raise Closing the Gaps raw score from 35 to 60 (scaled 80/B).
Summative Evaluation (to be filled in by June 2027 by administration)	

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
Run weekly PLC data cycles: unpack standard, plan, assess, analyze, reteach, and reassess.	Principal, AP ,Specialists, PLC leads, teachers	TEKS; curriculum; CFA; Edugence/MAP	Weekly	All; disaggregated groups	PLC artifacts; CFA gains; walkthrough alignment	Nov: review	Feb: adjust	May: evaluate	Local/campus resources
RLA: provide explicit comprehension, vocabulary, written-response, and small-group instruction.	Specialists, RLA teachers, interventionists	Core curriculum; texts; CFA data	Daily; 3-week cycles	All; EB, SPED, Eco Dis, AA, High Focus	At least 70% meet growth; Meets 55%→60%	Nov: review	Feb: adjust	May: evaluate	Included in the $6,500 Lone Star and $20,000 tutor allocations; no additional cost
Math: strengthen conceptual models, fluency, problem solving, and targeted spiral review.	math teachers, interventionists	Core curriculum; manipulatives; CFA data	Daily; 3-week cycles	All; priority student groups	Growth 49%→65%; Meets 43%→50%	Nov: review	Feb: adjust	May: evaluate	Included in the $6,500 Lone Star and $20,000 tutor allocations; no additional cost
Science: plan concept development, vocabulary, labs, and evidence-based responses.	science/grade-level teachers	Science curriculum; lab materials; CFA data	Weekly planning; daily instruction	All; AA, Eco Dis, High Focus	Approaches 56%→70%; Meets 26%→40%; Masters 9%→15%	Nov: review	Feb: adjust	May: evaluate	Local/campus resources
Implement an Accelerated Instruction Plan for every prior-year student who did not approach grade level.	Admin, reading specialist, math specialist, tutor, teachers	MAP and STAAR data; accelerated-instruction plans; intervention tracker	BOY setup; alternating two-week cycles; yearlong monitoring	Prior-year DNM students	100% plan completion; at least 70% move to Approaches or higher; MAP/progress growth	Nov: review	Feb: adjust	May: evaluate	Title I, Part A—supported through the $20,000 tutor and $6,500 resource lines; no separate additional cost
Monitor individual growth targets and intervention response at least every two weeks.	Teachers, interventionists, MTSS team	Progress-monitoring tools; student trackers	Biweekly	Tier 2/3; DNM students	At least 70% meet/exceed growth target	Nov: review	Feb: adjust	May: evaluate	No
Analyze subgroup results and reteach plans every four to six weeks.	Principal, AP, specialists, PLC teams	Disaggregated dashboards	Every 4–6 weeks	AA, Eco Dis, SPED, EB, High Focus	Gaps narrow each cycle; CTG raw score 60	Nov: review	Feb: adjust	May: evaluate	No

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Purchase and implement Lone Star Learning supplemental resources for K–5 reading and math and grades 3–5 RLA, math, and science support.	Principal, reading specialist, math specialist, science/grade-level teachers	Lone Star Learning licenses/materials—$6,500	Purchase in fall 2026; use through May 2027	All K–5; priority student groups and tested grades	Purchase records; usage and lesson artifacts; student work; MAP/CFA/STAAR gains	Nov: review	Feb: adjust	May: evaluate	Title I, Part A—$6,500 supplemental instructional resources
Provide a reading and math tutor for targeted intervention during protected instructional-support time.	Principal, reading specialist, math specialist, tutor, classroom teachers	Reading and math tutor—$20,000; MAP data and intervention tracker	2026–2027; alternating two-week reading and math cycles	Prior-year DNM and Tier 2/3 students	Schedules, rosters, specialist-created lessons/groups, minutes, tracker, and MAP/CFA/STAAR growth	Nov: review	Feb: adjust	May: evaluate	Title I, Part A—$20,000 reading and math tutoring
Review CIP scorecard with CLT/ILT and SBDM; document decisions and course corrections.	Principal, CLT/ILT, SBDM	CIP scorecard; minutes; evidence folder	Nov, Feb, May	All student groups	Quarterly status, actions, owners, next steps	Nov: review	Feb: adjust	May: evaluate	No

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis). Glover campus target: By May 2027, 100% of classrooms will implement aligned, student-centered Tier I instruction; at least 85% of calibrated learning-walk indicators will meet campus expectations.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Internalize upcoming lessons in PLCs for rigor, misconceptions, exemplars, and checks for understanding.	Specialists, PLC leads, teachers	District curriculum; exemplars; CFA items	Weekly	All; planned scaffolds for priority groups	PLC artifacts; 85% learning-walk fidelity	Nov: review	Feb: adjust	May: evaluate	No

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Conduct calibrated learning walks and deliver brief, actionable feedback within two school days.	Principal, AP, Specialists	Common look-for tool; coaching log	Biweekly	All classrooms	Trend improvement in Tier I indicators	Nov: review	Feb: adjust	May: evaluate	No
Use flexible small groups and just-in-time scaffolds without lowering grade-level rigor.	Teachers, interventionists	Student work; formative data; scaffolds	Daily	EB, SPED, 504, dyslexia, Eco Dis, GT	Student work and subgroup growth	Nov: review	Feb: adjust	May: evaluate	No
Increase student discourse, productive struggle, writing, and evidence-based explanations.	Teachers; IC	Discussion/writing protocols; exemplars	Daily	All students	Walkthrough/student-work evidence	Nov: review	Feb: adjust	May: evaluate	No
Audit accommodations and service minutes for fidelity and instructional impact.	AP, case managers, teachers	IEP/504/LPAC plans; service logs	Every 4–6 weeks	SPED, 504, EB, dyslexia	100% documented fidelity; improved outcomes	Nov: review	Feb: adjust	May: evaluate	IDEA/Title III/local as applicable

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure every assigned mentor completes required district training.	Principal, mentor coordinator, mentors	LEISD mentor training	By Sep 2026	New teachers/mentees	100% completion	Nov: review	Feb: adjust	May: evaluate	District/local resources

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Schedule monthly mentor–mentee cycles focused on planning, culture, instruction, and feedback.	Mentors, AP, Specialists	Mentor toolkit; observation/feedback forms	Monthly	Year 1–2 teachers	Logs; mentee survey; retention	Nov: review	Feb: adjust	May: evaluate	
Review new-teacher needs and targeted supports each quarter.	Principal, AP, Specialists	Survey; walkthrough and student data	Nov, Feb, May	Year 1–2 teachers	Support plans completed; efficacy improves	Nov: review	Feb: adjust	May: evaluate	

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments. 194 Glover campus target: Use job-embedded professional learning to improve teacher efficacy, Tier I implementation, PLC quality, and student growth toward the campus Domain 2 targets.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1** **#2** **#3**			**Supported by State or Federal Funds**
Contract with LEAD Partners at an annual project rate for leadership and instructional coaching.	Principal; LEAD Partners; LEISD Federal Programs	LEAD proposal; annual project scope; $14,500	Jul 2026–May 2027	Leaders and teachers serving all groups	Agendas, sign-ins, coaching logs, deliverables, walkthrough and growth trends	Nov: review	Feb: adjust	May: evaluate	Title I, Part A—$14,500 contracted professional services; subject to LEISD allowability, procurement, and coding approval

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Use annual project support for learning walks, PLC coaching, lesson internalization, and data action planning.	Principal, AP, Specialists, PLC leads, LEAD coach	Campus data; curriculum; look-for tools	Throughout the 2026–2027 project year	All; priority student groups	Stronger PLC artifacts and Tier I fidelity	Nov: review	Feb: adjust	May: evaluate	Included in the same $14,500 Title I contract; do not duplicate
Monitor intervention implementation, staffing/retention, and 2027–2028 strategic planning.	Principal, CLT/ILT, LEAD coach	MTSS, staffing, schedule, and CIP data	Quarterly and as scheduled	All students and staff	Action logs; completed follow-up; improved indicators	Nov: review	Feb: adjust	May: evaluate	Included in the same $14,500 Title I contract; do not duplicate
Measure professional-learning impact through pre/post teacher efficacy, walkthroughs, and student growth.	Principal, AP, Specialists	Survey; coaching log; assessment dashboard	Baseline, midyear, May	All trained teachers	100% show implementation growth; Domain 2 improves	Nov: review	Feb: adjust	May: evaluate	No additional cost

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.3	Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12. 195
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Protect weekly PLC time and use one common agenda tied to standards, student work, and next actions.	Principal, Specialists, PLC leads	PLC calendar, agenda, data protocol	Weekly	All students	100% PLCs submit actionable artifacts	Nov: review	Feb: adjust	May: evaluate	No
Calibrate Bluebonnet/Reading Academies-aligned practices through modeling and peer observation.	teacher leaders, teachers	Curriculum and implementation rubrics	Monthly	K–5; priority groups	Observation fidelity and student-work quality	Nov: review	Feb: adjust	May: evaluate	District/local resources

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Use CLT to remove implementation barriers and track commitments to completion.	Principal, CLT/ILT	Implementation scorecard	Monthly; quarterly formal review	All staff/students	Action items closed on time	Nov: review	Feb: adjust	May: evaluate	No

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.1				Write a curriculum to support two years of high quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide age-appropriate K–5 career awareness through counseling, read-alouds, and guest speakers.	Counselor, librarian, teachers	Career lessons; community speakers	At least once per semester	All K–5 students	Grade-level participation evidence	Nov: review	Feb: adjust	May: evaluate	Local/community resources

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.2				Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

District objective applies to grade 8; Glover will support transition/career-awareness requests as assigned.	Principal, counselor	District guidance	As requested	K–5	Requested supports completed	Nov: review	Feb: adjust	May: evaluate	No

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.3				Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Recruit community partners for classroom enrichment, career awareness, mentoring, and family events.	Principal, counselor, family liaison	Partner directory; volunteer procedures	Quarterly	All; targeted supports as available	Partner contacts, events, participation	Nov: review	Feb: adjust	May: evaluate	Community/in-kind; no federal cost

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.4				Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

District IBC objective does not apply to the K–5 grade span; monitor alignment and support feeder-pattern initiatives.	Principal, counselor	District updates	Quarterly	K–5	Alignment documented in quarterly review	Nov: review	Feb: adjust	May: evaluate	No

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Create opportunities for the community to have face-to-face interaction with the district in a variety of settings. Glover campus target: Engage families and stakeholders in accessible two-way communication and quarterly CIP review, with attendance and learning as recurring topics.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Hold quarterly CLT/ILT and SBDM CIP reviews with data, progress, barriers, and next decisions.	Principal, CLT/ILT, SBDM	Scorecard; agenda; minutes; evidence folder	Nov, Feb, May; final June	All stakeholders	Meeting evidence and documented adjustments	Nov: review	Feb: adjust	May: evaluate	198
Provide face-to-face family events with translation/access supports based on need.	Admin, family liaison, teachers	Campus space; interpreters; communications	At least quarterly	All families; multilingual access	Participation and feedback	Nov: review	Feb: adjust	May: evaluate	Included in the $1,500 PFE allocation; local resources as needed

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.2	Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the “I Choose” campaign.
Summative Evaluation (to be filled in by June 2027 by administration)	

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Share Glover learning, growth, attendance, and registration information through consistent family communication.	Principal, office team, teachers	Website; newsletter; social media; enrollment materials	Monthly and enrollment windows	Current and prospective families	Engagement metrics and enrollment inquiries	Nov: review	Feb: adjust	May: evaluate	No

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Host three Title I-funded nights—Fall Curriculum Review and Learning, Spring Literacy/STEM, and Multicultural Night—and coordinate two additional campus/district parent-training opportunities.	Principal, family liaison, reading/math/science specialists, teachers	Family materials, take-home resources, translation, and event supplies—$1,500	Fall 2026 and spring 2027	All families; multilingual access provided	Five opportunities completed; attendance, feedback, take-home resources, and follow-up communication	Nov: review	Feb: adjust	May: evaluate	Title I, Part A—$1,500 Parent and Family Engagement events

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2027 by administration)	

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Connect students with at least one age-appropriate community-service or intergenerational learning experience.	Principal, counselor, teachers	Community partners; volunteer procedures	By May 2027	All students	Participation and reflection evidence	Nov: review	Feb: adjust	May: evaluate	Community/in-kind
Invite partners to support attendance barriers and family access to community resources.	Counselor, family liaison, attendance team	Referral network	Ongoing; monthly review	Chronically absent/at-risk students	Referrals completed; attendance improves	Nov: review	Feb: adjust	May: evaluate	Community/in-kind

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Implement a standards-aligned STEM experience with a real-world partner or problem.	Specialists, STEM/grade-level teachers, community partner	Curriculum; project materials; partner support	By May 2027	All; ensure access for priority groups	Student products, rubric results, participation	Nov: review	Feb: adjust	May: evaluate	District/local/community resources

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.
Summative Evaluation (to be filled in by June 2027 by administration)	

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Identify vacancies early and participate in LEISD recruiting events with targeted outreach.	Principal, HR, interview team	Career fairs; recruitment materials	Spring–summer 2027; as openings occur	All applicants	Qualified applicant pool; vacancies filled	Nov: review	Feb: adjust	May: evaluate	District/local resources
Use structured, inclusive screening and interview protocols tied to campus instructional priorities.	Principal, interview team	Rubric; campus look-fors; references	Each vacancy	All applicants	Documented process; quality hires	Nov: review	Feb: adjust	May: evaluate	No

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2027 by administration)	201

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Recognize staff contributions monthly and connect recognition to LEISD mission, values, and student impact.	Principal, staff culture team	Communication and recognition tools	Monthly	All staff	Recognition log; staff feedback	Nov: review	Feb: adjust	May: evaluate	Local/campus resources

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Conduct beginning-, mid-, and end-of-year stay interviews/surveys and act on common themes.	Principal, AP	Survey/interview protocol	Sep, Jan, May	All staff; new teachers monitored	Action plan; belonging and retention trends	Nov: review	Feb: adjust	May: evaluate	No
Provide targeted coaching, mentoring, and workload support for new and priority staff.	Principal, AP, Specialists, mentors	Coaching and mentor systems	Monthly	Year 1–2 and identified staff	Retention; efficacy; walkthrough growth	Nov: review	Feb: adjust	May: evaluate	Included in the $14,500 LEAD annual project rate; no additional cost

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed. Glover campus target: Align all campus expenditures to CNA priorities and measurable outcomes; document the proposed $42,500 Title I budget and avoid duplicate counting.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Fund LEAD Partners coaching under an annual project rate as a Title I contracted professional-service strategy.	Principal; LEISD Federal Programs/Business Office	LEAD annual project proposal, contract, purchase order, invoices,	2026–2027 project year	Teachers /leaders serving all students	Project deliverables; coaching and leadership artifacts; expenditure and impact evidence	Nov: review	Feb: adjust	May: evaluate	Title I, Part A—$14,500; same allocation cross-referenced in Goal 5.2

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

		and deliverables—$14,500							
Monitor the currently planned Title I budget: LEAD Partners $14,500; Lone Star Learning $6,500; reading/math tutor $20,000; and PFE events $1,500.	Principal; campus secretary; Federal Programs	Current proposed Title I total—$42,500; allocation notice; quotes/contracts; account codes	Before obligation; monthly monitoring	Campus wide Title I program; priority students and families	Budget-to-actual; purchase, service, and event evidence; strategy impact	Nov: review	Feb: adjust	May: evaluate	Title I, Part A—$42,500 current budget summary only, not an additional cost; remaining balance/carryover and required reservation TBD after LEISD allocation notice

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.2	Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service. Glover campus target: Maintain complete Title I documentation and ensure 100% of federal expenditures meet allowability, supplement-not-supplant, procurement, and coding requirements.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Nov), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Secure LEISD approval before obligation; retain procurement, contracts, invoices,	Principal; secretary; Federal Programs/Busin	EDGAR; LEISD procedures; evidence file	Before purchase and monthly	Campuswide Title I program	100% documentation complete; no	Nov: review	Feb: adjust	May: evaluate	Title I, Part A

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

agendas, sign-ins, and deliverables.	ess Office				questioned costs				
Review budget-to-actual and strategy impact with CLT/SBDM; amend CIP and budget when needs change.	Principal, CLT/SBDM, Federal Programs	Budget reports; CIP scorecard	Nov, Feb, May; final June	All students and priority groups	Reconciled spending; documented amendments and outcomes	Nov: review	Feb: adjust	May: evaluate	Title I, Part A and local funds

Little Elm ISD 2026-2027 Professional Learning Plan
Little Elm ISD 2026-2027 Improvement Plans

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV $1 No Place for Hate Conscious Discipline Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Scope of Assignment for SRO's in Little Elm ISD 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 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. Refer students and/or their families to the appropriate agencies for assistance when the need is determined. **The SRO shall not act as a school disciplinarian**. 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 computer and/or secretary assistance. Provide access and encourage classroom participation by SRO's.	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 206

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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 the 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.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	

Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded training.	District Budget Counselor led staff presentation Online training through Safeschools	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $15,200	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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; Edugence; 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 Part A Funds $758,152	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, sign in sheets 209
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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
The schoolwide program plan is developed as a consolidated plan with federal, state and local initiatives.			
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
Parent and Family Engagement Plan			

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $ Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2026-2027 (Needs to be added by District)

Committee Member	Role	School	Term Year
Ronni Hardin	Assistant Principal	Little Elm High School	3
Elvia Carreon Garcia	Teacher	Little Elm High School	2
Travis Lewin	Teacher	Little Elm High School	2
Bryce Lewis	Teacher	Little Elm High School	2
Mary Philip	Teacher	Little Elm High School	2
Chandra Nelson	Parent	Little Elm High School	3
Michelle Gentry	Secondary Principal	Little Elm High School	3
Jeani Gonzalez	Teacher	Lowell H. Strike Middle School	3
Joshua Byard	Teacher	Lowell H. Strike Middle School	1
Casi Curington	Teacher	Lowell H. Strike Middle School	3
Philip Witcher	Parent	Lowell H. Strike Middle School	2
Esteban Briseno	Teacher	Jerry R. Walker Middle School	1

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Laura Ballenger	Teacher	Jerry R. Walker Middle School	3
Derek Crocker	Teacher	Jerry R. Walker Middle School	2
Stephanie Luhm	Parent	Jerry R. Walker Middle School	1
Summer Rivera	Teacher	Prestwick Elementary	3
Elizabeth Adair	Teacher	Prestwick Elementary	2
Tina Mounts	Community Member	Prestwick Elementary	2
Alex Sievers	Parent	Prestwick Elementary	2
Rachel Stuart	Teacher	Dennis H. Brent Elementary	1
Darla Gregory	Teacher	Dennis H. Brent Elementary	2
Richard Mendez	Teacher	Dennis H. Brent Elementary	2
Heather Kremer	Teacher	Little Elm Elementary	3
Lisa Kline	Teacher	Little Elm Elementary	1
Jennifer Everman	Teacher	Little Elm Elementary	2
Nicole Hubbard	Teacher	Hackberry Elementary	2
Sarah Myatt	Teacher	Hackberry Elementary	2
Sarah Romig	Teacher	Hackberry Elementary	2
Meyling Ortiz	Parent	Hackberry Elementary	3
Khristina Boatwright	Teacher	Glover Elementary	1
Catherine Semancik	Teacher	Glover Elementary	3
Dawn LeFlore	Teacher	Glover Elementary	2
Alma Peñaloza	Teacher	Oak Point Elementary	2
Bernadette White	Elementary Principal	Oak Point Elementary	3
Allison Lonsdale	Teacher	Oak Point Elementary	2
Linda Janssen	Community Member	Oak Point Elementary	2
Shannon Richards	Teacher	Lakewood Village Elementary	2
Whitney Cannon	Teacher	Lakewood Village Elementary	1
Jennifer Manning	Teacher	Lakewood Village Elementary	1

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Joan Bright	Teacher	Hershel Zellars Early Childhood Center	2
Elba Perales	Teacher	Hershel Zellars Early Childhood Center	1
Roger Konieczny	Business Owner	The Margarita Hut	2
Lazim Lusha	Business Owner	Joe's Pizza	2
Kim Chow-Jackson	Central Office	Little Elm Administration Building	
Frank Felice	Central Office	Little Elm Administration Building	
Amanda Ball	Central Office	Little Elm Administration Building	
Kristi Roberts	Central Office	Little Elm Administration Building	
Mary Watkins	School Board Member	Little Elm Administration Building	

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Little Elm Independent School District

Hackberry Campus Improvement Plan 2026-2027

Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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

Table of Contents

The Mission of Little Elm ISD is to: *2*
Executive Comprehensive Needs Assessment Summary *5*
Data Used for Campus Comprehensive Needs Assessment *6*
Goal: 1 Respectful Relationships *7*
Objective 1.1 ..... **7**
Goal: 1 Respectful Relationships *9*
Objective 1.2 ..... **9**
Goal: 2 Safety and Security *10*
Objective 2.1 ..... **10**
Goal: 3 Teaching and Learning Goals *11*
Objective 3.1 ..... **11**
Goal: 4 Teaching and Learning Goals *14*
Objective 4.1 ..... **14**
Goal: 5 Teaching and Learning Goals *17*
Objective 5.1 ..... **18**
Goal: 5 Teaching and Learning Goals *18*
Objective 5.2 ..... **18**
Goal: 5 Teaching and Learning Goals *20*
Objective 5.3 ..... **20**
Goal: 6 Teaching and Learning Goals **21**
Objective 6.1 21
Goal: 7 Community Engagement *22*
Objectives 7.1 ..... **22**
Goal: 7 Community Engagement *23*
Objective 7.2 ..... **23**
Goal: 8 Community Engagement **24**
Objective 8.1 24
Goal: 9 Human Capital *24*
Objectives 9.1 25
Goal: 9 Human Capital *25*

Objectives 9.2 ..... **25**
Goal: 9 Human Capital ***26***
Objectives 9.3 ..... **26**
Goal: 10 Ensuring Fiscal Health Sustainability ***28***
Objective 10.1 ..... **28**
APPENDIX A: STATE AND FEDERAL REQUIREMENTS ***29***
APPENDIX B: HACKBERRY ELEMENTARY CAMPUS SITE-BASED DECISION-MAKING TEAM 2026-2027 ..... ***36***

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	Hackberry serves a diverse student population. 2025-26 campus records included 542 students, with substantial At-Risk, Emergent Bilingual, and Special Education populations. This diversity is a campus strength and reinforces the need for differentiated, culturally and linguistically responsive instruction.	A significant proportion of students require supplemental academic, language, behavioral, or special education supports. Achievement gaps are evident for Economically Disadvantaged, EB, SPED, At-Risk, and High Focus students. Attendance and tardiness require continued monitoring because lost instructional time can compound achievement gaps.	Provide equitable access to rigorous Tier I instruction, intervention, enrichment, and student supports. Strengthen MTSS and progress monitoring for identified student groups and intervene early when attendance/tardy patterns emerge.
Student Achievement	RLA was the strongest 2026 STAAR area: 72% Approaches+, 48% Meets+, and 21% Masters. Academic Growth was stronger than Relative Performance. Quarterly course failure rates were generally low, indicating most students successfully completed classroom coursework.	Hackberry earned a 67/D overall rating and was identified for Targeted Support and Improvement. Across all STAAR subjects, 63% were Approaches+, 39% Meets+, and 15% Masters. Math was 57%/36%/12%. Grade 5 Science was 51%/17%/1%, making Science a significant concern. Achievement gaps persist for Eco Dis, EB, SPED, At-Risk, and High Focus students.	Increase achievement and individual growth in Reading, Math, and Science. Prioritize Math and Science improvement; use PLCs, student work, MAP, curriculum assessments, STAAR, diagnostics, and progress monitoring to plan Tier I instruction, intervention, and enrichment. Monitor student-group gaps and performance-level movement.
Curriculum and Instruction	LEISD provides a guaranteed and viable curriculum and HQIM in Reading and Math, including Bluebonnet Learning. Staff and parents report a generally supportive academic environment. Campus structures for PLCs, Lobo Time, intervention, and progress monitoring provide a foundation for improvement.	CLT identified inconsistent prioritization of foundational TEKS, intervention sometimes competing with Tier I time, inconsistent grading alignment, limited systems/resources for Lobo Time, difficulty diagnosing foundational gaps in grades 3-5, insufficient ECR emphasis, and limited real-world application. Science performance also indicates a need for stronger vertical K-5 instruction.	Strengthen Tier I instruction in Reading, Math, and Science through consistent PLC protocols, HQIM internalization, student-work analysis, assessment review, and responsive instruction. Protect Tier I time; strengthen Lobo Time; establish vertical ECR/writing and Science expectations; ensure grading reflects grade-level standards.
Staff Quality and Retention	Staff survey results indicate strengths in feeling welcomed, receiving helpful feedback, supervisor support, leadership opportunities, and intent to remain in LEISD. Staff demonstrate willingness to collaborate and improve outcomes for students.	Staff feedback identified needs related to communication, behavior support, Dual Language implementation, support/recognition of paraprofessionals, and relevant professional learning. Student results indicate continued need for capacity building in Tier I rigor, data analysis,	Provide job-embedded professional learning, coaching, PLC support, and feedback aligned to campus needs. Strengthen recognition, communication, collaboration, and support systems that increase staff efficacy, belonging, and retention.

		differentiation, Science, SPED inclusion/accommodations, and EB supports.	

Technology	Students and staff have access to district-supported devices, digital platforms, assessment systems, and instructional technology that can support differentiation, feedback, communication, and progress monitoring.	Technology use must be purposeful and balanced with high-quality teacher-led, collaborative, hands-on, and student-centered learning. Staff need continued support selecting tools that enhance rather than replace rigorous instruction.	Use technology intentionally to support curriculum, differentiation, assessment, communication, and progress monitoring. Monitor age-appropriate use and ensure digital tools enhance HQIM and active student learning.

Family/Community Involvement	Parent survey results indicate strong perceptions of welcome, opportunities for involvement, academic support, and student progress. Hackberry benefits from PTA and community support and uses multiple communication methods.	Parent and CLT feedback identified a need for more consistent, productive two-way communication, particularly regarding academic progress and expectations. Families need accessible engagement opportunities across languages and clearer information about how to support learning at home.	Strengthen timely two-way communication focused on academic progress, behavior, and support. Provide Title I family learning opportunities tied to Reading, Math, Science, grading/academic expectations, attendance, behavior, and intervention systems; ensure access across languages.

Safety and Security	Parents generally perceive Hackberry as safe, and campus safety procedures are established. Most students did not receive an office referral during 2025-26.	Behavior data show a concentrated need among students with repeated referrals, particularly in upper grades and among At-Risk students. Staff identified behavior support as an area for improvement. Arrival/dismissal and supervision require continued monitoring.	Maintain required safety procedures while strengthening campuswide Tier I behavior expectations and targeted Tier II/III supports. Use a Title I-funded Behavior Specialist to reduce behavioral barriers, coach staff, progress monitor interventions, and preserve instructional time.

Data Used for Campus Comprehensive Needs Assessment

2026 Accountability Report	2026 STAAR Reading, Math, and Science	2025-26 to 2026 Academic Growth Data	TELPAS Results	MAP Growth Data
Campus Leadership Team Needs Assessment	Staff Needs Assessment / Survey	Parent Needs Assessment / Survey	Demographic & Special Population Data	Attendance & Tardy Data
Discipline / Referral Data	Quarterly Grade / Failure Data	MTSS / Intervention Data	Special Education Data	Emergent Bilingual / Dual Language Data

The Campus Leadership Team conducted a comprehensive needs assessment in September 2026 and reviewed campus performance, stakeholder feedback, prior initiatives, Title I expenditures, intervention systems, attendance, discipline, grades, and student-group needs. The team identified priorities in Tier I instruction, Reading/Math/Science achievement, intervention systems, SPED and EB supports, behavior, communication, and professional learning. The campus will review implementation and progress in October, February, and May.

Goal: 1 Respectful Relationships				We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.					
Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.					
Summative Evaluation (to be filled in by June 2027 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
Implement a campuswide multi-tiered behavior support system with common expectations, proactive supports, targeted Tier II/III interventions, staff coaching, family collaboration, and progress monitoring.	Principal; AP; Behavior Specialist; Counselor; Teachers	Title I Behavior Specialist; FOCUS discipline data; Edugence/MTSS; behavior intervention resources	Aug 2026-May 2027	All; At-Risk; SPED; EB; Eco Dis	Decrease repeat classroom/office referrals; documented Tier II/III plans and progress monitoring; increased instructional time; improved staff perception of behavior support.				Title I, Part A: Behavior Specialist salary $79,863 plus associated benefits
Title 1 Elementary Campus Behavior Specialist will provide behavior support on campus to reduce the amount of instructional time students are out of	Title 1 Elementary Campus Behavior Specialist	Personnel	2026-2027	At-Risk	Measure the amount of time students are missing instruction due to their behavior				

the general education classroom due to their behavior. The Behavior Specialist will coordinate supports for students with recurring behavioral needs.									
Participate in Special Education Coordinators training at the campus level to equip teachers to better manage student behaviors by recognizing antecedents	Executive Director of Special Populations Services; Special Education Coordinators	Training materials; PD time	2026-2027	At-Risk	Documentation of teachers trained and post training feedback from teachers				
Host a Conscious Discipline Parent Engagement Night	CD Coaches and trainers, Campus Administration	Training Materials	August 2026-May 2027	At-Risk	Decreased behavior outbursts that require student removal from administrator.				
Organize a Conscious Discipline teacher committee (CDAT) to attend coaching sessions, and organize / implement Year 3 Conscious Discipline Implementation at the Campus Level	CD Coaches and trainers, Campus Administration, CDAT Team Members, Behavior Specialists	Workshops/ Conferences, and Training Materials	August 2026-May 2027	At-Risk	Increased evidence of physical tools and strategies in the classroom and schools. Decreased behavior outbursts that require student removal from administrator.				

Goal: 1 Respectful Relationships				We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.					
Objective 1.2				Hackberry Elementary will use a house system to develop relationships, establish camaraderie, and promote a system of "we instead of me" for all staff and students.					
Summative Evaluation (to be filled in by June 2027 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
All staff and students will participate in the Hackberry House System and be assigned to a campus house to build belonging, relationships, and schoolwide community.	Principal; AP; Teachers; Staff	Hackberry House System; house rosters; house shirts/ materials	Aug 2026-May 2027	All	100% of students and staff assigned to a house; house rosters maintained; students demonstrate awareness of and connection to their house.				221
Students will earn house points through positive behavior, character, attendance, academic effort/achievement, service, participation, and campus challenges to reinforce schoolwide expectations and	Admin Team; Teachers; Staff	House point system; campus behavior expectations; recognition materials	Aug 2026-May 2027	All	House point accumulation and student participation data; increased positive recognition; evidence of students demonstrating				

strengthen house identity.					campus expectations.				
Conduct monthly House Parties to promote school spirit, relationships, camaraderie, student belonging, and a positive campus culture.	Admin Team; House Leaders; Teachers; Staff	House activities; recognition materials; campus spaces	Monthly, Aug 2026-May 2027	All	Monthly House Parties conducted; student/staff participation; positive school climate and belonging reflected in stakeholder feedback.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning. 222
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2027 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
Maintain and monitor campus safety procedures including secured doors, visitor procedures, required drills, staff supervision, and arrival/dismissal procedures. Review safety data and stakeholder feedback to address campus-specific concerns.	Principal; AP; Campus Safety Team; Staff	District safety protocols; drills; visitor/security systems; parent/staff feedback	Aug 2026-May 2027	All	100% completion of required drills/checks; documented response to identified concerns; maintained/improved safety perception.				Local/State funds as applicable

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.						
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.						
Summative Evaluation (to be filled in by June 2027 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
Implement consistent Reading, Math, and Science PLC cycles using curriculum internalization/forward planning, student-work analysis (SWAP), assessment review, and instructional response. Teams will identify priority/foundational TEKS, misconceptions, rigor, intervention, and extension.	Principal; AP; Grade-Level Teams	District curriculum; PLC protocols; student work; common assessments; TEA SWAP resources	Weekly, Aug 2026-May 2027	All; EB; SPED; 504; Dyslexia; Eco Dis; At-Risk; GT	PLC artifacts demonstrate consistent internalization, student-work analysis, assessment review, and documented instructional responses; walkthrough and student achievement data show increased rigor and mastery.					Local; Title I supplemental supports as allowable
Strengthen Tier I Math instruction through Bluebonnet Learning and Math RBIS, emphasizing conceptual understanding, discourse, models/manipulatives, problem solving, and responsive instruction.	Principal; AP; K-5 Math Teachers; Elementary Math Coordinator	Bluebonnet Learning Math; Math RBIS resources; manipulatives; district curriculum	Aug 2026-May 2027	All; EB; SPED; 504; Dyslexia; Eco Dis; At-Risk; GT	Walkthroughs and student work demonstrate rigorous grade-level tasks, mathematical discourse, conceptual models, problem solving, and responsive instruction; Math achievement and growth increase.					LASO 4/LIFT; local
Strengthen Science instruction vertically K-5, with intensive focus on Grade 5. Protect Science instructional minutes and hands-on investigations; use PLCs to address conceptual understanding, science and	Principal; AP; K-5 Teachers; Science Coordinator	District science curriculum; lab/investigation materials; TEKS; science and	Aug 2026-May 2027	All; EB; SPED; 504; Dyslexia; Eco Dis; At-Risk; GT	Schedules and walkthroughs verify protected Science minutes and hands-on investigations; PLC artifacts show vertical alignment and attention to science practices, recurring themes,					Local; Title I supplemental supplies as allowable

engineering practices, recurring themes, vocabulary, data analysis, reasoning, and real-world application.		engineering practices resources			vocabulary, data analysis and reasoning; Grade 5 Science achievement improves.				
Provide two supplemental Title I academic intervention tutors for targeted Reading and Math small-group intervention. Students will be selected through multiple data sources; intervention will supplement, not replace, grade-level Tier I instruction. Groups will change based on progress monitoring.	Principal; Reading/Math Intervention Tutors; Classroom Teachers	Title I Part A; district curriculum/ intervention resources; MAP; CSA; STAAR; diagnostics; progress-monitoring tools	Sept 2026-May 2027	At-Risk; Eco Dis; EB; SPED/504/Dyslexia as identified by academic need	Intervention rosters and progress-monitoring data show movement toward identified skill targets; flexible groups change based on student response; MAP, CSA, curriculum assessment, and STAAR performance/growth improve.				Title I, Part A — Academic Intervention Tutors: $26,334
Establish a systematic process to diagnose unfinished learning, especially in grades 3-5, and use results to create flexible intervention groups. Redesign Lobo Time to provide targeted intervention and extension/enrichment while protecting critical Tier I instruction.	Principal; AP; Grade-Level Teams; Intervention Staff	Diagnostic assessments; MAP; CSA; STAAR; progress-monitoring tools; Lobo Time schedule	Aug 2026-May 2027	All; targeted support for At-Risk, EB, SPED/504/Dyslexia, Eco Dis	Diagnostic and progress-monitoring data drive flexible group changes; Lobo Time schedules and plans reflect targeted intervention and extension/enrichment; students demonstrate measurable skill growth without loss of critical Tier I instruction.				Title I supplemental supports as allowable; local
Establish vertical expectations for written response/ECR across grades and content areas. Explicitly teach constructed response, analyze student writing in PLCs, and calibrate scoring using TEA rubrics.	Principal; AP; K-5 Teachers	TEA rubrics; district RLA curriculum; student writing samples; PLC protocols	Aug 2026-May 2027	All; EB; SPED; 504; Dyslexia; Eco Dis; At-Risk; GT	Vertical expectations and common scoring practices are evident across grades/content; PLC artifacts document analysis and calibration; student constructed responses demonstrate improved use of text evidence, organization, and written reasoning.				Local
Align grading and assessment practices to grade-level standards. Use PLCs to compare classroom grades, common assessments, and student work so reported grades accurately reflect mastery and families receive meaningful information about progress.	Principal; AP; Grade-Level Teams	District grading guidelines; TEKS; common assessments; student work; grade reports	Aug 2026-May 2027	All	Greater alignment among classroom grades, common assessment performance, and student work; PLC documentation reflects calibration of expectations; family progress information more clearly communicates grade-level mastery.				Local

Ensure HBE adheres to state hands-on lab requirements in science and engineering K-5 as supported in the curriculum. Protect required science instructional minutes and provide regular hands-on lab/investigation time, with particular attention to strengthening vertical science instruction and Grade 5 Science.	Principal; AP; K-5 Teachers; Science Coordinator	District science curriculum; lab supplies; science schedules; TEKS; science/engineering practices	Aug 2026-May 2027	All; EB; SPED; Eco Dis; At-Risk	Schedules, walkthroughs, lesson plans, and student work demonstrate protected science minutes and regular hands-on investigations; curriculum assessment growth; improved Grade 5 Science performance.				State/local; Title I supplemental supplies as allowable
Conduct targeted Bluebonnet Math walks focusing strictly on the presence of rigorous Bluebonnet Math instruction and provide timely coaching feedback to teachers. Monitor movement from procedural/compliance implementation toward deep, high-leverage Tier I execution.	Principal; AP; Elementary Math Coordinator; LASO 4/LIFT Approved Provider	Bluebonnet Math; LASO 4/LIFT observation tool; walkthrough trackers; allotted math instructional minutes	Monthly, Aug 2026-May 2027	All; EB; SPED; 504; Dyslexia; Eco Dis; At-Risk; GT	Walkthrough/observation data demonstrate increased presence of rigorous Bluebonnet Math instruction, academic discourse, conceptual understanding, and grade-level task rigor; coaching feedback and follow-up documented.				LASO 4/LIFT; local
Utilize the TEA Module/Lesson Internalization template during weekly Math PLC planning cycles. Teachers will provide annotated lessons, student exemplar work, pre-script academic discourse prompts, anticipate misconceptions, and explicitly plan lesson delivery before instruction.	Principal; AP; K-5 Math Teachers; Elementary Math Coordinator	TEA Module/Lesson Internalization template; Bluebonnet Math; curriculum documents; internalization artifacts; PLC agendas	Weekly, Aug 2026-May 2027	All	Weekly PLC artifacts include annotated lessons, exemplars, discourse prompts, anticipated misconceptions, and planned delivery; walkthroughs show alignment between internalization and classroom implementation.				LASO 4/LIFT; local
Implement and monitor the TEA SWAP (Student Work Analysis Protocol) process during Math PLCs. Grade-level teams will collectively sort common exit tickets, identify underlying mathematical misconceptions, and plan immediate next-day re-teach loops and extensions based on evidence of student learning.	Principal; AP; K-5 Math Teachers; Elementary Math Coordinator	Common exit tickets; TEA SWAP protocol/planning matrices; Bluebonnet Math; pacing calendars; student work	Weekly/ongoing, Aug 2026-May 2027	All; disaggregated monitoring of EB, SPED, Eco Dis, At-Risk	SWAP artifacts document student-work sorting, identified misconceptions, and next-day instructional responses; follow-up walkthroughs/exit-ticket data demonstrate re-teach execution and increased mastery.				LASO 4/LIFT; local

Monitor student CSA performance data in core content areas to evaluate curriculum implementation, TEKS mastery, and instructional impact. Use findings to guide intervention planning, curriculum adjustments, and professional development needs.	Principal; AP; Grade-Level/Content Teams	District CSAs; Edugence/data dashboards; curriculum alignment documents; student work; PLC data	Following each CSA administration, Aug 2026-May 2027	All; disaggregated by EB, SPED, 504, Dyslexia, Eco Dis, At-Risk, and GT	CSA data demonstrate increased TEKS mastery and student growth across core content areas; PLC artifacts document instructional responses, intervention/extension plans, curriculum adjustments, and identified professional learning needs.				Local; Title I supplemental supports as allowable

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2027 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
Implement and support the consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	Principal; AP; Science Coordinator; K-5 Teachers	District science curriculum; Engineering Design Process resources; STEM materials	Aug 2026-May 2027	All; GT; SPED; 504; Dyslexia; EB; Eco Dis	Walkthroughs, lesson artifacts, and student work demonstrate consistent use of the Engineering Design Process and increased opportunities for problem-solving, critical thinking, collaboration, and				Local; Title I supplemental supplies as allowable

					STEM engagement.				
Provide professional learning in strategies that make learning visible to students, facilitated by district content coordinators. Teachers will strengthen use of clear learning intentions, success criteria, exemplars, checks for understanding, student discourse, and opportunities for students to monitor and articulate their own learning.	District Content Coordinators; Principal; AP	District professional learning; curriculum resources; PLC time; classroom exemplars	Aug 2026-May 2027	All; GT; SPED; 504; Dyslexia; EB; Eco Dis	PD participation and PLC artifacts; walkthroughs show visible learning intentions/success criteria, student use of exemplars and feedback, and students increasingly able to explain what they are learning and how they know they are successful.				Local
Establish and communicate campus K-5 STEM expectations that identify developmentally appropriate STEM experiences integrated within the curriculum.	Principal; AP; Science Coordinator; K-5 Teachers	Campus STEM expectations; district curriculum; Engineering Design Process resources	Aug 2026-May 2027	K-5	Campus STEM expectations are documented and reflected in planning, walkthroughs, and student learning experiences across grade levels.				Local
Provide students opportunities to participate in Makerspace experiences including coding, robotics, invention, and design challenges.	Librarian; Coordinator for Digital Learning Services; Teachers	Library/Makerspace resources; coding and robotics materials; invention/design materials	Ongoing, Aug 2026-May 2027	K-5	Evidence of student participation in Makerspace experiences and student products demonstrate application of coding, robotics, invention, design, problem-solving, and creativity.				Local; Title I supplemental supplies as allowable

Tier III students are provided targeted intervention support in Reading and Math to help close achievement gaps and make progress toward individual goals. Intervention will be based on diagnostic and progress-monitoring data and adjusted in response to student performance.	Principal; Intervention Tutors; Classroom Teachers; Specialists	Diagnostic assessments; intervention resources; MAP/CSA data; progress-monitoring tools	Sept 2026-May 2027	Tier III; At-Risk; EB; SPED/504/Dyslexia as identified by academic need	Progress-monitoring data, formative/summative assessments, MAP growth, CSA performance, and STAAR results demonstrate progress toward individual goals and reduction of identified achievement gaps.				Title I, Part A: Academic Intervention Tutors — $26,334; supplemental intervention resources as allowable
4th and 5th grade students who did not meet expectations on STAAR will be provided 30 hours of additional Math or Reading intervention to satisfy HB 1416 requirements and support improved performance, while protecting access to grade-level Tier I instruction.	Principal; Teachers; Intervention Staff	Student STAAR data; intervention resources; district accelerated instruction guidance; progress-monitoring tools	Aug 2026-May 2027; 30 hours as required	Grade 4-5 students not meeting expectations on prior STAAR Reading and/or Math	Required intervention hours are documented; progress-monitoring, formative/summative assessment, MAP, CSA, and STAAR data demonstrate growth in identified Reading and/or Math skills.				State/local; Title I supplemental support as allowable
Three teachers will participate in the NISE STEM certification process during the 2026-2027 school year.	Principal; Participating Teachers	NISE STEM certification process; district STEM support; certification resources	Aug 2026-May 2027	K-5	Three teachers participate in and complete required components of the NISE STEM certification process; certification artifacts and documentation are maintained.				Local
Create a campus schedule that allows students to participate in STEM Lab experiences and Makerspace activities weekly. Each class	Principal; Librarian; STEM Specialist; Grade-Level Teachers	Makerspace/STEM Lab materials; campus schedules; Google Calendar	Weekly, Aug 2026-May 2027	K-5	Class schedules, lesson plans, and Google Calendar document weekly student				Local; Title I supplemental supplies as allowable

will visit each space one time per week. Each space will maintain a calendar for teacher sign-ups on Mondays and Fridays.					participation in STEM Lab and Makerspace experiences.				
Complete the campus process to become STEM certified.	Principal; Librarian; STEM Specialist; Grade-Level Teachers; Participating NISE Teachers	NISE/STEM certification requirements; campus STEM expectations; STEM Lab and Makerspace evidence; certification documentation	Aug 2026-May 2027	K-5	Hackberry Elementary completes required campus STEM certification components and submits/maintains evidence required for certification.				Local
Teachers responsible for providing GT students with targeted instruction will be trained in Depth and Complexity and will review gifted and talented assessment data to inform instruction and services for GT students.	Principal; GT Teachers; District GT Coordinator; Grade-Level Teachers	Depth and Complexity resources; GT assessment data; district GT resources; professional learning	Aug 2026-May 2027	GT	Training records and PLC/planning artifacts demonstrate use of Depth and Complexity; GT assessment data are reviewed and used to plan differentiated instruction and services; walkthroughs/student work reflect appropriate depth, complexity, and challenge.				Local

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.

Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.						
Summative Evaluation (to be filled in by June 2027 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
Teachers in their first or second year of teaching will be provided a mentor who will observe, assist, and collaborate with them throughout the school year.	Principal; Mentor Teachers; Director for Professional Learning	Mentor Teacher Training; district mentoring resources	Aug 2026-May 2027	First- and second-year teachers; Mentors	Mentor assignments; collaboration and meeting documentation; observation/feedback data; evidence of ongoing support throughout the year.					Local
Teachers who are new to Little Elm ISD will be provided a mentor to collaborate with, support campus and district onboarding, and answer questions throughout the school year.	Principal; Mentor Teachers; Director for Professional Learning	District onboarding resources; mentor resources; campus procedures and instructional resources	Aug 2026-May 2027	Teachers new to the district; Mentors	Mentor assignments and documented collaboration/check-ins; new-to-district teachers receive ongoing support with district and campus systems, expectations, and resources.					Local 230

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.

Summative Evaluation (to be filled in by June 2027 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
Provide job-embedded professional learning and coaching based on Hackberry needs: Tier I rigor, Reading/Math RBIS, Science, ECR/writing, differentiation, SPED inclusion/accommodations, EB supports, behavior, and data analysis.	Principal; AP; District C&L/SPED/EB staff	PLCs; coaching; district PD; walkthrough data; student data; HQIM	Aug 2026-May 2027	All	Implementation evident in walkthroughs/PLCs; staff feedback indicates relevance; student growth and achievement increase.				Title I/II/III; State/Local as allowable
Math and Reading teachers will participate in professional learning focused on Research-Based Instructional Strategies (RBIS) and apply the strategies within Tier I instruction to strengthen rigor, student engagement, academic discourse, and responsive instruction.	Principal; Elementary Math Coordinator; Elementary Reading/Language Arts Coordinator; Math and Reading Teachers	District RBIS professional learning; curriculum resources; Bluebonnet Learning; HMH; PLC time	Aug 2026-May 2027	K-5 Math and Reading Teachers; All Students	Training agendas and STRIVE registration; PLC/planning artifacts; walkthrough evidence of RBIS implementation; student assessment and growth data demonstrate increased instructional impact.				Local; district professional learning resources

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.3	Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.
Summative Evaluation (to be filled in by June 2027 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
Protect weekly PLC time and implement differentiated PLC protocols (Internalization, SWAP/Student Work Analysis, Assessment Review, Forward Planning) so collaborative work consistently results in an instructional response and follow-up monitoring.	Principal; AP; Team Leads; Teachers	PLC agendas/protocols; Bluebonnet PLC resources; student work; assessment data	Weekly, Aug 2026-May 2027	All	100% of teams participate; PLC artifacts show analysis-response-monitoring cycle; documented instructional adjustments and student growth.				No additional cost; Title I supports as applicable
Embed PLC time into the campus master schedule so teachers have protected time to collaborate by grade level and content area. Teams will intentionally follow internalization agendas to backward plan, analyze student data and work, identify student needs and misconceptions, and plan responsive instruction, intervention, and extension.	Principal; AP; Grade-Level and Content Teams; District Content Coordinators	Campus master schedule; PLC/internalization agendas; curriculum documents; student work; assessment data	Weekly, Aug 2026-May 2027	K-5 Teachers; All Students	Master schedule documents protected PLC time; PLC agendas and artifacts demonstrate consistent internalization, backward planning, data/student-work analysis, identification of needs and misconceptions, and planned instructional responses.				Local

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Hackberry Elementary will provide developmentally appropriate learning experiences that expose students to a variety of college, career, and military pathways and help students make connections between their interests, academic learning, and future opportunities.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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** 233
Provide developmentally appropriate college, career, and military awareness experiences for elementary students through Career Day, guest speakers, community partnerships, classroom and counselor activities, STEM experiences, and career connections embedded within academic instruction. Students will have opportunities to explore a variety of careers and make connections between their interests, current learning, and future	Counselor, teachers	Guidance curriculum, Social Studies Curriculum, Parent Square	May 2026-June 2026	All	Schedule of Guests, Career Day Event, Guidance Lessons				

educational and career opportunities.									

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.					
Summative Evaluation (to be filled in by June 2027 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
Establish and communicate campus expectations for consistent family communication, including the frequency, purpose, and appropriate use of ParentSquare, phone calls, conferences, and positive contacts. Communication will provide families with timely information regarding academic progress, behavior, classroom expectations, and available student supports.	Principal; AP; Teachers; Counselor	ParentSquare; conferences; newsletters; translation services	Aug 2026-May 2027	All; EB families; Title I families	Campus communication expectations are documented and shared with staff; communication logs demonstrate consistent family contact; parent survey results reflect improved perceptions of timely, productive communication and understanding of student progress.				Title I Parent & Family Engagement as applicable
Hackberry Elementary will plan and participate in family engagement activities that include, but are not limited to: • Grandparents' Day Lunch • Invention Convention	Principal; AP; PTA; Teachers; Campus Committees	Campus and PTA resources; family communication platforms; event materials	Aug 2026-May 2027	All Students and Families	Event calendars, attendance/sign-in data, participation records, family feedback, and parent survey results demonstrate opportunities for and				Local; Title I Parent and Family Engagement funds as allowable

• Trunk or Treat • PTA meetings and grade-level performances • Literacy Night • 633 Run • Open House • Field Day • Color Run					participation in family engagement activities.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.				
Objective 7.2				Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.				
Summative Evaluation (to be filled in by June 2027 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
Provide family learning opportunities tied to campus needs, including Reading, Math, Science, grading/academic expectations, attendance, behavior expectations, and intervention/support systems. Ensure access across languages and provide materials that support learning at home.	Principal; AP; Teachers; Counselor	Title I family engagement supplies; family learning materials; translation; refreshments as allowable	Sept 2026-May 2027	All; Title I families; EB families	Participation records and parent feedback; increased understanding of academic/behavior expectations and available supports; improved family engagement survey results.				Title I, Part A PFE: $750 supplies + $750 catering/food = $1,500

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Hackberry Elementary will develop and strengthen community partnerships that provide students with authentic learning experiences, service opportunities, and real-world connections that enhance academic learning and promote responsible citizenship.
Summative Evaluation (to be filled in by June 2027 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**
Develop partnerships with local businesses, organizations, parents, and community members to provide students with authentic learning experiences through guest speakers, demonstrations, mentoring, career connections, and other curriculum-aligned opportunities.	Guidance counselor, teachers, AP, Principal	ParentSquare, Facebook, District Communications	Sept 2026 - May 2027	All	Documentation of community partnerships and student participation; lesson plans or activity artifacts demonstrating curriculum connections; and feedback from teachers and community partners.				236

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.
Summative Evaluation (to be filled in by June 2027 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
Participate in district career fairs as needed to ensure hiring of necessary staff for the campus.	Principal	LEISD HR	Sept 2026-May 2027		Staffing at Hackberry is 100%				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	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
Implement a consistent campuswide staff recognition system that celebrates employees for their contributions, accomplishments,	Principal, AP, Sunshine Committee	Staff Newlsetter, Campus communication platforms	Sept 2026-May 2027	All staff	Weekly and monthly recognition records; staff newsletter documentation; district recognition nominations; staff survey results indicate employees feel				

and demonstration of the LEISD mission, vision, and values. Recognition will include weekly Hackberry Howls, staff shout-outs, campus celebrations, district recognition nominations, and other opportunities to recognize staff throughout the school year.					recognized and valued for their contributions to the campus and district mission.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.3				Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.					
Summative Evaluation (to be filled in by June 2027 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
Strengthen staff belonging and retention through intentional communication, recognition, feedback, opportunities for leadership, and regular staff voice/input. Include paraprofessional and	Principal; AP; Campus Leadership Team	Staff surveys; recognition structures; team meetings; feedback systems	Aug 2026-May 2027	All staff	Maintain/improve staff survey results for belonging, supervisor support, recognition, and intent to remain;				Local funds

support staff in recognition and professional support systems.					monitor retention and vacancy data.				
Help increase staff morale by providing monthly themed treats throughout the school year.	Principal; Campus Leadership Team; Staff Committees	Campus morale activities; themed treats and recognition materials	Monthly, Aug 2026-May 2027	All Staff	Monthly staff morale activities are implemented; staff participation and feedback indicate increased opportunities for recognition, connection, and positive campus culture.				Local; donated/community resources as allowable
Recognize staff weekly through Hackberry Howls in the staff newsletter.	Principal; Campus Administration	Staff newsletter; staff recognition submissions	Weekly, Aug 2026-May 2027	All Staff	Weekly Hackberry Howls are published in the staff newsletter and provide consistent recognition of staff contributions and accomplishments.				Local
Partner with community entities to provide snacks and meals for teachers and staff.	Principal; Campus Administration; Community Partners; PTA	Community partnerships; donated snacks/meals as available	Ongoing, Aug 2026-May 2027	All Staff	Community partnerships provide staff appreciation opportunities, including snacks and meals; partnership and participation records document support provided to campus staff.				Community donations/partnerships as allowable

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	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 systems to effectively monitor budget expenditures to ensure alignment with campus priorities.	Principal; Campus Leadership Team; Campus Secretary; District Finance	Campus budget; Title I budget; Campus Improvement Plan; expenditure reports; purchase and budget tracking documents	Monthly, Aug 2026-May 2027	All Students	Budget expenditures are reviewed regularly and documented; expenditures demonstrate alignment with identified campus priorities and the Campus Improvement Plan.				Local; State and Federal funds as applicable

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Little Elm ISD 2026-2027 Professional Learning Plan

Little Elm ISD 2026-2027 Improvement Plans

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV $15, 200 No Place for Hate Conscious Discipline ($131,480.00) Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD ● 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 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. ● Refer students and/or their families to the appropriate agencies for assistance when the need is determined. ● **The SRO shall not act as a school disciplinarian**. 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.	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

• 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 computer and/or secretary assistance. • 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 the 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.			243

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded training.	District Budget Counselor led staff presentation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,850.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $15, 200.	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; STAAR data; On Data Suite	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 Part A Funds $758,152	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, 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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms

Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $50,000 Title III $30,000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer access to hygiene supplies.	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] when complete in November The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding,	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers

the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.			
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement:	LEISD Parent and Family Engagement Plan Hackberry Parent and Family Engagement Plan	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets Number of Events
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	Number of discipline referrals

12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: HACKBERRY ELEMENTARY CAMPUS SITE-BASED DECISION-MAKING TEAM 2026-2027

Committee Member	Role	Campus	
Cyndy A. Mika	Principal	Hackberry Elementary	
Mariza Escamilla	Assistant Principal	Hackberry Elementary	
Sarah Allen	Parent	Hackberry Elementary	
Hannelore Joost	Parent	Hackberry Elementary	

Jill Armstrong	Teacher	Hackberry Elementary	
Derek Muck	Teacher	Hackberry Elementary	
Cristina Biggs	Teacher	Hackberry Elementary	
Jennifer Ice	Professional Staff	Hackberry Elementary	
Jenaye Blomeen	Paraprofessional	Hackberry Elementary	
Mike Vaughn	Community Member	Hackberry Elementary	
Megan Vaughn	Business Member	Hackberry Elementary	

Hackberry Local Improvement Plan
Hackberry Targeted Assistance Plan

Little Elm Independent School District

Lakewood Village Elementary Campus Improvement Plan 2026-2027



Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal:1 Respectful Relationships

- Objective 1.1
- Objective 1.2

Goal: 2 Safety and Security

- Objective 2.1

Goal: 2 Teaching and Learning Goals

- Objective 2.1

Goal: 3 Teaching and Learning Goals

- Objective 3.1

Goal: 4 Teaching and Learning Goals

- Objective 4.1

Goal: 5 Teaching and Learning Goals

- Objective 5.1
- Objective 5.2
- Objective 5.3

Goal: 6 Respectful Relationships

- Objectives 6.1
- Objective 6.2
- Objective 6.3
- Objective 6.4

Goal: 7 Community Engagement

- Objectives 7.1
- Objective 7.2
- Objective 7.3

Goal: 8 Community Engagement

- Objective 8.1
- Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2

Objectives 9.3

Goal: 10 Ensuring Fiscal Health & Sustainability

Objective 10.1

Objective 10.2

Little Elm ISD 2025-2026 Professional Learning Plan

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the campus?)*
Demographics	Current Demographics: 426 students 109 At Risk 43 LEP 14 504 97 Special Education (23%) Attendance Rate: 96.17%	With the high number of SpEd students, the need of scaffolding training and ways to support SpEd students during Bluebonnet math has shown as a need. A strong push for an increase in attendance has been a focus. Communication with parents about the importance of students being on campus all day, not leaving early/arriving late/missing for voluntary reasons.	Implement the LIFT grant requirements with fidelity by participating in coaching sessions, PLC's, instructional walks and data dissection in order to improve Bluebonnet math instruction.
Student Achievement	According to 2025 STAAR Assessment: **3rd Reading**: Masters: 48% Meets: 24% Approaches: 16:% DNM: 11% **3rd Math:** Masters: 31%	Math is an area of need and strong focus for both the campus and the district. We will be conducting regular walks, discussing/coaching/ and planning in PLC's, in order to increase student achievement. Focusing on: ● Math fact fluency ● Annotation (what is the problem asking)	Student Growth is an intentional focus with a process created in order to track growth and make needed adjustments. Increasing math scores and Domain 3 growth targets is a major focus and need. Consistent MTSS processes and regular kid talks occur to help monitor student achievement and needs.

	Approaches: 15% DNM: 27% **4th Reading:** Masters: 13% Meets: 42% Approaches: 26% DNM: 19% **4th Math:** Masters: 4% Meets: 19% Approaches: 42% DNM: 36% **5th Reading:** Masters: 38% Meets: 26% Approaches: 20% DNM: 16% **5th Math:** Masters: 20% Meets: 36% Approaches: 22% DNM: 22% Achievement would have us at a B rating; however, growth in Domain 3 caused us to fall below the 80 mark. Intentional focus this year is to track student growth and monitor students to ensure they maintain their score and/or increase their performance standard. Focus groups: of AA, Hispanic, and High Focus	• Vertical alignment Student Growth is our campus focus. We have established accountability partners, where staff meet with any 4th/5th grade students who have performed and/or perform below their most previous year STAAR performance rating. The purpose is to track data, goal set, monitor progress, and make students aware of what accountability is and how it works.	254

Curriculum and Instruction	Content specific PLC's occur each week, where teachers work to internalize lessons, backwards plan, and collaborate on effective Tier 1 strategies. STEM based lessons and cross curricular planning	Continued collaboration and instructional walks to see high level Tier 1 instruction within classrooms to "spread" throughout the campus community. Monitor CSA data in all	Continue to increase the number of teachers who are trained in NISE and become a certified STEM teacher.

	to encompass across all content areas. Lakewood Village has STEM expectations that guide our campus culture. Intentional planning and backwards design to ensure curricular alignment and instruction at the level of the standard.	subjects and track through Edugence to see areas of need/focus/celebration.	

Staff Quality and Retention	All staff completed the necessary requirements in order to fulfill their contract requirements for the previous year. 3 teachers lacked their ESL certification at the start of the year, and 2 of the 3 have passed the exam and added the certification to their certificate. One new teacher is still in the process of retaking the ESL exam in order to fulfill the requirement. One new staff member, hired from out of state, is in the process of taking the needed exams to complete her Texas certification requirements. She is in consistent contact with HR and providing them her timeline. All other staff are highly qualified with ESL endorsement.	Ensure mentors are checking in with new staff to the district and new teachers in order to ensure all needs are being met. Continue with staff morale and collaborative efforts to create unity and sense of Lakewood Village community.	Recognizing teachers and staff, and providing staff morale boosters regularly throughout the year. Intentionally hiring and interviewing highly qualified applicants that would fit into our campus culture effectively. 255

Technology	Student have 1:1 devices Promethean boards in every classroom Ability to record lessons in the classroom and share out/post to LMS as needed. Broadcast room on campus allows students to record digital announcements. Campus YouTube channel was created in order to show our announcements campus-wide.		Use technology as a tool and supplemental resource but not as a focus of the instruction.

Family/Community Involvement	Family Newsletter Family surveys Community events: STEM Night, Grandparents Luncheon, Trunk or Treat, Literacy Night, PTA performances, Open House, House Olympics, Field Day, Evening with the Experts Classroom volunteers Lunchroom volunteers Town of Lakewood Village has been very supportive and continues to help out immensely with any needs that arise on our campus.	Continue communication and collaboration with the community to partner for excellence. Our campus motto is “It Takes a Village.” Our goal this year is to receive the “Golden Apple” award from Texas PTA for 100% staff membership.	Maintain communication Send out Title 1 feedback/surveys and use the information to make campus adjustments. Use results of Thought Exchange parent/staff survey to make any tweaks or adjustments to our campus. Encourage participation in such survey, since prior year participation was low. Continue to grow and advertise our PTA.

Safety and Security	Informacast utilized for drills Visitor Aware utilized for reunification/attendance Audio Enhancement amplification system and cameras within classrooms Gym is a tornado shelter SRO conducts daily door checks and uploads into Sentinel	Some work orders and warranty issues still need to be fixed, but maintenance is aware and provides status reports when needed.	Continue with CDAT training for our campus Conscious Discipline team, alongside our campus coach. Continue to improve CD understanding and mindset across the campus in order to build student socioemotional learning as well as focusing on the “adult first” mindset.

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates		Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
MTSS Data	Campus Survey		Prior Year Data	TAPR
Administrator Input	Dual Credit		Professional Development Feedback	T-TESS

Advanced Placement	Dyslexia Data		Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones		
C.I.R.C.L.E Data		LEISD Vision		Technology Help Tickets
Cambium		MAP Data	Edugence	
			Special Education Data	TELPAS
	Demographic Data		STAAR	
			Safety Data	TXKEA/TPRI

Meetings were held with the Campus Leadership Team on April 30, 2026 and August 3, 2026 to discuss campus plans for the year. Last year's initiatives including title 1 spending was discussed as well as our goals for this year. We identified the areas of need specifically based on our outcomes and determined the need to provide intervention support to students. Meetings were also held with lead staff members to discuss the progress that had been made and needs that have arisen. This meeting took place on Thursday, August 20, 2026 during PLC's.

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2027 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**
Participate in Year 3 of Conscious Discipline Training	Principal, Director for Professional Learning	Materials provided by Jennifer Skrivanek (CD coach)	August 2026-May 2027	All	Sign In Sheets, Evidence of implementation within classroom				
CDAT will participate in campus training sessions and support through scheduled Zoom calls	Principal, AP	Materials provided by Jennifer Skrivanek (CD coach)	August 2026-May 2027	All	Campus Visit with CD Coach via Zoom meetings				258
Focusing on a conscious discipline focus skill per month in conjunction with a Portrait of a Lobo character trait to determine our LWV student of the month.	Principal, Counselor	Conscious Discipline Materials	September 2026-May 2027	All	Routine Monitoring of Agreed Upon Practice/Skill, Announcements, Visual Board in school, community circle discussions				
5 members of staff will attend “Increasing Academic Readiness” through CD on September 28th and 29th		Training materials provided by CD staff	September 28th and 29th of 2026	All	STRIVE registration & Sign in Sheets				

Targeted announcements are tailored to specific character traits and breathing strategies that students utilize each day and lead into classroom community circles, where each classroom family shares and collaborates to begin their day.	Librarian, Principal, News Crew (announcements team), teachers	August 2026-May 2027		All	Announcements, Classroom walks/observations, practice of skills being utilized				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal:1 Building Relationships/School Culture	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships
Objective 1.2	Lakewood Village Elementary will use a house system to develop relationships, establish camaraderie and promote a system of “we instead of me” for all staff and students.
Summative Evaluation (to be filled in by June 2026 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**	
All Staff and Students are sorted into one of 4 houses on campus	Principal	Ron Clark Academy house information	August 2026-May 2027	K-5	House lists, LiveSchool House Assignments				
Students are able to earn points for their house through a variety of actions: - Good character	Admin Team, Teachers	LiveSchool	August 2026-May 2027	All	House points accumulation, student point totals				

- Honor roll - Attendance - Contests Teachers create classroom stores within LiveSchool for students to redeem their earned points for positive incentives.									

House parties/rallies are conducted 2 times per semester in order to promote school spirit, morale and relationship building.	Admin team		August 2026-May 2027	All	House party participation			

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Lakewood Village Elementary will provide and maintain safe, secure and healthy learning environments conducive to learning.			
Objective 2.1				Staff and students feel safe and secure as evidenced by campus and district surveys.			
Summative Evaluation (to be filled in by June 2027 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*	**Supported by State or Federal Funds**

						(June) #1	#2	#3	
Use of Sentinel to track drills and document any needs or concerns based on the results. Informacast is utilized as the campus alert system, and staff track attendance in Visitor Aware.	AssistantPrincipal, Principal	Sentinel Platform, data from drills, Informacast, Visitor Aware attendance logs	August 2026-May 2027	All	Use tracker/scheduler within Sentinel. Successfully completing all the requirements of the District needed drills for the calendar year.				
Behavior Specialist at Title 1 Elementary Campuses will support year 3 implementation of Conscious Discipline and consult with specific students identified via campus referrals and MTSS behavioral data	Principal, AP, Executive Director for Special Populations	Discipline and PLC/Kid Talks data	August 2026-May 2027	All	MTSS data from Edugence, Office Referrals, Behavior Specialist documentation				261
Threat Assessment team is created to consult on any threats that may arise and document specific notes within Sentinel.	AP, Principal, Threat Assessment Team	Meeting Agendas and Dates/Times	August 2026-May 2027	All	Documentation entered into Sentinel with results of assessment meeting				
SRO conducts daily door checks to ensure all exterior doors are locked and secure. Results are updated in Sentinel.	SRO, AP	Daily	August 2026-May 2027	All	Door check logs up to date in Sentinel				
Updated radios are utilized across the campus for ongoing communication between district and home campus. 3 channels per campus are used to allow for	Principal, AP, District admin	Daily	August 2026-May 2027	All	Consistent radio usage on proper radio channels				

improved campus communication.									
Camera system is utilized in order to monitor student behavior, detect any suspicious activity, and ensure security of the campus at all times.	Admin, SRO, Receptionist	Daily	August 2026-May 2027	All	Working cameras, video evidence/footage				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 3 Teaching and Learning Goals				Lakewood Village staff will adhere to the aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				We will successfully implement the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									262
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**
Teachers continue to work to have a deeper understanding of implementation of Bluebonnet Learning focused on academic discussions, meaningful work and data driven instruction with Region XI coaching and	Elementary Math Coordinator, Principal	Great Minds	August 2026-May 2027	K-5	Bluebonnet Dashboard schedules, Stipend trackers, PLC agendas/notes				

instructional walks through the Lift grant process.									
Teachers will participate in math internalization protocol process, SWAP, and data dissection during PLC's which intentionally works to backwards plan, ensure TEKS/Curricular alignment, identify misconceptions, examine student data, and provide a blueprint for the learning scope and implementation.	Principal, Math Teachers	Bluebonnet Internationalization Module and Lesson Agendas, SWAP protocol, MAP/CSA data	Wednesdays during math PLC's	K-5	Agenda documents within PLC folder				263
Instructional Rounds will take place one time per 6 weeks on campus, in which teachers walk classrooms to look at curricular alignment and how lessons align vertically.	Principal, Asst Principal	Look Fors	One Thursday per 6 weeks	K-5	Instructional Rounds evidence/feedback form				
Teachers will participate in reading internalization protocol processes during PLC's which intentionally works to backwards plan, ensure TEKS/Curricular	Principal, reading teachers, reading specialist	Reading Internalization Agenda	Tuesdays during reading PLC's	K-5	Agenda documents within PLC folder				

alignment, identify misconceptions, examine student data, and provide a blueprint for the learning scope and implementation.HMH Version 2 will be implemented 3-5, while HMH Version1 & Benchmark remain in K-2.									
Teachers collaborate with STEM specialist, science coordinator, and follow STEM campus guidelines in order to ensure STEM instruction and the EDP is incorporated within all subject areas.	Principal, STEM Specialist, Science Coordinator	Curriculum documents, STEM at LWV document, STEM bank provided by curriculum coordinator	August 2026-April 2027 STEM PLC's one Thursday per month	All	PLC notes, lesson plans, evidence of STEM learning ongoing				264

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 4 Teaching and Learning Goals	We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
Objective 4.1	Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis) while also providing needed support for Tier II & III Students.
Summative Evaluation (to be filled in by June 2027 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
STEM at Lakewood Village document created with campus STEM expectations	Principal, Asst. Principal	Campus document	August 2026-May 2027	K-5	STEM expectations per grade level integrated within curriculum				
Students participate in Makerspace and have opportunities with coding, robotics, invention.	Librarian, Coordinator for Digital Learning Services	Library Handbook Makerspace Curriculum Makerspace Materials	1 time per week	K-5	Library Handbook Evidence of student participation within Makerspace				
Teachers utilize Mind Missions, a STEM based activity resource, to teach Social Studies with a hands-on approach that utilizes the EDP to engage students with a project based learning activity.	Principal, SS coordinator,	Curriculum documents, supplies needed for MM activities	August 2026-May 2027	All	Lesson Plans, evidence of participation based on student products				
Three teachers will take place in the NISE STEM certification process	Science Coordinator	NISE trainer	Scheduled trainings throughout the year		Teacher participation & attendance Completion of all certification requirements				

Campus master schedule created that allows students to participate in STEM lab experiences and Makerspace activities weekly	Principal, Librarian, STEM specialist, grade level teachers	Makerspace/STEM lab materials	Each class visits each space 1 time per week Each space has calendar for teacher sign ups on Mon/Fridays	K-5	Class Schedules Lesson plans Google Calendar				
Teachers responsible for providing GT students with targeted instruction are trained in depth and complexity and review gifted & talented assessment data to inform instruction/services of GT students.	Director for Academic Programs, GT teachers	Consulting services, region service centers	August 2026-May 2027	Gifted & Talented Students	Strive for professional development, data review meetings sign-in, use of D&C during walkthroughs				266
Improve English language acquisition by providing consistent support for Emergent Bilingual (EB) students as measured by improved TELPAS composite scores.	Director for Academic Programs	Software Programs,	August 2026-May 2027	Emergent Bilingual Students	Data (Ellevation,, Rosetta Stone)				
Tier III students are provided targeted intervention support in reading and math to help close achievement gaps and make	Reading Specialist, Math Specialist, Saturday School teachers	Amira, ST Math, Benchmark Phonics Intervention Kits, Marilyn Burns “Do the Math”, Manipulatives	August 2026-May 2027	Tier III students	Progress Monitoring data, formative/summative assessments, MAP growth, STAAR results				

progress towards individual goals.									
4th/5th graders who did not meet expectations on STAAR will be provided 30 hours of additional math or reading intervention to satisfy HB1416 requirements and help to improve performance and close instructional gaps	Teachers, Reading/Math Specialists	Amira, ST Math	August 2026-May 2027	Students not meeting Standard on 2026 STAAR assessment (math/reading)	Minutes logged into Focus				
Accountability Partners are created for students who did not show growth on STAAR from the 3rd-4th and 4th-5th assessment. Staff sign up to work with students, goal set, and data track in order to ensure students do not slide backwards throughout the school year. Assessments are tracked and students are added as needed in order to ensure no student is left behind.	Administration, LWV Staff, 4th/5th grade teachers	STAAR, Edugence, Classroom Data, MAP	August 2026-May 2027	Students who did not show growth and/or show to fall below their individual baseline throughout the year	Accountability Tracker spreadsheet				267

Students in K-5 will keep data folders and track their individual data.	Classroom Teachers	STAAR, Edugence, Classroom Data, MAP	August 2026-May 2027	Individual data folders/binders					
Kid Talks are held once per month during PLC time in order to discuss and document needed intervention plans and follow the MTSS process in order to ensure students receive needed Tier 2 and Tier 3 interventions and supports,	Teachers, Admin, Specialists	Classroom Performance, Behavior data, assessment data	August 2026-May 2027	MTSS data spreadsheet & SpEd referrals					
Students participate in WIN (What I Need) time on Mondays/Fridays, where teachers support flexible groups among the grade levels to provide intensive intervention and enrichment.	Classroom teachers, Interventionists	Do the Math, Benchmark Phonics, HMH, Bluebonnet Learning	August 2026-May 2027		Classroom data, assessments, MAP growth				
Teachers trained on the depth & complexity model provide instruction to gifted & talented students and culminate their learning with a capstone project (grades 2-5). Students will present their projects at our “Evening	GT trained teachers	Depth & Complexity	August 2026-May 2027						

with the Experts" event in May.									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Employees will engage in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students					
Objective 5.1				Mentees in their 1st or 2nd year of teaching and those new to the district will be provided a mentor for support.					
Summative Evaluation (to be filled in by June 2027 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** 269
Teachers with 1-2 years experience will be provided a mentor who will observe, assist and collaborate with them throughout the year.	Principal, Director for Professional Learning	Mentor Teacher Training	August 2026-May 2027	Mentors, New teachers	Collaboration, observation data, meeting data				
Teachers new to the district will be provided a mentor to collaborate with and answer any needed questions.	Principal, Director for Professional Learning		September 2026-May 2027	Mentors, Teachers new to the district	Collaboration				
Due to need, a mentor is provided to the LWV counselor, in order to help ensure he is prepared and	Principal, Director for Professional Learning		September 2026-May 2027	LWV Counselor, LEE Counselor (mentor)	Collaboration/Guidance				

understands the role of counseling and the needed tasks to be completed.									

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 5 Teaching and Learning Goals	Employees will engage in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.
Summative Evaluation (to be filled in by June 2027 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**
Campus STEM Influencer will model STEM lessons	Science Coordinator, Principal	STEM influencers	August 2026-May 2027	K-5	Instructional walks, video bank of lessons				
Campus is provided STEM training at beginning of the year staff development that focuses on the importance of the EDP (engineering design process)	Elementary Math Coordinator, Librarian,Principal		August 2026-May 2027	All LWV Staff	STRIVE registration	Completed			

Goal: 5 Teaching and Learning Goals				Employees will engage in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students					
Objective 5.3				Establish and maintain collaborative systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.					
Summative Evaluation (to be filled in by June 2027 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**
PLC time is embedded into the master schedule in order for teachers to collaborate with subject and grade level content by intentionally following the internalization agendas to backwards plan, dissect data, and identify needs.	Principal, Team Leads	Master Schedule of Lakewood Learns	August 2026-May 2027	All	Lesson Plans, Grade Level Data, Internalization Documents				271
Region XI coaches and district admin will be present on campus 2 times per month in order to dive into Bluebonnet Learning, collaborate with teachers on	Admin, Region XI coaches, District curriculum coordinator, LWV Teachers	Lift Leader Dashboard							

Bluebonnet learning routines and conduct instructional walks/monitor coaching sessions to ensure high level tier one instruction.									

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Lakewood Village Elementary will provide developmentally appropriate learning experiences that expose students to a variety of college, career, and military pathways and help students make connections between their interests, academic learning, and future opportunities. 272
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Provide developmentally appropriate college, career, and military awareness experiences for elementary students through Career Day, guest speakers, community partnerships,	Counselor, teachers	Guidance curriculum, Social Studies Curriculum, Parent Square	Sept 2026-May 2027	All	Schedule of Guests, Career Day Event, Guidance Lessons				

classroom and counselor activities, STEM experiences, and career connections embedded within academic instruction. Students will have opportunities to explore a variety of careers and make connections between their interests, current learning, and future educational and career opportunities.									

Goal: 7 Community Engagement				Lakewood Village Elementary will communicate with the LEISD community to build trust, support, and involvement.			
Objectives 7.1				A variety of opportunities will be provided on the campus for the community and family members to participate in and/or get involved with the campus community.			
Summative Evaluation (to be filled in by June 2027 by administration)						273	
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**

LWV will plan/attend family engagement activities that include, but are not limited to: Grandparents' Day Lunch (Sept) STEMAPALOOZA (Sept) Trunk or Treat (October) PTA PTA meetings/grade level performances (1 per month) Literacy Night (December) 633 Run (October) Family Thanksgiving Feast (November) Open House (March) Field Day (May)	Principal, AP, PTA board, Community Events Committee		Sept-May	All	Attendance at events Sign in sheets Parent survey results show high percentage of community involvement activities				
Lakewood Village Elementary will partner with town of Lakewood Village and builders in the community to help and support needs of teachers/staff/students on campus in a variety of ways: - Providing snacks - Feeding meals for staff - Providing supplies for STEM lab - Booth at Trunk or Treat Event - Donation/Building of chicken coop for outdoor learning	Principal, Admin Asst., AP	Town of LWV			Staff Morale Positive campus climate Accessibility of needed items/supplies				274

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				Lakewood Village Elementary will foster relations with community partners to enhance educational opportunities.						
Objective 7.2				Provide the campuses with real-world applications through community partnerships help to promote STEM education						
Summative Evaluation (to be filled in by June 2027 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**
Host a STEM night for parents and utilize Lego Education to present on using Legos for STEM. Families will participate and receive a “family kit” from Lego to use during the presentation. Presenters from the community will also host a storm-chaser exhibit, snake exhibit, and Co-Serv will be on site to present their educational demonstration.	Principal, STEM Specialist, Lego Education rep	In person presentation	September 22, 2026	All	Parent Sign in Sheet					Title 1- Parent Engagement money allotment (Lego kits) 275
Provide snacks to parents and students on STEM Night to take part in while participating in the variety of campus activities.	Principal, Admin Asst.	Sam’s Club order	September 22, 2026	All	Sign in Sheet from event					Title 1- Parent Engagement money for snacks

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.						
Objective 7.3				Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.						
Summative Evaluation (to be filled in by June 2027 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**
Assist in advertising district parent education classes as needed	Principal	District dates for trainings	Sept. '26-Apr. '27	All	Parent participation as needed					

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.			
Objectives 8.1				Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.			
Summative Evaluation (to be filled in by June 2027 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	
Invite the community through social media to special nights such as STEM night to highlight great things being done with students.	Principal	Social Media	Aug. '26-May '27	All	Attendance at events				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 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**
Inform district of potential partnerships for the district as they become known.	Principal	None	Aug. '26-May '27	All	Referrals for district partnerships				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Campus will hire and retain highly qualified staff
Summative Evaluation (to be filled in by June 2027 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
Participate in district Career Fairs	Principal	Table Decora-Tions; Swag	Spring '27; Summer '27	All	Participation in Career Fairs and hir				

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	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
Help increase staff morale by providing Sunshine	Administratio n, Sunshine Committee	Sunshine Committee Funds	September 2026-May 2027		Retention rate, staff satisfaction survey				

Committee luncheons throughout the school year									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.
Summative Evaluation (to be filled in by June 2027 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**
Teachers will be supported through a district mentor program to help build capacity among teachers and promote district unity	Director for Professional Learning, Administration team, Mentor teachers	District Mentoring Program	August 2026 - May 2027	Teachers with 1-2 years of experience & new to district	trainings, collaboration notes, classroom observations				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**imelines**	**Special Popula-tions**	**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**
Align budget to student and teacher needs	Principal	Needs Assessment Results	Spring 2027	All	Aligned budget to fulfill needs				280

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.2	Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	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
Follow all district budgeting guidelines	Principal	District budget guidelines	August '26-April '27	AAll	Clean audit on campus budget				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Little Elm ISD 2026-2027 Professional Learning Plan
Little Elm ISD 2026-2027 Improvement Plans

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

<u>Scope of Assignment for SRO's in Little Elm ISD</u> ● 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 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. ● 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.	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

• 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 computer and/or secretary assistance. • 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.			284

Coordinated Health- SHAC Council

Strategies	**Resources**	**Staff Responsible**	**Evaluation**
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Online training through Safeschools	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; 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 Part A Funds $10,000	Director for Accountability, Assessment, and Federal 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, IDEA	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 for Professional Learning; 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 for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance

1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list. 288
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.

performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.			
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement: LWV Parent Family Engagement Plan			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1,	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	

Part A funds.			
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

LEISD 2026-2027 Professional Learning Room Calendar PK-12

Little Elm ISD 2026-2027 Professional Learning Plan Professional Learning Plan

Little Elm ISD 2026-2027 Improvement Plans

APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2026-2027

Committee Member	Role	School	Term Year
Kori Werth	Principal	Lakewood Village Elementary	2026-2027
Marcia Torres	Assistant Principal	Lakewood Village Elementary	2026-2027
Desi Parra	Counselor	Lakewood Village Elementary	2026-2027
Christy Vanderhoff	Admin Asst.	Lakewood Village Elementary	2026-2027
Tamra Nowak	Reading Specialist	Lakewood Village Elementary	2026-2027
Heidi Harrell	Math Specialist	Lakewood Village Elementary	2026-2027
Robin Bowman	Kindergarten Teacher	Lakewood Village Elementary	2026-2027
Kim Carver	First Grade Teacher	Lakewood Village Elementary	2026-2027
Wendy Haugtvedt	Second Grade Teacher	Lakewood Village Elementary	2026-2027
Michelle Harper	Third Grade Teacher	Lakewood Village Elementary	2026-2027
Tracie Bailey	Fourth Grade Teacher	Lakewood Village Elementary	2026-2027
Emily Brininstool	Fifth Grade Teacher	Lakewood Village Elementary	2026-2027
Deanna Marsland	Parent Rep	Lakewood Village Elementary	2026-2027

Kelly Hastings	Community Rep	Lakewood Village Elementary	2026-2027
Tosha Hoefert	District Rep	Lakewood Village Elementary	2026-2027
Jeff Gibbs	Business Rep (David Weekley Homes)	Lakewood Village Elementary	2026-2027

Little Elm Independent School District

Little Elm Elementary Campus Improvement Plan 2026-2027

Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal: 1 Safety and Security

Objective 1.1

Goal: 2 Teaching and Learning Goals

Objective 2.1

Goal: 3 Teaching and Learning Goals

Objective 3.1

Goal: 4 Teaching and Learning Goals

Objective 4.1

Goal: 5 Teaching and Learning Goals

Objective 5.1

Objective 5.2

Objective 5.3

Goal: 6 Respectful Relationships

Objectives 6.1

Objective 6.2

Objective 6.3

Objective 6.4

Objective 6.5

Goal: 7 Community Engagement

Objectives 7.1

Objective 7.2

Objective 7.3

Goal: 8 Community Engagement

Objective 8.1

Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2
Objectives 9.3
Goal: 10 Ensuring Fiscal Health & Sustainability
Objective 10.1
Objective 10.2
APPENDIX A: STATE AND FEDERAL REQUIREMENTS
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths *(What Strengths were identified?)*	Summary of Needs *(What needs were identified?)*	Priorities *(What are the priorities for the district?)*
Demographics	Little Elm Elementary (LEE) has 326 students from grades Kindergarten to 5th Grade. We are a STEM certified campus with 3 special education programs, 2 of which are self containted. Attendance Rate for the 25-26 school year 96.39%. Demographics of Student Population: 32.5 % White 30.4% Hispanic 21.5% African American 5.2% Asian/Pacific Islander 9.2% Multi-Racial 28% Special Education 11.9% Emergent Bilinguals 34% At Risk 5% Gifted and Talented	The campus behavior specialist is continuing to support general education and special education staff members by providing tools and strategies, calming down breaks and assistance for behavior issues as they arise throughout the day.	Equip behavior specialist and classroom teachers with tools and training to support students. Improve student behavior and self-regulation skills through the implementation of proactive, evidence-based behavioral interventions and social-emotional supports.

Student Achievement	At Little Elm Elementary students take multiple measures of student achievement and progress which include: MAP, common formative/summative and standards based assessments, STAAR Reading, Math, and Science at the 3rd-5th grade levels.	LEE has an under performance of students on the Math and Reading STAAR in the areas meets and masters.	Teachers will track focus student groups to ensure growth in all areas for Math and Reading LEE will continue to monitor and improve our school wide MTSS program to ensure each student has a plan to improve their individual success. Provide Tiered students with intervention and extensions that are research based and track student progress.

Curriculum and Instruction	LEE staff have access to LEISD Curriculum & Instruction tools. We utilize HQIM for both Reading and Math. Each grade level works to plan collaboratively in professional learning communities and dedicated planning times.	LEE will strengthen Tier 1 instruction in order to increase rigor and provide quality instruction to all students.	LEE will partner with Region 11 and the TXLS (Texas Lesson Study) to implement PLC Protocols. We will rehearse lessons and internalize modules and individual lessons. The campus will strengthen student writing skills, with a focus on extended constructed responses, to improve performance on the STAAR assessment. The campus will strengthen foundational skills in Math by focusing on Fluency and Concept Development through BlueBonnet. By May 2027, the percentage of students meeting or exceeding grade-level expectations on the STAAR writing extended constructed response items and STAAR Math will increase by **15%**, as measured by STAAR results and campus benchmark assessments.

Staff Quality and Retention	LEE Staff had turnover for 26-27 school year. Change in administration for LEE. With the changes, staff reports there has been a positive shift in culture and the campus environment is welcoming for both staff and students. They feel this is a place where achievements are recognized and they can grow.	LEE will be closing as part of the district turn-around plan. LEE will work to retain 85% of staff members to continue in the district at the schools that will absorb our students. Work to help encourage personal growth so staff can achieve their long term goals. LEE will continue to have the new teacher mentor program to support new to career teachers and new to the district.	The Admin. team will conduct goal setting meetings to collaborate with teachers as they develop meaningful and personalized professional and student growth goals.
Technology	1-1 Technology for all Students. All students at LEE have their own Chromebook. Every classroom in the building has a Promethean board and staff have been trained on how to use it.	Continue to enhance technology usage in the classroom to make it student-centered.	Training with District Technology for teachers and open times for them to meet with her to discuss ways to enhance their lessons plans.
Family/Community Involvement	LEE has family engagement events and activities throughout the school year. These events include meet the teacher, academic night, fall festival, STEM night, open house and grade level music performances. LEE also hosts Watch DOGS, which encourages male figures to volunteer throughout the school year.	Continue to encourage parent participation in the PTO and attendance at family events.	Provide families with resources and to intentionally support their students' academic and emotional learning at home.
Safety and Security	Camera system has been updated and other district wide security systems have been added for additional security.	LEE staff will continue to monitor campus safety with daily door checks and implementation of safety measures and behavior protocols.	LEE will continue to follow all district guidelines with safety protocols.

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram		Safety Data	TXKEA/TPRI/Tejas Lee

Meetings were held with the Campus Leadership Team on September 29th and May 4th to discuss campus plans for the year. Last years initiatives including title 1 spending was discussed as well as our goals for this year. We identified the areas of need specifically based on our outcomes and determined the need to provide intervention support to students. Meetings were also held with lead staff members to discuss the progress that had been made and needs that have arisen. This meeting took place on May 5, 2026.

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2027 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
Professional staff will participate in Year 3 Training of Conscious Discipline, including 2 coaching days with Conscious Discipline Coach.	Director for Professional Learning	(District Provided)	September 28th-February 11th	All Students	Training Records				299
CDAT campus meetings as a team and with Conscious Discipline Coach to develop actionable steps for campus needs.	Campus Administration	CD E-Course and CD Coach	September 13-March 6th	All Students	Campus Visit with CD Coach in person and online.				
Implement Conscious Discipline strategies through morning announcements (Brain Smart Start).	Campus Administration	First 5 & CD Coach	August 2026-May 2027	All Students	Daily Announcement Slides				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2027 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
Implement district protocols with the use of Sentinel, weapons towers, daily door checks and informacast.	Campus CBC (assistant principal), SRO, Campus Principal	Sentinel Platform, Informacast	August 2026-May 2027	All	Documentation of BTA, Door Check logs and Drill data in Sentinel.				300
Behavior Specialist at Title 1 Elementary Campuses will support year 3 implementation of Conscious Discipline	Executive Director for Special Populations	Conscious Discipline and PLC data from Behavior Specialist PLC	August 2026-May 2027	All	PLC Data from Behavior Specialist weekly meetings				
The campus Behavior Threat Assessment Team and Emergency Response Team will conduct campus training to ensure all staff know protocols.	Campus Administration	Sentinel Platform, Informacast	August 2026	All	Campus PD Plan				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2027 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**
Increase STAAR performance in All students through monitoring progress on CSA, CFA, and formative assessments.	Principal, Assistant Principal, Specialists, Teachers	District, campus systems	August 2026-May 2027	All	Grade Level Data Trackers				301
Track and monitor all assessments with sub populations of African American Students, Continuously Enrolled & High Focus.	Principal, Assistant Principal, Specialists, Teachers	District, campus systems	August 2026-May 2027	All	Grade Level Data Trackers				
PLC time for teachers will be done bi-weekly in reading and math. The focus will be on student outcomes.	Principal, Assistant Principal, Specialists, Teachers	District, campus systems	August 2026-May 2027	All	Planning Agendas, Walkthrough Data				
Planning will be done bi-weekly for reading and math. The focus will be on student growth.	Principal, Assistant Principal, Specialists, Teachers	District, campus systems	August 2026-May 2027	All	Planning Agendas, Walkthrough Data				
Provide differentiated instruction in reading and	Principal, Assistant	Curriculum	September 2026-May	All	Grade Level Data Trackers				$15,000 with Title 1 Funds

math skills through Lobo time.	Principal, Specialists		2027						
Use common assessments to make decisions about instruction. Utilize All In Learning to analyze exit tickets for math and generate feedback to students in writing	Principal, Assistant Principal, Specialists, Teachers	District, campus systems	August 2026-May 2027	All	Grade Level Data Trackers				
Give feedback to teachers every 2-3 weeks with actionable steps for growth.	Campus Admin	Campus and District Feedback Form	August 2026-May 2027	All	Walkthrough Tracker				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2027 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**
Provide students with monthly STEM activities and maker space opportunities.	Teachers, Librarians, ITA and Specials Teachers	Makers Space Carts, STEM Kits	August 2026-May 2027	K-5 Students	Projects, Lesson Plans				$2,000 with Title 1 Funds
Tier 2 and Tier 3 students will be monitored through the MTSS process.	MTSS Specialist, teachers, academic specialist, campus admin	Edugence	August 2026-May 2027	K-5 Students	Monthly monitoring through Edugence				303
Support monitoring and intervention systems through LPAC processes, as measured by improved TELPAS scores, grades and state assessment performance.	Campus Administration, Multilingual Specialist	Ellevation	August 2026-May 2027	Emergent Bilingual Students	TELPAS, STAAR, Edugence				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2027 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**
Teacher mentors will complete required training and will meet with their mentees at least 4 times a year and offer ongoing support for new teachers.	Mentor Teachers and Mentor Liaison	Mentor Huddles	August 2026-May 2027	All	Check ins and Agendas				304

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.
Summative Evaluation (to be filled in by June 2027 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**
Develop and deliver a coordinated district-wide professional learning series on the new **Mathematics Research-Based Instructional Strategies (RBIS)** for both K-Alg 2 teachers and campus administrators.	Elementary & Secondary Math Coordinators, Director for Professional Learning, Campus Administrators, Assistant Superintendent for Curriculum & Learning, LASO 4/LIFT Grant Approved Providers	LASO 4/LIFT grant funds, LASO 4/LIFT Grant Approved Providers, Texas Education Agency (TEA) Math RBIS Training Modules.	June 2027	All	100% completion records for all K-5 math teachers and campus administrators on the new Math RBIS modules; monthly administrative calibration walk records showing inter-rater reliability; and district observation dashboards showing a baseline decrease in "Not Present" or "Partially Observed" markings for modeling and discourse indicators.				305
District professional learning on Reading Research Based Instructional Strategies for all K-5 RLA teachers and those that support RLA at the campuses.	Elementary Reading Coordinator	RLA RBIS training	All K-5 teachers will attend by May 2027	SpEd teachers, Librarians, and Multilingual Specialists	100% participation from K-5 RLA teachers				

Deliver targeted professional learning that focuses on moving classroom technology use from passive consumption to active student creation.	Coordinator for Digital Learning	PD time; PLC time; staff meetings	Ongoing throughout the year	All	Student creation identified during walk throughs conducted by any content area				
Implement and support the consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	K-5 STEM certified Teachers	Attend Ongoing STEM Professional Development	May 2027	K-5	Training records STEM Certification data				
Conduct informal observations to support the implementation of RBIS RLA.	Campus Administrators, Elementary Reading Coordinator and Reading Specialist.	Walkthrough forms and feedback	May 2027	K-5	Increased success implementing RBIS in elementary RLA				306

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.					
Summative Evaluation (to be filled in by June 2027 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**
All campus math teachers will attend ongoing, personalized campus learning sessions to calibrate teachers on deep Bluebonnet Learning Math routines.	Campus Administration, Math Specialist and Teachers	LASO/LIFT grant, Professional Learning Sessions, Bluebonnet Math materials.	May 2027	All	Professional learning feedback forms, sign-in sheets				307
Restructure and protect the weekly campus math PLC calendar to focus entirely on collaborative systems, transitioning the planning block from basic material preparation to high-leverage peer lesson rehearsals. Teachers will actively practice modeling tasks, script academic discussions, and	Campus Administration, Elementary & Secondary Math Coordinators, K-Alg 2 PLC Leads.	Bluebonnet PLC guidelines, shared electronic artifact folders, TEA SWAP templates.	May 2027	All	100% of campus PLC calendars reflecting dedicated internalization and SWAP blocks; verification of next-day re-teach execution on leadership walks.				

cross-analyze SWAP student exit ticket data.									
Implement and support Reading Academy implementation, Science of Teaching Reading. Reading teachers will attend training, lesson modeling, and ongoing coaching support to ensure effective implementation with fidelity.	Elem RLA Coordinator, RLA Teachers, Campus Administration	Navigate RLA Tier One resources,, TEKS alignment documents, district curriculum guides, professional learning materials, walkthrough tools	Ongoing throughout the school year with quarterly implementation reviews	GT, SPED, 504, Dyslexia, Emergent Bilingual, Economically Disadvantaged	Classroom walkthroughs, lesson plans, and student work samples				
All Inclusion Teachers will receive training in better inclusion strategies	Campus Administrators, Special Education Teachers	Training from Special Education Coordinator			Evidence of training and post training feedback from teachers				308
Implement and support the use of lessons available in LEISD UbD Stage 3, including SAVVAS, in grades K-12 to strengthen inquiry-based instruction, student engagement, literacy integration, and TEKS-aligned Tier I instruction. Provide ongoing personalized support to ensure	K–12 Science Campus Administration	Navigate Science platform and lessons, TEKS alignment documents, district curriculum guides	Ongoing throughout the school year with quarterly implementation reviews	GT, SPED, 504, Dyslexia, Emergent Bilingual, Economically Disadvantaged	Classroom walkthroughs, lesson plans, and student work samples demonstrate consistent implementation of LEISD UbD Stage 3 lessons aligned to district expectations. Increased student engagement, literacy integration, and TEKS mastery observed in grades K-12 science classrooms.				

effective implementation with fidelity.									
Facilitate one day per semester to support STEM Influencers.	PK–12 Science	Sub days	May 2027	STEM Influencers (at least one per campus)	Increased STEM engagement at each campus				
Leverage Bluebonnet, STR, and assessment data to build momentum with K-12 Multi Tiered Systems of Support, by making the expectations clear and providing implementation support.	Director for Professional Learning		Mid Year Check; Substantial Progress by May 2027	All students	100% of campuses progress monitoring in Edugence; 100% of campuses conducting quarterly Kid Talks, 100% of Tier 3 academic supports documented in Edugence; 100% of Tier 2 & 3 Behavior supports documented in Edugence				No additional cost associated

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Write a curriculum to support two years of high quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.
Summative Evaluation (to be filled in by June 2027 by administration)	
This Goal is a secondary Goal that is not applicable to Little Elm Elementary.	

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.
Summative Evaluation (to be filled in by June 2027 by administration)	
This Goal is a secondary Goal that is not applicable to Little Elm Elementary.	

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.3	Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.
Summative Evaluation (to be filled in by June 2027 by administration)	
This Goal is a secondary Goal that is not applicable to Little Elm Elementary.	

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.4	Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.
Summative Evaluation (to be filled in by June 2027 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
This Goal is a secondary Goal that is not applicable to Little Elm Elementary.							

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.5	Little Elm Elementary will host a career day for students K-5 to get exposure to different career opportunities and be informed about college or training required for them.
Summative Evaluation (to be filled in by June 2027 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
Host Career Day for students to think about future learning and fields of work.	Counselor	Community Participation	March 2027	All	Career Day Participation				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.					
Summative Evaluation (to be filled in by June 2027 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**
Conduct a series of meetings for public input on the district decision to close Little Elm Elementary	Director for Communication; Superintendent; Campus Principal	Meeting rooms	August '26-Sept. '26	All	Attendance at meetings				312
Provide a Listening Table at school events for the district to interact with the community.	Director for Communication; Campus Principal		Sept. '26-May '27	All	Number of district visits to evening events at Little Elm Elementary				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.						
Objectives 7.2				Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the “I Choose” campaign.						
Summative Evaluation (to be filled in by June 2027 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**
N/A as the school is closing										

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.
Summative Evaluation (to be filled in by June 2027 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
Inform parents of training opportunities through the district	Campus Principal	District Trainings	Sept. '26-May '27	All	Communication sent home				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2027 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
Night events offered from staff and campus PTO. Events include Literacy Night, STEM Night, Holiday Shop, Fall Festival, Parents Night Out.	Campus Admin, all campus staff and PTO.	Consumable supplies for activities and snacks for parents and students.	August 2026-May 2027	All					Supplies: $750 Title 1 Funds $375 Lobo Learning Night $375 STEM Night Snacks: Title 1 Funds:

									$750
Offering of Day Time Events to open up the campus for visitors and volunteers. Events include Grandparent's Day, Book Fair, Field Day, Field Trips	Campus Admin, all campus staff and PTO.	Consumable supplies for activities and snacks for parents and students.	August 2026-May 2027	All					

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 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**
Support partnerships for the district by sharing information on SPARK meeting opportunities.	Director for Communications; Coordinator for K-12 Science; Campus Principal	Meeting time	Fall 2026 and Spring 2027	All	Participation and partnerships for student programming				

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.

Summative Evaluation (to be filled in by June 2027 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**
Participate in district job fairs and recruiting events.	Principal, AP, staff	Time, swag	August 2026-May 2027	All	Staffing, Staff Data				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Recognize staff through biweekly Marigold nominations	Principal, AP	Time, treats, printed certificates	August 2026-May 2027	All	Certificates, Campus Wide Recognition				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.
Summative Evaluation (to be filled in by June 2027 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**
Support Adopt-A-Lobo	Human Resource Services Department Principal	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	June 2026 - May 2027	N/A	Social media posts; higher retention rate of 1st year staff; increased staff morale				
Support HR2U	Human Resource Services Department Principal	Google form; swag items; input from campus staff on support requests	September 2026 - February 2027	N/A	Increase in support requests from campus staff; positive feedback from staff				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 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**
Support Capital Improvement Plan	Business Svcs, Operations, Construction	Facility Needs Assessment	December 2026	All	Creation of District Capital Improvement Plan	October 2026 - Rough Draft of Plan	December 2026 Completed Plan		No

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.2	Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.
Summative Evaluation (to be filled in by June 2027 by administration)	
This Goal is a District Goal that is not applicable to Little Elm Elementary. Little Elm Elementary will support any objectives or efforts associated with ensuring financial responsibilities as assigned through this goal by the district.	

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV No Place for Hate Conscious Discipline Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	320
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	

All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<u>Scope of Assignment for SRO's in Little Elm ISD</u> • 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 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. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined.	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

• **<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 computer and/or secretary assistance. • 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 the 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.			322

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded training.	District Budget Counselor led staff presentation Online training through Safeschools	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; 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 Part A Funds $23,000	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, 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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms

Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
The schoolwide program plan is developed as a consolidated plan with federal, state and local initiatives.			
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
7.Parent and Family Engagement:	LEISD Parent and Family Engagement Plan	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets Number of Events

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $ Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	

APPENDIX B: Campus Site-Based Decision Making Team

Committee Member	Role	School	Term Year
Ashley Holmes	Campus Administrator	Little Elm Elementary	26-27
Chris Reza	Campus Administrator	Little Elm Elementary	26-27
Ivette D'Angelo	Counselor	Little Elm Elementary	26-27
Savannah Shearouse	Teacher	Little Elm Elementary	26-27
Monica Neubauer	Teacher	Little Elm Elementary	26-27
Joy Schulteis	Teacher	Little Elm Elementary	26-27
Heather Kremer	Teacher	Little Elm Elementary	26-27
LaDonna Poindexter	Teacher	Little Elm Elementary	26-27
Stefani Williams	Teacher	Little Elm Elementary	26-27
Kirk Johnson	Teacher	Little Elm Elementary	26-27
Monica Matthews	Teacher	Little Elm Elementary	26-27
Nicole Shingler	Teacher	Little Elm Elementary	26-27
Natalie Schellman	Teacher	Little Elm Elementary	26-27
Haley Terrell	Parent	Little Elm Elementary	26-27
Lauren Nix	Parent	Little Elm Elementary	26-27
Mary Watkins	Community Member	Little Elm Elementary	26-27
Alissa Royal	District Representative	Little Elm Elementary	26-27

Little Elm Elementary 2026-2027 Campus Learning Plan

Little Elm Elementary Targeted Assistance Plan 2026-2027

Little Elm Independent School District

Oak Point Elementary Campus Improvement Plan 2026-2027



Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal: 1 Safety and Security

Objective 1.1

Goal: 2 Teaching and Learning Goals

Objective 2.1

Goal: 3 Teaching and Learning Goals

Objective 3.1

Goal: 4 Teaching and Learning Goals

Objective 4.1

Goal: 5 Teaching and Learning Goals

Objective 5.1

Objective 5.2

Objective 5.3

Goal: 6 Respectful Relationships

Objectives 6.1

Objective 6.2

Objective 6.3

Objective 6.4

Goal: 7 Community Engagement

Objectives 7.1

Objective 7.2

Objective 7.3

Goal: 8 Community Engagement

Objective 8.1

Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2

Objectives 9.3
Goal: 10 Ensuring Fiscal Health & Sustainability
Objective 10.1
Objective 10.2
Little Elm ISD 2025-2026 Professional Learning Plan
APPENDIX A: STATE AND FEDERAL REQUIREMENTS
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	Oak Point Elementary has a current enrollment of 644 students. The demographic composition of the student population is 53% Hispanic, 29% White, 10% African American, 3.1% Asian, and 5% identifying with two or more races. For the 2026–2027 academic year, 52% of students are classified as economically disadvantaged, representing a 3% increase from the 2025–2026 school year. Additionally, 56% of the student population is designated as at-risk, a 2% increase from the 2025-2026 school year. The Emergent Bilingual population for the 2026-2027 school year stands at 43%, reflecting a 2% increase compared to the 2025–2026 academic year. Currently, the special education population comprises 13%, representing a 2% increase from 11% in the previous school year. Oak Point Elementary's attendance rates were 96.53% (2025-26), 95.27% (2024–25),	With a predominantly high Hispanic and Emergent Bilingual population, having robust dual-language resources and program implementation is essential to support language development in both Spanish and English, as well as academic achievement. Additionally, effective communication and outreach tailored to diverse cultural and linguistic backgrounds will strengthen partnerships with families within the Oak Point Elementary community. Oak Point Elementary will need to focus on and devote Title 1 funding toward targeted academic support in math and science, social-emotional learning, family engagement, and staff training to meet the needs of its diverse and economically disadvantaged student population. These efforts help to close learning gaps, build resilience, foster strong community ties, and equip staff with skills to effectively support all students. Additionally, Oak Point Elementary will need to continue building and sustaining a positive school culture that continuously	Oak Point Elementary will foster biliteracy and academic excellence through a strong two-way dual-language program in Spanish and English. The district prioritizes continuous improvement of this program, ensuring high-quality instruction, equitable access, and measurable outcomes in biliteracy and bicultural competence. Oak Point Elementary will emphasize effective and consistent communication and outreach to engage diverse families and strengthen community partnerships. This aligns with the district's priority to foster community relationships and engage all students, staff, and families in learning experiences that build and sustain meaningful and respectful relationships and connections. Oak Point Elementary will advance academic achievement and growth, social-emotional development, and family engagement while building staff capacity through ongoing professional learning in trauma-informed and social-emotional

	94.75% (2023–24), 94.50% (2022–23), and 93.98% (2021–22), steadily improving over the past five years with an average annual increase of approximately 0.64% per year and a total increase of 2.55%. Oak Point Elementary has made notable gains in student attendance, with chronic absenteeism decreasing from 15.5% in 2021–22 to 10% in 2025–26.	prioritizes regular attendance. Combined with early identification and timely intervention for students facing attendance challenges, Oak Point Elementary will continue to improve overall attendance and chronic absenteeism rates and academic success.	practices to better serve our diverse and economically disadvantaged students. This aligns with the district's goal to engage each employee in personalized learning that equips them to meet the social, emotional, and academic needs of all students.
Student Achievement	Oak Point Elementary maintained a C accountability rating based on the performance results from the 2025–2026 STAAR assessments, reflecting its achievement within the state's standardized evaluation system. Fourth-grade reading scores saw 88% of students reach Approaches and 58% Meets, with 66% of student growth. Fifth-grade reading scores had a 5% increase from 75% Approaches to 80% with 81% growth. By the end of the 2025–2026 school year, 89% of Kindergarteners demonstrated growth in reading, a 24% increase from the 65% in the 2024-2025 school year as measured by MAP testing from fall to spring. Additionally, 83% of Kindergarteners demonstrated growth in math, a 21% increase from the 62% in the 2024-2025 school year as measured by MAP testing from fall to spring.	Oak Point Elementary's C accountability rating was primarily influenced by its performance across the three STAAR domains: Student Achievement, School Progress, and Closing the Gaps. Challenges in School Progress, specifically in Academic Growth and Relative Performance, and Closing the Gaps domains contributed to the overall C rating, despite stronger results in Student Achievement. This indicates areas for growth in supporting steady academic progress and reducing achievement gaps among student groups. Key areas to address for 2025-2026 include improving 4th and 5th-grade math achievement and growth, with a focus on 4th-grade English language learners who showed lower academic achievement and growth. Additionally, targeted support is needed for closing the gaps in student growth and achievement in the meets and masters range for both 4th and 5th grade math and reading.	At Oak Point Elementary, an additional 45-minute PLC and planning collaboration time will continue to be dedicated for teachers to work directly with the district's math and reading instructional coordinators, a Region 11 math instructional coach, and a dual-language instructional coach. This collaboration will occur three times a week during "Lobo Learn Time" and will enable teachers to progress monitor every student weekly in reading and math, analyze data, and plan targeted lessons based on that data. These efforts support the school's priorities of strengthening academic growth, improving relative performance, and closing achievement gaps through targeted interventions and data-driven instruction. Students at Oak Point Elementary will participate in "Lobo Learn Time," a structured rotation model where they engage in STEM, Technology, and targeted intervention groups for 45 minutes, three days a week. This approach provides students, a STEM-Certified campus, with opportunities to engage in collaborative STEM activities that foster critical thinking and innovation, alongside

			technology-based learning and targeted small group instruction led by interventionists or tutors. Oak Point Elementary will continue implementing the Reading PRESS-IN model for 2nd-grade reading interventions to specifically address reading gaps.

Curriculum and Instruction	The district curriculum in ELAR/SLAR, Social Studies, Math, and Science is fully developed across all three stages, with Stage 3 intentionally designed to provide clear guidance and ease of use, supporting teachers in effective planning and instruction. The district curriculum incorporates integrated STEM lessons, hands-on activities, and technology applications that provide students with opportunities to explore science, technology, engineering, and math concepts in meaningful and engaging ways. These built-in resources not only enhance critical thinking and problem-solving skills but also support teachers in delivering dynamic instruction that prepares students for future academic and career pathways.	Teachers and staff at Oak Point Elementary will need ongoing practice, support, and professional learning while utilizing Bluebonnet Learning Math, Savvas Science, and Edugence for assessments and MTSS to deepen their understanding of the curriculum and fully utilize each program's capabilities to support instruction and student learning.	Oak Point Elementary prioritizes providing teachers and staff with ongoing practice, support, and professional learning in Bluebonnet Learning Math, Savvas Science, and Edugence for assessments and MTSS, ensuring they deepen their understanding of the curriculum and fully utilize each program's capabilities to strengthen instruction and improve student learning outcomes. Oak Point Elementary prioritizes providing teachers with an additional 45-minute PLC and collaborative planning block three times per week during "Lobo Learn Time." This dedicated time allows teachers to work with district curriculum coordinators and dual-language coach to strengthen their understanding of the district curriculum, align instructional planning, and analyze student data. The additional collaboration also supports the integration of the district's STEM lessons, hands-on activities, and technology applications, enabling teachers to deliver and/or design engaging, targeted instruction that fosters critical thinking, problem-solving,

			and prepares students for future academic and career pathways. This supports the district's goal of supporting constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.

Staff Quality and Retention	The teaching staff at Oak Point Elementary is highly experienced, with 82.1% having six or more years of teaching experience (33.6% with 6–10 years, 22.4% with 11–20 years, and 26.1% with 21–30 years). The average overall teaching experience is 12.9 years (compared to 10.8 districtwide and 11.6 statewide). Teachers average 6.6 years of tenure at Oak Point Elementary, which is higher than the district average of 5.3 years. Only 2.2% of the Oak Point Elementary staff are beginning teachers and 15.7% have 1–5 years of experience. At Oak Point Elementary, 21.6% of teachers hold a Master's degree, while 78.4% hold a Bachelor's degree. 54.6% of total staff and 53.8% of teachers represent minority populations (47.1% Hispanic, 4.5% African American, 2.2% Asian). Oak Point Elementary has increased bilingual, Spanish-speaking staff to support its large population of English learners and dual-language classrooms. This capacity strengthens communication and fosters stronger relationships with parents and the school's diverse community.	To sustain Oak Point Elementary's high retention rate and staffing stability, the campus will focus on providing ongoing professional growth opportunities, maintaining a supportive and collaborative work environment, and implementing proactive strategies to recruit and retain diverse, high-quality staff aligned to student needs. Regular monitoring of retention data will ensure continued progress and address potential challenges early. Oak Point Elementary will continue to strengthen support for English learners and dual-language classrooms by sustaining the recruitment and retention of bilingual-certified teachers, providing ongoing professional development to enhance instructional practices, and expanding family engagement initiatives that leverage staff bilingual capacity to foster strong communication and relationships with the diverse school community. Monitoring academic and engagement data will ensure these efforts translate into continued student growth and success.	Oak Point Elementary prioritizes sustaining high staff retention and stability by investing in professional growth, fostering a supportive and collaborative work environment, implementing proactive recruitment and retention strategies aligned to student needs, and continuously monitoring retention data to ensure ongoing success. Oak Point Elementary prioritizes strengthening support for English learners and dual-language classrooms by sustaining the recruitment and retention of bilingual-certified teachers and staff, providing targeted professional development to enhance instructional practices, and expanding family engagement initiatives that leverage bilingual staff to foster strong communication and relationships with diverse families and the community. Monitoring academic and engagement data will ensure these efforts drive continued student growth and success. Oak Point Elementary supports the district's goal by retaining high-quality staff through professional growth and a collaborative work environment, while also recruiting and developing bilingual-certified personnel to better

			serve English learners and diverse families. These efforts ensure effective staff are in place to drive student success at every level.

Technology	The district continues to improve the network infrastructure, to improve and ensures reliable and fast connectivity throughout the campus and district. Systems are established to efficiently manage one-to-one student device checkouts, complemented by a sustainable maintenance plan that ensures technology remains current and functional. Little Elm ISD monitors student safety on one-to-one devices using Linewize Monitor, an advanced, human-moderated digital monitoring system that detects and alerts designated staff to potential risks in real time. Any alerts generated by Linewize at Oak Point Elementary are reviewed immediately by trained Oak Point Elementary staff and administrators who assess the context and severity, enabling prompt and informed responses to protect students from cyber threats, harmful content, or concerning digital behaviors.	Oak Point Elementary needs ongoing support to maintain and further enhance the network infrastructure for consistent, reliable, and fast connectivity campus-wide. Oak Point Elementary will need continued cyber security training for staff in promptly responding to Linewize alerts and threats detected on student devices.	The district prioritizes maintaining and upgrading network infrastructure to ensure consistent, reliable, and fast connectivity across all campuses, including Oak Point Elementary. Oak Point Elementary will prioritize ongoing cybersecurity training for staff, focusing on prompt response to Linewize alerts and effective monitoring of students on one-to-one devices. This training will equip staff with the skills needed to identify, assess, and act on potential digital threats, ensuring a safe and secure learning environment. 335

Family/Community Involvement	Oak Point Elementary benefits from a dedicated bilingual District Parent and Family Liaison who partners with administrators and families to provide support, offer parenting classes, and connect our diverse families with resources. This advantage greatly strengthens Oak Point Elementary's communication and engagement with the school's high population of English learners and their families. Oak Point Elementary publishes a monthly newsletter that keeps all parents informed and engaged with upcoming events and activities,	Oak Point Elementary continues to expand the Ballet Folklórico and House Soccer Club program and ensures students have opportunities to participate continuously from elementary through middle school and into high school. By strengthening partnerships with its feeder campuses, Walker Middle School and Little Elm High School, the Ballet Folklórico and House Soccer Club program expansion provides students and families with opportunities to build cultural	Oak Point Elementary prioritizes expanding the Ballet Folklórico and House Soccer Club programs to create continuous participation opportunities from elementary through high school, while strengthening partnerships with Walker Middle School and Little Elm High School to foster cultural connections, athletic involvement, and long-term family and community engagement. These programs are especially designed to increase access and involvement for

	strengthening communication and involvement across the school community. Oak Point Elementary has opportunities for student and family engagement through its Ballet Folklórico Club. The Ballet Folklórico Club strengthens connections with all families, while the development of the House Soccer Club increases student participation and invites families to engage through after-school tournaments and school spirit events, culminating to the “Copa de Casa” in April. Oak Point Elementary has the following community events throughout the year: ● Meet the Teacher ● Title 1 Parent Meetings ● Ballet Folklórico Parent Events ● Hispanic Heritage Night ● Grandparents’ Day Lunch ● Trunk or Treat ● Veterans Day Program ● Literacy/STEM Night ● PTA Performances ● Open House ● Book Fairs ● Talent Show ● GT Showcase ● Field Day ● Family House Basketball Tournament ● House Soccer Tournament (Copa de Casa)	connections, athletic opportunities, and foster alignment from elementary through high school.	the school’s Hispanic population, English Language Learners, economically disadvantaged students, and other at-risk students by providing engaging opportunities that build pride, connection, and alignment across the feeder pattern. This priority aligns with the district’s commitment to building trust and involvement by fostering partnerships with the community to enhance educational opportunities for all students. 336

Safety and Security	Oak Point Elementary consistently implements the Intruder Door Audit (IDA) process through weekly exterior door sweeps to ensure all doors remain closed, locked, and secure. Each sweep includes a physical check of every exterior door, documentation of any concerns, and verification that all doors function as designed, with records maintained by the staff member conducting the inspection. This consistent practice strengthens campus safety by ensuring compliance with district and state security requirements. Oak Point Elementary consistently documents and monitors safety drills and maintenance logs to meet state requirements, promptly address potential hazards, and ensure a safe, compliant, and secure environment for students and staff. Last school year, Oak Point Elementary enhanced campus security through several district-wide safety upgrades. These improvements included installing new interior door locks and keys, securing all exterior gates, and upgrading interior and exterior security cameras to strengthen monitoring and ensure a safe environment for students and staff. Based on the four-year behavior referral trend analysis from 2022–2026, Oak Point Elementary has experienced an overall reduction in major disciplinary actions. For example, full-day In-School Suspensions (ISS) saw a significant drop of 63.2% during this period. Furthermore, there is a clear divergence between upper and primary grades. Fourth and 5th-grade classrooms demonstrated the most substantial improvement, with 4th-grade ISS dropping by 83.3% and 5th-grade ISS falling by 65.4%. Conversely, primary grades experienced an upward trend in behavior referrals, with kindergarten and first grade increasing by 20-22%.	Oak Point Elementary will continue providing ongoing training and communication to staff if/when safety and security procedures, technology, TEC, or equipment change. Oak Point Elementary will allocate targeted Tier 1 and Tier 2 behavioral supports toward Kindergarten and 1st-grade classrooms to address early childhood behavioral needs, while simultaneously standardizing and sustaining the successful classroom management practices established in 4th and 5th grades. Oak Point Elementary will continue utilizing Conscious Discipline and restorative practices school-wide.	Oak Point Elementary will focus on behavioral interventions, staff training in Conscious Discipline and MTSS, and targeted behavioral coaching and behavior plans to support classroom management and student behavior across all grade levels. Oak Point Elementary prioritizes providing teachers with an additional 45-minute professional learning block once per week during “Lobo Learn Time” to support professional development in Conscious Discipline and the MTSS process. This extra time allows teachers to deepen their understanding of behavior interventions, collaborate on effective strategies, and design targeted behavior plans that improve classroom management and promote positive student behavioral changes. 337 This additional time and supports consistent application of district-wide behavior expectations and Conscious Discipline practices in addition to data-driven decision making, ensuring a safe and supportive learning environment that fosters student social-emotional and academic learning, growth, and success.

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram		Safety Data	TXKEA/TPRI/Tejas Lee

Meetings were held with the Campus Leadership Team on May 12, 2026, and August 27, 2026, to discuss campus plans for the year. Last year's initiatives, including Title I spending, were discussed, as well as our goals for this year. We identified the areas of need specifically based on our outcomes and determined the need to provide intervention support to students. Meetings were also held with lead staff members to discuss the progress that had been made and needs that have arisen. This meeting took place on August 27, 2026.

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.					
Summative Evaluation (to be filled in by June 2027 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**
Title 1 Elementary Campus Behavior Specialist will provide behavior support on campus to reduce the amount of instructional time students are out of the general education classroom due to their behavior.	Title 1 Elementary Campus Behavior Specialist	Personnel	2026-2027	At-Risk	Measure the amount of time students are missing instruction due to their behavior				Title 1 Funds
Special Education Coordinators will provide campus-level training to equip teachers to better manage student behaviors by recognizing antecedents.	Executive Director of Special Populations Services; Special Education Coordinators	Training materials; PD time	2026-2027	At-Risk	Documentation of teachers trained and post-training feedback from teachers				339
Conscious Discipline Parent Engagement Nights K-5 Conscious Discipline School-Based Coaching with Modeling of Best Practices PK-5 Funding Behavior Specialist Position Increased Training for Behavior Specialist	CD Coaches and trainers, Campus Administration, CDAT Team Members, Behavior Specialists, Deputy Superintendent, Director of Professional Learning	Personnel, Workshops/ Conferences, and Training Materials	2026-2027	At-Risk	Increased evidence of physical tools and strategies in the classroom and schools Decreased behavioral outbursts that require student removal from administrator				

Conduct Year 3 Training, Professional Learning, and Implementation of Conscious Discipline practices campus-wide.	Principal, AP, CDAT, Title 1 Behavioral Specialist, Counselor, Director for Professional Learning	Conscious Discipline Data, Referral Data, Data from Behavior Specialist, CD Resources & Materials	August 2026-May 2027	All	PD Sign-Ins, OPE CD PD Schedule, Referral Data, Data from Behavior Specialist				Title 1 Funds
Campus leadership coaching and Conscious Discipline implementation support for CDAT and staff, with assistance from a Conscious Discipline coach.	Director for Professional Learning, Principal, AP, Title 1 Behavior Specialist, CD Coach	CD Materials & Resources	August 2026-May 2027	All	Coaching Conversation/ Cycles, CD Modeling, CD Surveys, CD Learning Walks & Rubrics, Campus visit with CD Coach, Completed Video and Artifacts				General 199 Funds 340
90% of staff will be trained in Youth Mental Health First Aid during the 2026-2027 school year.	District, OPE Mental Health Trainer	Training Sessions Offered	August 2026 - June 2027	All	Sign-ins and Completion Certificates				No Funds Needed

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2027 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	
Fully implemented Radio Communication System districtwide.	Director of Tech., Deputy Superintendent, Executive Director of Operations	Radios & Towers	2026 -2027	All	Fully Functioning System				
Development of Emergency Campus/Buildings Maps through Navigate 360.	Deputy Superintendent, Navigate 360	None	2026 - 2027	All	Fully functioning and usable maps that meet the state requirements				
The proper training and usage of all the processes of Verkada.	Director of Tech., Deputy Superintendent	Verkada	2026 - 2027	All	Better understanding of the safety measures within the system.				341
Utilize Sentinel to collect, process, store, and distribute school safety and security information, such as drills, door checks, etc.	Assistant Principal, Campus Safety Committee, SRO	Sentinel	August 2026 - May 2027		Compliance with all given timelines & Completion of drills as documented in Sentinel				
Campus continued utilization of technological safety measures through security cameras, various weapons detection equipment, access-controlled entry points, and security applications/platforms will be used to ensure a safe and orderly campus environment.	Assistant Principal, Campus Safety Committee	Zero Eyes, Weapons Detection Towers, Informacast, Visitor Aware, SRP Protocol, Linewize, Anonymous Alert	August 2026 - May 2027	All	Implementation as scheduled and required training for each program at the campus level				

Oak Point Elementary will hold Safety & Security Committee Meetings	Assistant Principal, Safety & Security Committee	Sentinel Platform, Texas School Procedures, staff feedback/surveys	August 2026-May 2027	All	Agendas, sign-in sheets, minutes, feedback				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught, and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2027 by administration)									342
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**
Ensure Oak Point Elementary adheres to state hands-on lab requirements in science & engineering K-5 as supported in the curriculum.	Campus Administrators; Assistant Superintendent for C & L; Science Coordinator	Curriculum documents, lab supplies, schedules conducive to the mandatory science minutes.	August 2026 - May 2027	All	Schedules, walkthroughs, lesson plans, PLC agendas, & roadmaps				
Establish monthly administrative monitoring routines to shift from	Campus Administrators	LASO 4/LIFT	May 2027	All	TEA Surveys; Region 11 feedback; Schedules;				

compliance of implementation to deep, high-leverage execution. Campus principals will conduct targeted walkthroughs focusing strictly on the presence of rigorous instruction of Bluebonnet Math.	, Assistant Superintendent for C&L, Elementary & Secondary Math Coordinators, LASO 4/LIFT Grant Approved Providers	Observation Tool, Walkthrough Trackers, Allotted Math Instructional Minutes.			Walkthrough/ Observation Data				
Utilize the TEA Module/ Lesson Internalization template during weekly PLC planning cycles. Teachers provide annotated lessons, student exemplar work, pre-script academic discourse prompts, and explicitly plan the delivery before the lesson is delivered.	Campus Administrators, Elementary & Secondary Math Coordinators, K-Alg 2 Teachers	Curriculum Documents, Lesson Internalization Artifacts, PLC Agendas.	May 2027	All	Region 11 feedback; Schedules; Walkthrough/ Observation Data; Internalization Meeting Data				
Implement and monitor the TEA **SWAP (Student Work Analysis Protocol)** process. Grade-level teams will utilize PLCs to collectively sort common exit tickets, isolate underlying mathematical misconceptions, and instantly plan next-day re-teach loops.	Campus Administrators, K-Alg 2 Teachers, Elementary & Secondary Math Coordinators.	Common Exit Tickets, SWAP Protocol Planning Matrices, Pacing Calendars.	May 2027	All	Region 11 feedback; Schedules; Walkthrough/ Observation Data; Internalization Meeting Data				343
Conduct quarterly K–5 Social Studies curriculum implementation walks focused on alignment between the written, taught, and assessed curriculum. Walks will monitor TEKS alignment, historical thinking skills, rigor, use of primary and secondary sources, student discourse, and implementation of district social studies resources.	K–12 Social Studies Coordinator, Campus Principals, Assistant Principals	District social studies curriculum documents Walkthrough tool	Quarterly (Q1–Q4)	All students including SPED, Emergent Bilingual, GT, 504, and At-Risk students	Walkthrough and CSA data demonstrates increased fidelity of social studies curriculum implementation across campuses. Classrooms reflect student engagement, historical inquiry, use of evidence-based discussion, and TEKS-aligned instruction.				
Monitor student CSA performance data in K–5 Social	K–12 Social Studies	District common	Monthly	Disaggregated	Student achievement data demonstrates				

Studies to evaluate curriculum effectiveness, TEKS mastery, and instructional impact. Use findings to guide intervention planning, curriculum adjustments, and campus support.	Campus Administration	assessments, STAAR/EOC data, data dashboards, curriculum alignment documents		monitoring of all student groups including EB, SPED, GT, and At-Risk	growth in TEKS mastery, historical thinking skills, and social studies performance across grade levels and courses. Achievement gaps decrease among student groups.				
Conduct quarterly K-5 Reading Language Arts curriculum implementation walks focused on alignment between the written, taught, and assessed curriculum. Walks will monitor TEKS alignment, STR Look Fors, and implementation of district RLA resources.	Elem RLA Coordinator, Campus Principals, Assistant Principals	District RLA curriculum documents	Quarterly (Q1–Q4)	All students including SPED, Emergent Bilingual, GT, 504, and At-Risk students	Walkthrough and CSA data demonstrates increased fidelity of RLA curriculum implementation across campuses. Classrooms reflect student engagement,critical thinking, and use of evidence-based discussion and writing, and TEKS-aligned STR instruction.				344
Monitor student CSA performance data in 3-5 RLA to evaluate curriculum effectiveness, TEKS mastery, and instructional impact. Use findings to guide professional learning needs, curriculum adjustments, and campus support.	Elem RLA Coordinator Campus Administration	District common assessments, STAAR data, data dashboards, curriculum alignment documents	Quarterly	Disaggregated monitoring of all students	Student achievement data demonstrates growth in TEKS mastery, reading complex text, comprehension and critical thinking skills				
Partner with Region 11 to conduct STR walks focusing on the Gradual Release model, explicit instruction in foundational skills, and stating learning objectives that are referenced by students.	Elem RLA Coordinator Campus Administration	Region 11 STR Classroom Data Collection and	3 STR Walks at each campus	Disaggregated monitoring	Growth in areas throughout the year working towards 80% by end of year, 3rd walk				
Monitor student CSA performance data in 3–5 Science to evaluate curriculum	K–5 Science Campus Administration	District common assessmen	Quarterly	Disaggregated monitoring	Student achievement data demonstrates growth in content,				

effectiveness, TEKS mastery, and instructional impact. Use findings to guide intervention planning, curriculum adjustments, and campus support.		ts, STAAR/EOC data, data dashboards, curriculum alignment documents		of all students	science and engineering practices, and recurring themes and concepts across grade levels and courses. Achievement gaps decrease among student groups.				
Provide training to support teachers with deeper implementation of SAVVAS focused on academic discussions, meaningful work, and data-driven instruction	Elementary Science Coordinator	SAVVAS Content Days	August 2026-May 2027	K-5	Training Agenda notes Strive registration PLC/PL attendance				
100% of full-time instructional staff will participate with fidelity as a member of the campus Professional Learning Community (PLC), adhering to all professional expectations and behaviors from August 2026 - May 2027 as evidenced by campus and district meetings and an increase in student achievement.	Admin team, team leaders, grade-level teams, teachers	Training, PLC schedule built into the master schedule through Lobo Learn Time	August 2026-May 2027	All	Master Schedule, Student success data, PLC agendas				345
Provide teachers with additional time, built in the Lobo Learn Time, and support to deepen their implementation of the Bluebonnet Learning Math curriculum, focusing on fostering rich academic discussions and using progress monitoring to guide teaching decisions through the internalization and optimization process.	Principal, Assistant Principal, Math Academic Specialist, District Math Coordinator, Region 11 Math Coach	Great Minds	August 2026-May 2027	All	Progress Monitoring documents, PLC Internalization Agendas, Master Campus Schedule				
Conduct learning walks and observations to check for fidelity of implementation of the curriculum.	Principal, AP, Curriculum Coordinators, Directors, Asst. Supt. for C & L	Great Minds, District-Provided Curriculum, Look-Fors	August 2026-May 2027	All	Learning Walks, coaching cycles, Data Analysis of “Look Fors”				
Vertical PLC meetings will be held once per quarter to facilitate	Admin team,	Vertical	Ongoing all		Scheduled Vertical				

collaborative discussion, dissect student data, align content, share strategies, and discuss student work/performance	vertical content teams, instructional specialists, content coordinators, teachers	alignment documents, district curriculum and assessments	year long		meetings & sign-in sheets				
OPE administrative team will conduct “Tuesday Tidbits” professional learning sessions on the first Tuesday of each month in order to facilitate learning among the staff. Areas of focus will include, but not limited to, ● Edugence MTSS Documentation ● Conscious Discipline ● Testing/Security Training ● Progress Monitoring ● Internalization/ Backwards Planning ● Dual-Language Preview-View-Review Training ● Unpacking standards ● Oracy and student discourse	Principal, Assistant Principals, Title 1 Behavioral Specialist, CDAT, Teacher Leaders, Campus Leadership Staff Members	Edugence, MTSS model, Conscious Discipline materials, Testing items	Ongoing all year long	All Staff	Edugence documentation, Edugence testing scores, Conscious Discipline implementation, PL sign-ins				346

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

Goal: 4 Teaching and Learning Goals	Curriculum and Learning Services will support constructivist learning in schools to promote meaning-making, risk-taking, and empowerment for the whole child.
Objective 4.1	Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).
Summative Evaluation (to be filled in by June 2027 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
Oak Point Elementary will participate in provided training (Math Summer Institute) to support teachers with deeper implementation of Bluebonnet Learning Math focused on academic discussions, meaningful work, and data-driven instruction.	Elementary Math Coordinator, Director for Professional Learning, LASO 4/LIFT Grant Approved Providers	LASO 3 grant funds for stipends, LASO 4/LIFT grant, Bluebonnet Math HQIM Training Modules, Math Summer Institute Schedule Professional Learning Schedule, Professional Needs Assessment data, 25-26 Classroom Observation data	Summer 2026	K-5 Students	100% attendance and completion records of targeted teaching staff at Math Summer Institute sessions; initial Window 1 walkthrough data indicating immediate baseline presence of deeper implementation.				347
OPE will participate in targeted job-embedded professional development to equip teachers with tools to pivot away from simple compliance routines and toward deeper and active implementation.	Elementary & Secondary Math Coordinators, Campus Administration, LASO 4/LIFT Grant Approved Providers	TEA Bluebonnet Learning Math professional developme nt modules, LASO 4/LIFT grant funds	May 2027	K-5					

Oak Point Elementary will attend targeted Product Academy professional learning during the Fall Kick-Off for all teachers new to LEISD and currently employed teachers who will be teaching Bluebonnet Math for the first time. Training will focus on moving beyond baseline compliance to master foundational Tier 1 routines.	Elementary & Secondary Math Coordinators, Director for Professional Learning, Campus Administrators. LASO 4/LIFT Grant Approved Providers	LASO 4/LIFT grant funds, Bluebonnet Math HQIM Product Academy Training Modules, Fall Kick-Off Professional Learning Schedule.	August 2026	K-5	100% attendance and completion records of targeted teaching staff at Fall Kick-Off Product Academy sessions; initial Window 1 walkthrough data indicating immediate baseline presence of student-centered Tier 1 instructional strategies.				348
OPE will participate in targeted professional learning opportunities focused on constructivist social studies instruction including inquiry cycles, primary source analysis, civic discourse, differentiation strategies, scaffolded supports, and student-led learning experiences.	K–5 Social Studies Coordinator	Professional learning materials, TEKS-aligned resources, primary source sets, model lessons, instructional frameworks	Ongoing throughout the school year	All students, including GT, SPED, 504, Dyslexia, Emergent Bilingual, Economically Disadvantaged	Teachers demonstrate increased capacity to facilitate rigorous, student-centered social studies instruction that supports all learners.				
OPE will participate in targeted professional learning opportunities focused on STR RLA instruction, including discourse, and scaffolded supports for complex texts.	K-5 RLA Coordinator	Professional learning	District PL Days	All Students	STR walks would show student discourse, learning objectives, and				

					scaffolds for complex texts.				
OPE will participate in targeted professional learning opportunities to librarians and InTAcT members focused on leveraging district software (BrainPOP, PebbleGo, Flocabulary, Discovery Ed) for Tier I differentiation.	Coordinator for Digital Learning	Access to programs, InTAcT meetings, Library meetings	Ongoing through year	InTAcT, Librarians	Turn around from librarians and InTAcT to every campus. Lesson plans indicate differentiation, scaffolds, tier 1 focus.				
OPE will train teachers to use AI to generate tier-specific scaffolds, vocabulary guides, and station-rotation activities tailored to the precise learning needs of specific student populations.	Coordinator for Digital Learning	Canvas, Staff Meetings	Dec 2026 open for enrollment	All	Lesson plans indicate differentiation, scaffolds, and Tier 1 focus for teachers who complete/attend training.				349
OPE will participate in targeted professional development, including Science Content Days, to equip teachers with tools to pivot away from simple compliance routines and toward deeper and active implementation.	K–5 Science Campus Administration	Sub days, Professional learning materials, TEKS-aligned resources, model lessons, instructional frameworks	May 2027	All	Teachers demonstrate increased capacity to facilitate rigorous, student-centered science instruction that supports all learners.				
OPE will provide support to 3-5 science teachers for implementing LEGO Science Education lessons	Science Coordinator, Campus Admin	LEGO Science Education curriculum, Professional learning materials	2026-2027	3-5	Meeting agenda notes Curriculum documents Class visits				

OPE will provide support to K-5 teachers for implementing *StarLab* curriculum with the portable planetarium to inspire students across classrooms in a wide range of STEM topics.	Science Coordinator, Campus Admin	StarLab curriculum, Professional learning materials	2026-2027	K-5	Meeting agenda notes Curriculum documents Class visits				
Implement and support the consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	Science Coordinator, Campus Admin	Ongoing STEM Professional Development	May 2027	K-5	Training records STEM Certification data				
Provide K-5 Teachers with support in providing Emergent Bilingual students with linguistic scaffolds based on student needs.	Director for Academic Programs, Multilingual Specialists, Campus Admin	Ellevation Strategies Platform, Professional Development, Student Language Data	May 2027	Emergent Bilingual students K-5	-Increase in % of EB students progressing at least one full proficiency level in Language Proficiency Growth in English -Narrow the gap between EB and Non-EB peers on assessments in core subjects				State Funds: pic 25 Bilingual Education Allotment (BEA) Funds Federal Funds: Title III
Provide K-5 Teachers with support to identify and differentiate for Gifted & Talented students.	Director for Academic Programs, Campus Admin	Professional Development in Depth and Complexity	May 2027	Gifted & Talented Students	Exemplary indicators in the identification process and				State Funds: pic 21 GT

		and differentiating for GT students. Training in GT: Nature and Needs Identification, Assessment and Services of GT students			curriculum & instruction indicators of the GT State Plan				
Train teachers and staff on Edugence for MTSS to effectively document student academic and behavioral strategies and campus and district assessments.	Admin team, all teachers	Edugence MTSS documentation	Ongoing all year long		PL sign-in sheets and presentations, MTSS Documentation in Edugence				
Attend Kid Talks and SST meetings regularly to support the implementation of high-quality Tier 1 instruction and Tier 1 behavior.	Director for Professional Learning, Campus Admin, Multilingual Specialists, SPED Team, Academic Specialists	Templates, clear expectations, modeling, platform support, and professional learning	May 2027	All students	Decrease in Sped Referrals, Decrease in behavior referrals, Decrease in number of Tier 3 academic interventions				351
STEM projects, activities, and strategies will be incorporated across all content areas to increase the rigor of instruction taking place across all grade levels, including the additional once-a-week STEM lesson during Lobo Learn Time for all students.	Admin, content coordinators, teachers	Curriculum, STEM bins, PBL activities, district-provided curriculum	August 2026-May 2027	K-5	Lesson plans, walkthrough data, STEM discussion in PLCs, meeting notes, STEM planning during Lobo Learn Time, Lobo Learn STEM Time				Title 1

OPE Librarian will continue to implement Makerspace and Makerspace activities during Specials.	Librarian	Library Handbook Makerspace Curriculum Makerspace Materials	August 2026-May 2027	K-5	Lesson Plans				
Monitor and provide needed resources to increase Emergent Bilingual student performance in Reading & Math.	Principal, AP, Multilingual Specialists, Director for Academic Programs, Teachers	Estrellita, Lunita, Amira, District-provided curriculum in Spanish	Ongoing year long	Emergent Bilinguals	Progress Monitoring documents, PLC Internalization Agendas, planning meetings, Lesson Plans, ELL Strategies				Title III
Monitor intervention systems through LPAC processes, as measured by improved TELPAS scores, grades, and state assessment performance.	All Staff, Multilingual Specialists, Admin	Consultants, region service centers, Multilingual Specialists, Ellevation	August 2026-May 2027	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence				Title III 352
PRESS (**P**ulling in **R**eading with **E**xceptional **S**pecialist **S**upport) In Model implemented in 2nd-grade reading.	Grade Level Teams, Reading and Math Academic Specialists, Multilingual Specialists, Tutors	Decodable readers, HMH phonics, Bluebonnet Learning math, Mobile Carts	August 2026-May 2027	All	MAP data, reading progression, explicit teaching of phonics				Title 1
Campus WIN (What I Need) time is incorporated into the master schedule in order to flexibly group students and provide interventions and enrichments as determined by specific needs/areas of focus.	Admin, team leaders, instructional specialists, all teachers	Amira, ST Math, Razz Kids	August 2026-May 2027	All	Flexible grouping lists, MTSS data/ discussions, GT student progress of Capstone, progress monitoring sheets,				Title 1

					STAAR data				
Targeted intervention will be provided by instructional specialists and supplemental tutors to improve the performance of low-performing students and HB 1416 groups by using research-based strategies to provide Tier II and Tier III support.	Instructional specialists, tutors	Decodable readers, BL Math, Amira, ST Math, Jennifer Seravallo instructional resources	August 2026-May 2027		Edugence documentation/ progress monitoring, MAP data, STAAR data				
Provide additional tutoring and instruction for students to close academic gaps.	Teachers, specialists, interventionists	Saturday School, After-School Tutoring	January 2027-April 2027	Grades 3-5	MAP Growth, STAAR Interim				Title 1

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them in meeting the social, emotional, and academic needs of all students.
Objective 5.1	100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.
Summative Evaluation (to be filled in by June 2027 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**
OPE mentors will participate in quarterly training and benchmarks (e.g., 25% complete by October, 50% by January).	Director of Professional Development	Canvas Course	25% by October; 50% by January; 75% by	Mentor Teachers	80% or above on each portion of the course				

			March; 100% by May						
Send automated, supportive reminders to mentors as milestones approach.	Director of Professional Development	Canvas, Parent Square	Quarterly	Mentor Teachers	Report from Canvas				
Facilitate one day per semester for Mentor Teacher "content days".	Director of Professional Development, Mentor Teacher Liaisons, Campus Admin	Subs/ half day AM & half day PM	September 16, 2026 March 8, 2026	Mentor Teachers	80% or above attendance combined for all content days				
Implement micro-credentials, district-wide recognition, and Mentor Cohort "Graduations" or certificates.	Director of Professional Development	Canvas Badging	End of Year	Mentor Teachers	Report from Canvas				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.			
Objective 5.2				By May 2027, 100% of teachers trained will demonstrate increased efficacy using research-based instructional strategies as measured by student growth on normed assessments.			
Summative Evaluation (to be filled in by June 2027 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**

OPE will attend and participate in coordinated district-wide professional learning series on the new **Mathematics Research-Based Instructional Strategies (RBIS)** for both K-5 teachers and campus administrators.	Elementary & Secondary Math Coordinators, Director for Professional Learning, Campus Administrators, Assistant Superintendent for Curriculum & Learning, LASO 4/LIFT Grant Approved Providers	LASO 4/LIFT grant funds, LASO 4/LIFT Grant Approved Providers, Texas Education Agency (TEA) Math RBIS Training Modules.	June 2027	All	100% completion records for all K-5 math teachers and campus administrators on the new Math RBIS modules; monthly administrative calibration walk records showing inter-rater reliability; and district observation dashboards showing a baseline decrease in "Not Present" or "Partially Observed" markings for modeling and discourse indicators.				355
OPE will attend and participate in district professional learning on Reading Research-Based Instructional Strategies for all K-5 RLA teachers and those who support RLA at the campuses.	Elementary Reading Coordinator	RLA RBIS training	All K-5 teachers will attend by May 2027	SpEd teachers, Librarians, and Multilingual Specialists	100% participation from K-5 RLA teachers				
OPE staff and teachers will attend and participate in targeted professional learning that focuses on moving classroom technology use	Coordinator for Digital Learning, Campus Admin	PD time; PLC time; staff meetings	Ongoing throughout the year	All	Student creation identified during walk-throughs conducted by				

from passive consumption to active student creation.					any content area				
OPE will continue to implement and support the consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	Science Coordinator, Campus Admin	Sub days for NISE; Ongoing STEM Professional Development	May 2027	K-5	Training records STEM Certification data				
OPE admin will conduct informal observations to support the implementation of RBIS RLA.	Director for Professional Learning, Campus Admin	Content area look-fors, STR look-fors	May 2027	K-5	Increased success implementing RBIS in elementary RLA				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.3	Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies and Bluebonnet PLC practices K-12.
Summative Evaluation (to be filled in by June 2027 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**
OPE will attend Bluebonnet Learning Math professional learning to implement internalization and optimization of math curriculum during teacher PLCs	Principal, Assistant Principal, Math Academic Specialist	LIFT Grant Funds	August 2026 - May 2027	All	Training Records				LIFT Grant Funds

Region 11 Bluebonnet Learning Math partnership for PLC Coaching and Learning walks	Principal, Assistant Principal, Math Academic Specialist, District Math Coordinator, All teachers	LIFT Grant Funds	August 2026-May 2027	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard, Edugence data, PLC agendas, sign-ins				LIFT Grant Funds
OPE will deliver ongoing, personalized campus learning sessions to calibrate teachers on deep Bluebonnet Learning Math routines.	Director for Professional Learning, Campus Administrators, Elementary & Secondary Math Coordinators, LASO 4/LIFT Grant Approved Providers	LASO/LIFT grant, Professional Learning Sessions, Bluebonnet Math materials.	May 2027	All	Professional learning feedback forms, sign-in sheets				357
Restructure and protect the weekly campus math PLC calendar to focus entirely on collaborative systems, transitioning the planning block from basic material preparation to high-leverage peer lesson rehearsals. Teachers will actively practice modeling tasks, script academic discussions, and cross-analyze SWAP student exit ticket data.	Campus Administration, Elementary & Secondary Math Coordinators, K-Alg 2 PLC Leads.	Bluebonnet PLC guidelines, shared electronic artifact folders, TEA SWAP templates.	May 2027	All	100% of campus PLC calendars reflecting dedicated internalization and SWAP blocks; verification of next-day re-teach execution on leadership walks.				
Implement and support Reading Academy implementation, Science of Teaching Reading. Provide teacher training, lesson modeling, and	Elem RLA Coordinator, RLA Teachers, Campus Administrati	Navigate RLA Tier One resources, , TEKS alignment	Ongoing throughout the school year with quarterly implementa	GT, SPED, 504, Dyslexia, Emergent Bilingual, Economica	Classroom walkthroughs, lesson plans, and student work samples				

ongoing coaching support to ensure effective implementation with fidelity.	on	documents, district curriculum guides, professional learning materials, walkthrough tools	tion reviews	lly Disadvantaged					
Special Populations will provide training for all special education teachers and paraprofessionals in inclusion strategies to better support students in the general education classroom setting	Executive Director for Special Populations, SPED Coordinator	Professional Learning	Ongoing throughout the year	SPED	Evidence of training and post training feedback from teachers				
Implement and support the use of lessons available in LEISD UbD Stage 3, including SAVVAS, in grades K-5 to strengthen inquiry-based instruction, student engagement, literacy integration, and TEKS-aligned Tier I instruction. Provide ongoing personalized support to ensure effective implementation with fidelity.	K–5 Science Campus Administration	Navigate Science platform and lessons, TEKS alignment documents, district curriculum guides	Ongoing throughout the school year with quarterly implementation reviews	GT, SPED, 504, Dyslexia, Emergent Bilingual, Economically Disadvantaged	Classroom walkthroughs, lesson plans, and student work samples demonstrate consistent implementation of LEISD UbD Stage 3 lessons aligned to district expectations. Increased student engagement, literacy integration, and TEKS mastery observed in grades K-12 science classrooms.				358
Facilitate one day per semester to support STEM Influencers.	PK–12 Science Coordinator, STEM Influencer	Sub days	May 2027	STEM Influencers (at least one per campus)	Increased STEM engagement at each campus				

Leverage Bluebonnet, STR, and assessment data to build momentum with K-5 Multi-Tiered Systems of Support by making the expectations clear and providing implementation support.	Director for Professional Learning		Mid-Year Check; Substantial Progress by May 2027	All students	100% of campuses progress monitoring in Edugence; 100% of campuses conducting quarterly Kid Talks; 100% of Tier 3 academic supports documented in Edugence; 100% of Tier 2 & 3 Behavior supports documented in Edugence				No additional cost associated

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Write a curriculum to support two years of high-quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	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
OPE will expose K–5 students to diverse career pathways by hosting a Career Day, with guest speakers, and introducing foundational career	Counselor	Community members and interest	April-May 2027	All Students	Career Day schedule and community sign up				Title 1

awareness across grade levels to prepare students for middle school Career Explorations.									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.
Summative Evaluation (to be filled in by June 2027 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**
Implement weekly College & Career Mondays to build early post-secondary awareness in grades K–5 by highlighting diverse colleges, trade programs, and career pathways throughout the school year.	Counselor	Resources from different colleges	Year-long	All Students, At-Risk	High weekly percentage of students and staff participating in "College & Career Monday" apparel days throughout the school year				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.3	Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.
Summative Evaluation (to be filled in by June 2027 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
Incorporate college and career pennants throughout hallway displays and common spaces to provide K–5 students with daily visual exposure to diverse higher education options.	Counselor	College pennants	Year-Long	All, At-Risk	100% of campus hallways and main common areas feature higher education pennants and displays				361

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.4	Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.
Summative Evaluation (to be filled in by June 2027 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	
Connect K–5 career awareness to high-demand regional jobs and high school IBC programs by featuring diverse industry partners and guest speakers during OPE's annual Career Day.	Counselor	Community members and resources	April-May 2027	All Students	Completed Career Day schedule				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.1	Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.
Summative Evaluation (to be filled in by June 2027 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**
Collaborate with district to help support the District's series of Informational Meetings	Director for Communication; Superintendent	Meeting Rooms, OPE Campus	Sept 2026-May 2027	All	Attendance at meetings				
Collaborate with the district for setting up Listening Tables at a variety of OPE campus events	Director for Communication	OPE Campus/ Event Schedule	Sept 2026-May 2027	All	Number of interactions with community members and parents				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.2	Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the "I Choose" campaign.
Summative Evaluation (to be filled in by June 2027 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**
OPE will repost and support and District Facebook advertisements over the summer months	Director for Communica-tions	Software	June 2026-August '26	All	Posts; Student Enrollment data				363

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.
Summative Evaluation (to be filled in by June 2027 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**

OPE will support the Friends of LEISD Meetings	Director for Communication; Superintendent	Meeting room; PowerPoint; data	Sept. '26-May '27	All	Attendance at meetings	First meeting Septemb er.			

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2027 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** 364
OPE will help support the District with Realtor event to provide accurate information to realtors who are helping new families move in	Director for Communication	Growth and Achievement Report; Booklets	One in Fall and one in Spring	All	Attendance at the event				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 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
Meet twice a year: fall and spring	Tosha/Cecelia	Meeting time	Fall 2026 and Spring 2027	All	Participation and partnerships for student programming				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline. 365
Summative Evaluation (to be filled in by June 2027 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
Participate in District Career Fairs	Principal; Assistant Principal; Teachers	Table Decorations; Swag	January 2026 - June 2027	N/A	Attendance and hires from the Career Fairs				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.2				Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
OPE will participate in the annual Honoree Awards Banquet	Human Resource Services Department, Campus Admin	Trophies, venue, invitations/ programs, recipient selection process	September 2026-May 2027	All	Increased staff morale; attendance at banquet; positive feedback from staff/attendees				
OPE will advertise LEaders of the Pack to parents, families, and community.	Human Resource Services Department, Campus Admin, Teachers, Staff	Recipient selection process; corporate sponsorship; partnership with Communications Dept; certificates /frames	September 2026-May 2027	N/A	Increased staff morale; community connection/participation; feedback from recipients & nominators				366
OPE will promote Carpool Kudos to families and the community.	Human Resource Services Department, Campus Admin, Staff/Teachers	Social media platforms; microphones, ParentSquare	September 2026- May 2027	N/A	Increased staff morale; Social media engagement; community connection/participation				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.
Summative Evaluation (to be filled in by June 2027 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**
Oak Point Elementary will support and advertise Adopt-A-Lobo to staff.	Human Resource Services Department, Campus Admin	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	June 2026 - May 2027	N/A	Social media posts; higher retention rate of 1st year staff; increased staff morale				367
Oak Point Elementary will support, promote, and participate in HR2U.	Human Resource Services Department, Campus Admin	Google form; swag items; input from campus staff on support requests; ParentSquare	September 2026 - February 2027	N/A	Increase in support requests from campus staff; positive feedback from staff				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**imelines**	**Special Popula-tions**	**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**
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)	Campus Administrat-ion Secretary	Procedure-s & training provided by the district	July 2026-Jul-2027	All	Audit report; Financial Ratings				368
Ongoing analysis and modification of procedures to sustain compliance while also providing ease of use for campuses and departments (including conversion to Laserfiche forms); Oak Point will provide feedback on this process	Assistant Superinten-dent for Business and Finance	Clear Procedure-s Laserfiche forms	July 2026 -June 2027	All	Feedback from stake-holders; Balanced Budget				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability				LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.						
Objective 10.2				Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.						
Summative Evaluation (to be filled in by June 2027 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Follow all district guidelines for business operations	Principal	Business Office Guidelines	Aug. '26-Apr. '27							

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

[Little Elm ISD 2026-2027 Professional Learning Plan]

[Little Elm ISD 2026-2027 Improvement Plans]

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this),	Campus Budgets Guidance Lessons Quaver (Pre-K & Elementary Only), Title IV $ No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and	

harassment, and violence (dating and/or sexual abuse)	Conscious Discipline Play It Safe! (The Women's Center of Tarrant County)		designation as a No Place for Hate campus. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through SafeSchools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job-embedded training.	District Budget Online training through SafeSchools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign-in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	370
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD ● 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 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 the authority of law. ● Refer students and/or their families to the appropriate agencies for assistance when the need is determined. ● **The SRO shall not act as a school disciplinarian**. 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.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrests; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• 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 computer and/or secretary assistance. • 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 the 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.			372

Coordinated Health- SHAC Council

Strategies	**Resources**	**Staff Responsible**	**Evaluation**
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will co-facilitate with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	
Provide secondary teachers with staff training on relationship abuse awareness, detection, and prevention.	District Budget Online training through SafeSchools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign-in sheets for in-person training on all campuses.	373

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded training.	District Budget Counselor-led staff presentation Online training through SafeSchools	Director for Human Resources Director for Counseling Services, School counselors	Training sign-in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation

All staff members will be trained in procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through SafeSchools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals, School counselors	Training sign-in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; 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 Part A Funds $76,892	Director for Accountability, Assessment, and Federal 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, IDEA	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 for Professional Learning; Campus Principals	Program nominations, participation, 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 for Professional Learning Campus Administrators, District Administrators, Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $	Director for Professional Learning Director of Special Programs, Campus Administrators, Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
The schoolwide program plan is developed as a consolidated plan with federal, state, and local initiatives.			
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum-Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
Parent and Family Engagement Plan	OPE PFE Policy & Parent Involvement Plan 2026-2027		

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $ Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	

APPENDIX B: Campus Leadership Team 2026-2027

Committee Member	Role	School
Julia Persick	Teacher	Oak Point Elementary
Evangeline Rios	Teacher	Oak Point Elementary
Chloe Gonzalez	Teacher	Oak Point Elementary
Andrea Kier	Teacher	Oak Point Elementary
Nick Daniels	Teacher	Oak Point Elementary
Bernadette White	Principal	Oak Point Elementary
Dena Meek	Community Representative	Oak Point Elementary
Tosha Hoefert	District Representative	Oak Point Elementary
Susan Gutierrez	Business Representative	Oak Point Elementary
Dana Skorupski	Parent	Oak Point Elementary
Stephanie Ruder	Parent	Oak Point Elementary
Kristen Rebollo	Parent	Oak Point Elementary
Stephanie Hungerford	Parent	Oak Point Elementary
Chandra Donnerson	Parent	Oak Point Elementary
Sarah O'Conner	Parent	Oak Point Elementary

Little Elm Independent School District

Prestwick Campus Improvement Plan 2026-2027



Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal: 1 Safety and Security

Objective 1.1

Goal: 2 Teaching and Learning Goals

Objective 2.1

Goal: 3 Teaching and Learning Goals

Objective 3.1

Goal: 4 Teaching and Learning Goals

Objective 4.1

Goal: 5 Teaching and Learning Goals

Objective 5.1

Objective 5.2

Objective 5.3

Goal: 6 Respectful Relationships

Objectives 6.1

Objective 6.2

Objective 6.3

Objective 6.4

Goal: 7 Community Engagement

Objectives 7.1

Objective 7.2

Objective 7.3

Goal: 8 Community Engagement

Objective 8.1

Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2

Objectives 9.3
Goal: 10 Ensuring Fiscal Health & Sustainability
Objective 10.1
Objective 10.2
Little Elm ISD 2025-2026 Professional Learning Plan
APPENDIX A: STATE AND FEDERAL REQUIREMENTS
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	Prestwick has 454 students and some diversity with 52.42% of the population being White, 15.64% being Hispanic, 9% African-American, 17% Asian/Pacific Islander, and 5% Two or more races The economically disadvantaged population accounts for 9% of our students. 20% of our students were designated at-risk. Our English Learner population is 4.85%. The percentage of students with dyslexia is 4%. The percentage of G/T students is 20%. Students that qualify for special education is 12.33%.	Prestwick will incorporate more celebrations of diversity and inclusiveness among all students. Using Conscious Discipline we will prioritize inclusion and school family. Each month, we will showcase a specific cultural tradition on morning announcements.	Our priorities for this year will be to improve and tighten collaborative planning to better meet the needs of all students. We will target processes and procedures with fidelity in our planning. We will also analyze data on weekly basis to make informed instructional and planning decisions
Student Achievement	Prestwick's Achievement for the 25-26 school year is as follows: ● STAAR 3-5 Students Reaching the Approaching Level or Above ○ Reading 91%	The areas of focus broken down by grade level will be as follows: ● 4th Grade Math (According to STAAR):	Our priorities for student achievement will be focused on student growth. At least 60-70% of our students will be expected to make adequate growth on STAAR and MAP. In

	○ Math 86% ● STAAR 3-5 Students Reaching the Meets or Masters Level ○ Reading 66% ○ Math 63% ● MAP K-5 Growth (Students meeting growth measure BOY-EOY) ○ Reading 70% ○ Math 74% ● MAP K-5 Achievement (Meets and Masters Only) ○ Reading 77% ○ Math 83%	○ Increase the overall passing rate by at least 9% ○ Increase the percentage of students at the meets and masters level by at least 7% ● 5th Grade Reading (According to MAP) ○ Increase the overall percentage in meets/masters by 11% ● 5th Grade Reading (According to STAAR) ○ Increase the percentage of students in meets/masters by 6%. ● 3rd & 4th Grade Reading (According to MAP) ○ Increase the percentage of students meeting their growth measure (BOY-EOY) by 10%. ● 4th Grade Reading (According to STAAR) ○ Increase the overall percentage of students in meets/masters by 7%.	addition at least 80-90% for our students will fall in the meets or masters categories.

Curriculum and Instruction	Our campus worked intentionally on internalizing and optimizing HQIMs in reading and math and creating a PLC environment this year. Teachers continue with internalizing and optimizing and consistently answering the 4 questions of a PLC to show student growth and achievement. According to the TEA A-F ratings, Prestwick was rated an A school.	We focus on our new teachers learning the optimize and internalize process with HQIMs and functioning in a PLC.	Along with the collaborative planning piece we will analyze data weekly to make informed decisions regarding planning and instruction. Processes will be put in place to track TEKS mastery, be more intentional with the data protocol and utilize the use of Pre-Tests and other assessments to guide Tier 1 instruction.

Staff Quality and Retention	Prestwick had a 93% retention rate from last year to this school year, which is up from the previous year.	We are focused on supporting new teachers in a layered approach with mentors and specialists as well as the district program.	Our priorities are to give new teachers timely feedback on planning and instruction. Professional learning and support that assist new teachers in reaching the highest potential.

Technology	Prestwick teachers are all proficient with technology or supported by others. Teachers are always open to trying new technology to support teacher learning.	We need to support staff members that are new to Prestwick in the area of technology.	Our priority is professional learning from instructional technology on a consistent basis to support teachers.

Family/Community Involvement	Prestwick has a very involved community and PTA. They support our teachers with grants for classrooms that enrich learning. They volunteer at school and community partners provide lunch, donations, etc.	According to a parent survey parents would like more information on tools used at school and how to support them at home.	Our priorities will be to provide more information sessions for parents in regard to curriculum, assessments, and how to support at home through a new platform that was provided to the district, Frankly.

Safety and Security	Key fobs continue to be the source of entrance to all interior and exterior doors. In addition to key fobs, the district has re-keyed all interior doors. Staff have been given keys to access their classrooms in the event the key fob does not work. Access Control has been updated and will be functional at all campuses this school year.	We are in our second year of Conscious Discipline implementation. Teachers are continuing to build the relationships and classroom communities to ensure children are safe, connected, and willing and able to learn. Due to implementations of SEL and CD, discipline referrals have decreased over the last two years. The SEL program is a campus wide expectation and within our schools. Software for our Hope Squad needs to be continued in order to make this a strong program for our students in need.	We will implement a district wide program in order to teach students how to regulate and establish mutual respect among students and teachers. We will have a Behavior Specialist at each campus in order to support students understanding appropriate social and academic behaviors in our schools. This program emphasizes self-regulation of the individual.

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS

Health				
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram		Safety Data	TXKEA/TPRI/Tejas Lee

Goal: 1 Respectful Relationships				Prestwick will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.					
Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.					
Summative Evaluation (to be filled in by June 2027 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**
Bi-Monthly CDAT Meetings: Conduct bi-monthly Conscious Discipline Action Team meetings focusing on adult composure, the Seven Powers, and adult mindset shifts prior to student interventions.	Principal, AP, CDAT	Conscious Discipline Materials,	Aug 2026 – May 2027	All Students	CDAT agendas, reflection logs, reduced adult stress indicators.				

Brain Smart Start Integration: Model regulation school-wide by opening 100% of staff meetings, PLCs, and daily morning announcements with a full Brain Smart Start (Unite, Disengage Stress, Connect, Commit)	Prestwick Staff	Local Campus Resources, Morning Broadcast Equipment	Aug 2026 – May 2027	All Students	Daily broadcast logs, administrative meeting agendas, classroom observation.				
Classroom Safe Places: Establish a fully equipped, dedicated "Safe Place" in 100% of general and specialized learning spaces (Gym, Music, Library, Office) stocked with active calming tools, feeling charts, and breathing anchors.	All Staff, Counselor	CD Resources	Aug 2026	All Students	100% classroom compliance verified via administrative walkthrough checklists				385
School Family Structures: Implement Wish Well boards, class commitments, and daily student job routines in every classroom within the first 30 days of school.	K–5 Teachers	School Family Materials from CD	Aug2026–Sept 2026	All Students	Classroom walkthrough data, student engagement surveys				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security	Prestwick will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2027 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
Conduct daily exterior door audits to verify all perimeter doors are securely locked and latched, logging compliance in a centralized tracking system.	SRO,Principal, AP	Door Access Control System, District Log	Daily (Aug 2026 – May 2027)	All Students	100% audit submission compliance; zero exterior security breaches				
Reinforce single-point-of-entry protocols by requiring all campus visitors to check in through an electronic visitor management system and display badges at all times.	SRO,Principal, AP	Electronic Visitor System	Aug2026 – May 2027	All Students	Daily visitor logs and badge verification audits				
Execute monthly Standard Response Protocol (SRP) safety drills (Hold, Secure, Lockdown, Evacuate, Shelter) accompanied by supportive debriefs to ensure procedural familiarity without heightening anxiety.	SRO,Principal, AP	District Safety Guidelines, Drill Logs	Monthly	All Students	Timely drill completion reports submitted to Safety & Security.				386
Train 100% of campus staff on emergency notification tools, silent panic alert systems, and immediate response procedures during start-of-year safety orientations.	SRO,Principal, AP	District Safety Training Modules	Aug 2026	All Students	100% staff completion records in SafeSchools				
Fully implemented Radio Communication System districtwide.	DirectorofTech., Deputy Superintendent, Executive Director of Operations	Radios & Towers	Aug2026 -May 2027	All Students	Fully Functioning System				

Development of Emergency Campus/Buildings Maps through Navigate 360.	Deputy Superintendent, Navigate 360	Maps	2026 - 2027	All Students	Fully functioning and usable maps that meet the state requirements				
The proper training and usage of all the processes of Verkada.	Director of Tech., Deputy Superintendent	Verkada	2026 - 2027	All Students	Better understanding of the safety measures within the system.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 3 Teaching and Learning Goals				Prestwick will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2027 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**
Ensure classrooms adhere to state hands-on lab requirements in science & engineering K-5 as supported in the curriculum.	Campus Administrators; Teachers, Library/Makers Space Science Coordinator	Curriculum documents, lab supplies, schedules conducive to the	August 2026 - May 2027	All Students	Schedules, walkthroughs, lesson plans				

		mandatory science minutes.							
Establish weekly administrative monitoring routines in PLCs to shift from compliance of implementation to deep, high-leverage execution. Conducted targeted walkthroughs focusing strictly on the presence of rigorous instruction of Bluebonnet Math.	Prestwick Staff, District Staff, Region XI	LASO 4/LIFT Observation Tool, Walkthrough Trackers, Allotted Math Instructional Minutes.	May 2027	All Students	Region 11 feedback; Schedules; Walkthrough/ Observation Data				
Utilize the TEA Module/ Lesson Internalization template during weekly PLC planning cycles. Teachers provide annotated lessons, student exemplar work, pre-script academic discourse prompts, and explicitly plan the delivery before the lesson is delivered.	Prestwick Staff, District Staff, Region XI	Curriculum Documents, Lesson Internalization Artifacts, PLC Agendas.	May 2027	All Students	Region 11 feedback; Schedules; Walkthrough/ Observation Data; Internalization Meeting Data				
Implement and monitor the TEA **SWAP (Student Work Analysis Protocol)** process. Grade-level teams will utilize PLCs to collectively sort common exit tickets, isolate underlying mathematical misconceptions, and instantly plan next-day re-teach loops.	Prestwick Staff, District Staff, Region XI	Common Exit Tickets, SWAP Protocol Planning Matrices, Pacing Calendars.	May 2027	All Students	Region 11 feedback; Schedules; Walkthrough/ Observation Data; Internalization Meeting Data				
Conduct quarterly K-5 Reading Language Arts	Elem RLA Coordinator,	District RLA	Aug 2026-May	All students	Walkthrough and CSA data demonstrates				

curriculum implementation walks focused on alignment between the written, taught, and assessed curriculum. Walks will monitor TEKS alignment, STR Look Fors, and implementation of district RLA resources.	Campus Principals, Assistant Principals	curriculum documents	2027		increased fidelity of RLA curriculum implementation across campuses. Classrooms reflect student engagement,critical thinking, and use of evidence-based discussion and writing, and TEKS-aligned STR instruction.				
Monitor student CSA performance data in 3-5 RLA to evaluate progress of growth measure, TEKS mastery, and instructional impact. Use findings to guide professional learning needs, curriculum adjustments, and campus support.	Elem RLA Coordinator Campus Administration	District common assessments, STAAR data, data dashboards, curriculum alignment documents	Aug 2026-May 2027	All Students	Student achievement data demonstrates growth in TEKS mastery, reading complex text, comprehension and critical thinking skills				
Partner with Region 11 to conduct STR walks focusing on Gradual Release model, explicit instruction in foundational skills, and stating learning objectives that are referenced by students.	Elem RLA Coordinator Campus Administration	Region 11 STR Classroom Data Collection	Aug 2026-May 2027	All Students	Growth in areas throughout the year working towards 80% by end of year, 3rd walk				
Monitor student CSA performance data in 3–12 Science to evaluate progress of growth measure, TEKS mastery, and instructional impact. Use findings to guide intervention planning,	K–5 Science Campus Administration	District common assessments, STAAR/data, data dashboards, curriculum	Aug 2026-May 2027	All Students	Student achievement data demonstrates growth in content, science and engineering practices, and recurring themes and concepts across grade levels and courses. Achievement gaps decrease among				

curriculum adjustments, and campus support.		alignment documents			student groups.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals	Prestwick will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
Objective 4.1	Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).
Summative Evaluation (to be filled in by June 2027 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**
Teachers will attend professional learning to support teachers with deeper implementation of Bluebonnet Learning Math focused on academic discussions, meaningful work and data driven instruction.	Prestwick Staff, District Staff, Region XI	LASO 3 grant funds for stipends, LASO 4/LIFT grant, Bluebonnet Math HQIM Training Modules, Math Summer Institute Schedule Professional Learning Schedule, Professional Needs Assessment	Aug 2026-May 2027	All Students	100% attendance and completion records of targeted teaching staff ,Walkthrough data				

		data, 25-26 Classroom Observation data							
Teachers will attend professional learning opportunities focused on STR RLA instruction including discourse, and scaffolded supports for complex texts.	Prestwick Staff	District, Region X and XI	Aug 2026-May 2027	All Students	STR walks would show student discourse, learning objectives, and scaffolds for complex texts.				
Science teachers will implement Lego Science Education lessons	Science Coordinator, Prestwick Staff	Lego Science Education curriculum, Professional learning materials	Aug 2026-May 2027	All Students	Meeting agenda notes Curriculum documents Class visits				
Implement and support the consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	Science Coordinator, Prestwick Staff	Ongoing STEM Professional Development	Aug 2026-May 2027	All Students	Training records STEM Certification data				391
Teachers and administration attend Kid Talks and SST meetings regularly to support the implementation of high quality tier one instruction and tier one behavior.	Prestwick Staff	Templates, clear expectations, modeling, platform support and professional learning	Aug 2026-May 2027	All students	Decrease in Sped Referrals, Decrease in behavior referrals, Decrease in number of tier 3 academic interventions				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Prestwick will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2027 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**
Attend the training for new Mentors.	Amanda Ball, PWE Admin Team	Canvas Course	Aug 2026-May 2027	Mentor Teachers	80% or above on each portion of the course				392
Send automated, supportive reminders to mentors as milestones approach.	Amanda Ball, PWE Admin Team	Canvas, Parent Square	Aug 2026-May 2027	Mentor Teachers	Report from Canvas				
Attend one day per semester to Mentor Teacher "content days".	Amanda Ball, Mentor Teacher Liaisons, Campus Admin	Subs/ half day AM & half day PM	Aug 2026-May 2027	Mentor Teachers	80% or above attendance combined for all content days				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Prestwick will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2027 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**
100% of teachers and administrators will be trained on **Mathematics Research-Based Instructional Strategies (RBIS)**.	Elementary Math Coordinators, Director for Professional Learning, Campus Administrators, Curriculum & Learning, LASO 4/LIFT Grant Approved Providers	LASO 4/LIFT grant funds, LASO 4/LIFT Grant Approved Providers, Texas Education Agency (TEA) Math RBIS Training Modules.	Aug 2026-May 2027	All Students	100% completion records for all K-5 math teachers and campus administrators on the new Math RBIS modules; monthly administrative calibration walk records showing inter-rater reliability; and district observation dashboards showing a baseline decrease in "Not Present" or "Partially Observed" markings for modeling and discourse indicators.				393
Provide professional learning and support on HMH version 2 for teachers for the transition from HMH 1	Elementary Reading Coordinator	RLA RBIS training	Aug 2026-May 2027	All Students	100% participation from K-5 RLA teachers				

Implement and support the consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	Science Coordinator	Sub days for NISE; Ongoing STEM Professional Development	Aug 2026-May 2027	All Students	Training records STEM Certification data				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Prestwick will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.					
Summative Evaluation (to be filled in by June 2027 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**
Teachers will attend personalized campus learning sessions to calibrate teachers on deep	Director for Professional Learning, Campus Administrators, Elementary	LASO/LIFT grant, Professional Learning Sessions, Bluebonne	Aug 2026-May 2027	All Students	Professional learning feedback forms, sign-in sheets				

Bluebonnet Learning Math routines.	& Secondary Math Coordinators, LASO 4/LIFT Grant Approved Providers	t Math materials.							
Restructure and protect the weekly campus math PLC calendar to focus entirely on collaborative systems, transitioning the planning block from basic material preparation to internalization. Teachers will cross-analyze SWAP student exit ticket data.	Campus Administration, Elementary Math Coordinators, K-5 PLC Leads.	Bluebonnet PLC guidelines, shared electronic artifact folders, TEA SWAP templates.	Aug 2026-May 2027	All Students	100% of campus PLC calendars reflecting dedicated internalization and SWAP blocks; verification of next-day re-teach execution on leadership walks.				395
Implement and support HMH version 2 implementation, Provide teacher training, and ongoing coaching support to ensure effective implementation with fidelity.	Elem RLA Coordinator, RLA Teachers, Campus Administration	Navigate RLA Tier One resources,, TEKS alignment documents, district curriculum guides, professional learning materials, walkthrough tools	Aug 2026-May 2027	All Students	Classroom walkthroughs, lesson plans, and student work samples				

Implement and support the use of lessons available in LEISD UbD Stage 3, including SAVVAS, in grades K-5 to strengthen inquiry-based instruction, student engagement, literacy integration, and TEKS-aligned Tier I instruction	K–5 Science Campus Administration	Navigate Science platform and lessons, TEKS alignment documents, district curriculum guides	Aug 2026-May 2027	All Students	Classroom walkthroughs, lesson plans, and student work samples				
Leverage Bluebonnet, STR, and assessment data to build momentum with K-5 Multi Tiered Systems of Support, by making the expectations clear and providing implementation support.	Prestwick Staff	Bluebonnet Resources, MTSS Data, MTSS System and Checks	Aug 2026-May 2027	All students	100% of campuses progress monitoring in Edugence; 100% of campuses conducting monthly Kid Talks, 100% of Tier 2&3 academic and behavior supports documented in				396

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	Prestwick will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Write a curriculum to support two years of high quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.
Summative Evaluation (to be filled in by June 2027 by	

administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Host a comprehensive, multi-tiered Career & Military Day showcasing diverse professions, skilled trades, entrepreneurship, and military pathways.	Counselor. All Staff, Career Day Speakers	Agenda, Schedule	May 2027	All Students	Student and Community Participation, Staff/Parent survey				
Integrate explicit career exploration into the counseling curriculum and classroom instruction to build foundational career interests	Counselor	Career Lesson Plans and Materials	Aug 2026-May 2027	All Students	Guidance Lesson Plans and schedule				397

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 6 **Teaching and Learning Goals**	Prestwick will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Objective 6.2				Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.					
Summative Evaluation (to be filled in by June 2027 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**
N/A									

Goal: 6 Teaching and Learning Goals				Prestwick will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.3				Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.					
Summative Evaluation (to be filled in by June 2027 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**

N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.4				Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.					
Summative Evaluation (to be filled in by June 2027 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**
N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				Prestwick will communicate with the LEISD community to build trust, support, and involvement.						
Objectives 7.1				Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.						
Summative Evaluation (to be filled in by June 2027 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**
Host an open-forum town halls (in-person and livestreamed) across Prestwick feeder zones to share strategic progress and conduct Q&A on key district initiatives.	Principal, Superintendent, Communications Department	Technology	Spring 2027	All Students	Participation in forums, Increased Enrollment					400

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

Goal: 7 Community Engagement	Prestwick will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.2	Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the “I Choose” campaign.
Summative Evaluation (to be filled in by June 2027 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**
Share weekly digital communication featuring Prestwick Highlights	Prestwick Staff	Parent Square, District Flyers	Aug 2026-May 2027	All Students	Newsletters, Increased Enrollment				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				Prestwick will communicate with the LEISD community to build trust, support, and involvement.					
Objective 7.3				Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.					
Summative Evaluation (to be filled in by June 2027 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**
Communicate parent trainings through all Platforms to the Prestwick Community	Assistant Principal	Parent Square	Aug 2026-May 2027	All Students	Newsletters, Parent Participation				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement	Prestwick will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2027 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** 402
N/A									

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement	Prestwick will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 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
N/A									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	Prestwick will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.
Summative Evaluation (to be filled in by June 2027 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
Targeted social media campaigns	Prestwick Admin	Facebook, Parent Square	January 2026 - June 2027	All Students	Increasing attendees at career fairs; percentage of hires that attended a fair				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	Prestwick will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
a. Weekly Recognition of Staff	Admin Team	Notecards, Email, Meetings	Aug 2026-May 2027	All Students	Retention Rate, Staff Morale				404

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	Prestwick will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.
Summative Evaluation (to be filled in by June 2027 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
Develop schedules and systems to give time back to teachers	Admin Team	Master Schedule, Meetings Schedule	Aug 2026-May 2027	All Students	At Least 85% Retention Rate				
Support Teachers in Discipline and Instruction	Admin Team	Conscious Discipline, Instructional Supports	Aug 2026-May 2027	All Students	At Least 85% Retention Rate				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	Prestwick will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 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

Work with Admin Assistant to Ensure Funds are maximized for teacher and learning	Admin Assistant, Principal	Budget, Vendors	Aug2026-May 2027	All Students	Percentage of funds spent				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability				Prestwick will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.					
Objective 10.2				Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Follow all business Office Guidelines for purchasing	Principal	Business Office Guidelines	Aug. '26-Apr'27	All	No budget issues on audit				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Little Elm ISD 2026-2027 Professional Learning Plan
Little Elm ISD 2026-2027 Improvement Plans

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV $15, 200 No Place for Hate Conscious Discipline ($131,480.00) Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	407

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting	Outside presenters, state training modules	All staff	District documentation	

requirements.				

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<u>Scope of Assignment for SRO's in Little Elm ISD</u> • 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 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. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined.	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

• **<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 computer and/or secretary assistance. • 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 the 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.			409

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded training.	District Budget Counselor led staff presentation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,850.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $15,200.	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; 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 Part A Funds $748,748	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, 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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.

Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $50,000 Title III $30,000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] when complete in October. The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.

4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year. 414
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement:	LEISD Parent and Family Engagement Plan	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets Number of Events

8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	Number of discipline referrals 415
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,700,000 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	416

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Ronni Hardin	Assistant Principal	Little Elm High School	2
Elvia Carreon Garcia	Teacher	Little Elm High School	1
Travis Lewin	Teacher	Little Elm High School	1
Bryce Lewis	Teacher	Little Elm High School	1
Mary Philip	Teacher	Little Elm High School	1
Chandra Nelson	Parent	Little Elm High School	2
Michelle Gentry	Secondary Principal	Little Elm High School	2
Jeani Gonzalez	Teacher	Lowell H. Strike Middle School	2
Casi Curington	Teacher	Lowell H. Strike Middle School	2

Megan Kasper	Parent	Lowell H. Strike Middle School	1
Laura Ballenger	Teacher	Jerry R. Walker Middle School	1
Sheila Hill	Teacher	Jerry R. Walker Middle School	1
Summer Rivera	Teacher	Prestwick Elementary	2
Elizabeth Adair	Teacher	Prestwick Elementary	1
Vanessa Coe	Paraprofessional	Prestwick Elementary	1
Tina Mounts	Community Member	Prestwick Elementary	1
Alex Sievers	Parent	Prestwick Elementary	1
Damien Groves	Teacher	Dennis H. Brent Elementary	3
Derek Crocker	Teacher	Dennis H. Brent Elementary	1
Heather O’Bryan	Teacher	Dennis H. Brent Elementary	1
Tamra Nowak	Teacher	Cesar Chavez Elementary	1
Heather Kremer	Teacher	Cesar Chavez Elementary	3
Jennifer Everman	Teacher	Cesar Chavez Elementary	1
Nicole Hubbard	Teacher	Hackberry Elementary	1
Sarah Myatt	Teacher	Hackberry Elementary	1
Sarah Romig	Teacher	Hackberry Elementary	1
Meyling Ortiz	Parent	Hackberry Elementary	2
Jenaye Blomeen	Paraprofessional	Hackberry Elementary	2
Amanda Miller	Teacher	Lakeview Elementary	3
LaDonna Burns	Teacher	Lakeview Elementary	2
Dawn LeFlore	Teacher	Lakeview Elementary	1
Alma Peñaloza	Teacher	Oak Point Elementary	1
Bernadette White	Elementary Principal	Oak Point Elementary	2
Shannon Richards	Teacher	Oak Point Elementary	1
Christy Vanderhoff	Paraprofessional	Lakewood Village Elementary	1

Linda Janssen	Community Member	Oak Point Elementary	1
Alex Sibley	Teacher	DAEP | AIMS | GOALS	2
Joan Bright	Teacher	Hershel Zellars Early Childhood Center	1
Elba Perales	Teacher	Hershel Zellars Early Childhood Center	1
Kim Chow-Jackson	Central Office	Little Elm Administration Building	3
Frank Felice	Central Office	Little Elm Administration Building	2
Amanda Ball	Central Office	Little Elm Administration Building	3
Kristi Roberts	Central Office	Little Elm Administration Building	1
Roger Konieczny	Business Owner	The Margarita Hut	1
Lazim Lusha	Business Owner	Joe's Pizza	1

Campus Improvement Plan (CIP): Prestwick Elementary

District: Little Elm ISD

Target Academic Year: 2026–2027

Strategic Alignment: Fully aligned with the LEISD Board-Approved District Improvement Plan (DIP) 2026–2027

PDF

1. Executive Summary & District Alignment Framework

Prestwick Elementary's 2026–2027 Campus Improvement Plan directly supports the vision, mission, and strategic goals of the Little Elm Independent School District. Following the review of 2026 STAAR baseline data and campus performance trends, Prestwick Elementary has aligned its strategic priorities with LEISD Strategic Goals:

PDF+ 1

- **LEISD Goal 1 (Respectful Relationships):** Cultivating positive behavioral systems through campus-wide Conscious Discipline and behavior intervention supports.
  PDF

- **LEISD Goal 3 (Teaching & Learning Curriculum):** Delivering an aligned, written, taught, and assessed curriculum with equitable rigor across Math, Science, and RLA.
  PDF
- **LEISD Goal 4 (Constructivist & Differentiated Learning):** Implementing student-centered, hands-on learning experiences, including HQIM Bluebonnet Math routines and K–5 Science lab frameworks.
  PDF
- **LEISD Goal 5 (Personalized Professional Learning & Collaborative Systems):** Strengthening PLC lesson internalization, TEA Student Work Analysis Protocols (SWAP), and MTSS tracking in Edugence.
  PDF

2. Priority Goals & District-Aligned Action Plans

Goal 1: Mathematics Achievement via Bluebonnet Learning & LASO 4 LIFT Grant

Objective: Increase 3rd–5th grade STAAR Math *Meets Grade Level or Above* by 12% and *Masters Grade Level* by 8% by implementing Bluebonnet Math with full fidelity, aligned with LEISD DIP Objectives 3.1, 4.1, 5.2, and 5.3.

PDF

Priority Focus	Specific Action Steps	LEISD DIP Strategic Alignment	Responsible Staff	Timeline	Performance Metrics
HQIM Implementation & Walkthroughs	Execute daily Bluebonnet Math curriculum routines across grades K–5. Administrators will utilize the LASO 4/LIFT observation tool during targeted math walkthroughs to monitor rigorous instruction. PDF+ 1	**DIP Obj 3.1 & 4.1:** Establish monthly administrative monitoring routines and shift to deep, high-leverage execution of Bluebonnet Math. PDF	Campus Administration, Math Instructional Coach	Daily (Aug 2026 – May 2027)	LASO 4/LIFT observation logs, 100% classroom implementation compliance. PDF

Lesson Internalization in PLCs	Utilize the TEA Module/Lesson Internalization template during weekly PLC planning. Teachers will annotate lessons, script academic discourse, and prepare exemplar work prior to instruction. PDF+ 1	**DIP Obj 3.1 & 5.3:** Restructure PLC blocks for peer lesson rehearsals and lesson internalization rather than basic material prep. PDF	Math Coach, Grade-Level PLC Leads	Weekly	PLC agendas, annotated lesson artifacts, Region 11 calibration feedback. PDF	
Student Work Analysis (SWAP)	Implement the TEA SWAP protocol in PLCs. Grade-level teams will sort daily exit tickets, identify mathematical misconceptions, and execute immediate next-day re-teach loops. PDF+ 1	**DIP Obj 3.1 & 5.3:** Execute SWAP process across K–5 to analyze student exit ticket data and adjust Tier 1 instruction. PDF	K–5 Math Teachers, Campus Administration	Weekly	SWAP planning matrices, common exit ticket growth data. PDF	

Targeted Tier 2/3 MTSS Support	Utilize Zearn Math and benchmark diagnostic data to provide daily small-group reteach during WIN time. Document all Tier 2 and Tier 3 math interventions in Edugence. PDF+ 1	**DIP Obj 5.3:** 100% of campuses progress monitoring and recording academic Tier 2/3 supports in Edugence. PDF	Interventionists, Classroom Teachers	Daily	Edugence progress monitoring logs, MAP/STAAR growth metrics. PDF

Goal 2: Science Performance Recovery & Experiential STEM Learning

Objective: Elevate 5th Grade STAAR Science performance by 15 percentage points at *Approaches* and 10 percentage points at *Meets Grade Level* through mandatory K–5 hands-on labs, vocabulary spiraling, and inquiry-based STEM instruction, aligned with LEISD DIP Objectives 3.1, 4.1, and 5.3.

PDF

Priority Focus	Specific Action Steps	LEISD DIP Strategic Alignment	Responsible Staff	Timeline	Performance Metrics

Mandatory Science Lab Minutes	Enforce district schedules ensuring K–5 classrooms meet required hands-on lab minutes (minimum 60% lab time in 4th–5th grade) using LEISD UbD Stage 3 materials. PDF	**DIP Obj 3.1 & 5.3:** Ensure campuses adhere to state hands-on lab requirements K–12 and implement LEISD UbD Stage 3 science lessons. PDF	Campus Administration, Science Lead Teachers	Aug 2026 – May 2027	Master schedules, lab activity logs, classroom walkthrough data. PDF
Hands-On Experiential STEM Tools	Integrate **Lego Science Education** lessons in grades 3–5 and deploy the **StarLab portable planetarium** curriculum to enhance inquiry and engineering design concepts. PDF	**DIP Obj 4.1:** Provide support to 3–5 teachers for implementing Lego Science Education and StarLab planetarium curriculum. PDF	Science Coordinator, 3–5 Science Teachers	Monthly	STEM project rubrics, StarLab usage logs, student engagement tracking. PDF

Academic Vocabulary & CER Framework	Embed interactive science word walls, Frayer models, and weekly Claim-Evidence-Reasoning (CER) writing protocols into lab journals to target STAAR reporting categories. PDF	**DIP Obj 3.1 & 4.1:** Monitor student CSA performance data in K–12 Science and pivot toward deep, active constructivist learning routines. PDF	K–5 Science Teachers, ESL Specialist	Weekly	District CSA Science scores, CER writing rubric progress. PDF
5th Grade Intensive Science Academy	Conduct bi-weekly hands-on lab rotation days and targeted spring intervention sessions using released STAAR item analysis and content spiraling. PDF	**DIP Obj 3.1:** Utilize Curriculum System Assessments (CSAs) and data dashboards to guide targeted intervention planning. PDF	5th Grade Science Team, Interventionists	Jan 2027 – April 2027	Mock STAAR Science benchmarks, DCA growth reports. PDF

Goal 3: K–5 Extended Constructed Response (ECR) & Vertical RLA Literacy Alignment

Objective: Achieve a 15% increase in 3rd–5th grade students scoring 3+ points on the STAAR RLA Extended Constructed Response (ECR) prompt by establishing a K–5 vertical writing framework aligned with the Science of Teaching Reading (STR) and LEISD DIP Objectives 3.1, 4.1, and 5.3.

PDF

Priority Focus	Specific Action Steps	LEISD DIP Strategic Alignment	Responsible Staff	Timeline	Performance Metrics

Science of Teaching Reading (STR) Integration	Conduct STR classroom walks with district coordinators focusing on explicit foundational skills, learning objectives, and scaffolded support for complex texts. PDF	**DIP Obj 3.1 & 4.1:** Partner with Region 11/district coordinators for STR implementation walks and targeted RLA professional learning. PDF	Elem RLA Coordinator, Campus Administration	Ongoing (3 Walks per year) PDF	STR walk-through look-for data, lesson plan alignment. PDF
Vertical Writing Progression (K–5)	Implement standardized text-dependent writing frameworks across all grade levels:				

- **K–1st:** SCR picture/text claim frames.
  PDF
- **2nd Grade:** Paragraph structure via RACES strategy.
  PDF
- **3rd–5th Grade:** Multi-paragraph ECR mastery using evidence-based claims. | **DIP Obj 3.1 & 5.3:** Monitor 3–5 RLA performance data, support Reading Academy routines, and reinforce TEKS-aligned writing. | K–5 RLA Teachers, Instructional Coaches | Daily | Monthly campus writing samples, district benchmark writing scores. | | **Calibration & Rubric Scoring** | Conduct quarterly grade-level calibration sessions during PLCs where teachers cross-score student ECR samples using the official TEA 5-point STAAR RLA rubric. | **DIP Obj 3.1 & 5.3:** Utilize PLCs to evaluate curriculum effectiveness, examine student work, and align instructional impact. | RLA Teachers, Assistant Principal | Quarterly | Calibration meeting artifacts, scoring consistency logs. | | **Cross-Curricular Writing** | Mandate at least one monthly Short or Extended Constructed Response prompt within Social Studies and Science to build non-fiction stamina. | **DIP Obj 3.1 & 5.3:** Integrate literacy into content areas to strengthen inquiry-based instruction and TEKS mastery. | K–5 Science & Social Studies Teachers | Monthly | Student response portfolios, content-area writing rubrics. |
  PDF+ 4

Goal 4: School Culture, Behavior & Safety via Conscious Discipline

Objective: Reduce campus office discipline referrals (ODRs) by 25% and minimize instructional time lost due to behavioral disruptions by expanding campus-wide **Conscious Discipline** and behavior intervention systems, aligned with LEISD DIP Goal 1 (Obj 1.1), Goal 2 (Obj 2.1), and Appendix A.

PDF

Priority Focus	Specific Action Steps	LEISD DIP Strategic Alignment	Responsible Staff	Timeline	Performance Metrics
School-Based Coaching & Modeling	Participate in district Conscious Discipline school-based coaching sessions, including trainer modeling of best practices in PK–5 classrooms. PDF	**DIP Obj 1.1:** Conscious Discipline School Based Coaching with Modeling of Best Practices PK–5. PDF	CD Coaches, Campus Administrators, Behavior Specialists	Aug 2026 – May 2027	Walkthrough checklists showing physical regulation tools in classrooms. PDF
Behavior Specialist Support	Deploy the Title I Elementary Campus Behavior Specialist to provide targeted Tier 2/3 behavioral interventions and reduce classroom removal time. PDF	**DIP Obj 1.1 & App. A:** Title 1 Elementary Campus Behavior Specialist will provide behavior support to keep students in class. PDF	Campus Behavior Specialist, Counselors	Daily	Discipline referral counts, PEIMS removal data, Edugence behavior logs. PDF

Classroom Regulation Routines	Establish functional "Safe Places" and conduct daily Brain Smart Starts (Unite, Disengage Stress, Connect, Commit) in 100% of classrooms. PDF	**DIP Obj 1.1 & App. A:** Create a system of support to improve behavior, decrease discipline referrals, and equip adults and students to self-regulate. PDF	K–5 Classroom Teachers	Daily	Campus observation notes, reduced behavior call-outs. PDF
Family & Community Engagement	Host bi-annual PK–5 "Conscious Discipline Parent Engagement Nights" to equip families with emotional regulation strategies at home. PDF	**DIP Obj 1.1 & Goal 7:** Host Conscious Discipline Parent Engagement Nights PK–5 to strengthen family partnerships. PDF	Counselors, Parent Engagement Liaison	Nov 2026 & Feb 2027	Parent sign-in sheets, event feedback surveys. PDF

3. Comprehensive District-to-Campus Operational Alignment Matrix

The following matrix illustrates how Prestwick Elementary’s campus action items map directly to Little Elm ISD's 2026–2027 District Improvement Plan strategies, funding streams, and evaluation metrics:

PDF

PRESTWICK CIP ACTION ITEM	LEISD DIP GOAL & OBJECTIVE ALIGNMENT	FUNDING SOURCE(S)	EVIDENCE OF SUCCESS

Bluebonnet Math	Goal 3 (Obj 3.1): Administrative Walks	LASO 4 / LIFT Grant	TEA Walkthrough Logs [1]
Implementation & Internalization	Goal 5 (Obj 5.3): SWAP & PLC Rehearsals	Title I, Part A	SWAP Exit Ticket Data [1]
Lego Science & StarLab STEM Experiential Learning	Goal 3 (Obj 3.1): Mandatory Lab Minutes Goal 4 (Obj 4.1): Lego/StarLab Support	Local Curriculum Budget State Comp Ed	Science CSA Benchmark Growth STAAR 5th Grade Science %
STR & K-5 Extended Constructed Responses (ECR)	Goal 3 (Obj 3.1): STR Walkthroughs Goal 5 (Obj 5.3): Reading Academies	Title II, Part A[cite: 1] Title III (EB Scaffolds) [1]	STAAR RLA ECR 3+ Point % Quarterly Calibration Logs
Conscious Discipline Coaching & Behavior Specialist Support	Goal 1 (Obj 1.1): PK-5 Behavior Modeling Goal 2 (Obj 2.1): Safe Learning Env.	Title I, Part A ($131K) [1] Title IV ($15K Quaver)[cite: 1]	25% Reduction in ODRs [1] Edugence Tier 2/3 Logs [1]

4. Monitoring, Evaluation & Governance Framework

To ensure complete implementation fidelity with Little Elm ISD expectations, Prestwick Elementary will execute the following monitoring cadences[cite: 1]:

1. **Weekly PLC Formative Cycles:** Grade-level teams will meet weekly to analyze Bluebonnet Math exit tickets via the TEA SWAP protocol, evaluate student ECR/SCR writing artifacts, and record Tier 2/3 adjustments[cite: 1].
2. **Monthly Campus Leadership & MTSS Reviews:** The Administrative team and Behavior Team will review Edugence MTSS logs, Conscious Discipline walkthrough indicators, and office discipline referrals to ensure behavior interventions remain proactive[cite: 1].
3. **Quarterly District Evaluation Reviews:** Prestwick leadership will evaluate student progress on District Curriculum Assessments (DCAs) in Science, Math, and RLA alongside LEISD Curriculum Coordinators during formal quarterly review cycles[cite: 1].

Little Elm Independent School District

Strike Middle School Campus Improvement Plan 2026-2027

Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal: 1 Safety and Security

Objective 1.1

Goal: 2 Teaching and Learning Goals

Objective 2.1

Goal: 3 Teaching and Learning Goals

Objective 3.1

Goal: 4 Teaching and Learning Goals

Objective 4.1

Goal: 5 Teaching and Learning Goals

Objective 5.1

Objective 5.2

Objective 5.3

Goal: 6 Respectful Relationships

Objectives 6.1

Objective 6.2

Objective 6.3

Objective 6.4

Goal: 7 Community Engagement

Objectives 7.1

Objective 7.2

Objective 7.3

Goal: 8 Community Engagement

Objective 8.1

Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2

Objectives 9.3

Goal: 10 Ensuring Fiscal Health & Sustainability

Objective 10.1

Objective 10.2

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

<table>
<tr><th>Areas Examined</th><th>Summary of Strengths
(What Strengths were identified?)</th><th>Summary of Needs
(What needs were identified?)</th><th>Priorities
(What are the priorities for the district?)</th></tr>
<tr><td>Demographics</td><td>Strike is a diverse campus. Enrollment = 828 (9/30/26)
31.9% Hispanic
33.6% White
20.4% Black
52.4% Male
47.6% Female
40.0% Economic Disadvantaged
7.8% 504
20% Special Education
15% Limited English Proficient
45% At-Risk</td><td>15% Limited English Proficient - STAAR Target
20% Special Education (Increase for 2 years) - STAAR Target</td><td>Meeting the learning and personal needs of our students

Each student to meet their growth goal on the math and reading MAP/STAAR</td></tr>
<tr><td>Student Achievement</td><td>6th Grade Reading
<table><tr><th>2025-2026 Strike</th><th>2025-2026 State</th></tr><tr><td>23% DNM</td><td>27% DNM</td></tr><tr><td>16% App</td><td>19% App</td></tr><tr><td>24% Meets</td><td>25% Meets</td></tr><tr><td>37% Masters</td><td>30% Masters</td></tr></table>
7th Grade Reading</td><td>6th Grade Math
<table><tr><th>2025-2026 Strike</th><th>2025-2026 State</th></tr><tr><td>29% DNM</td><td>27% DNM</td></tr><tr><td>31% App</td><td>34% App</td></tr><tr><td>29% Meets</td><td>24% Meets</td></tr><tr><td>12% Masters</td><td>15% Masters</td></tr></table>
7th Grade Math</td><td>Focus on PLC especially on question 3 and 4 and Bluebonnet Internationalization Model

Focused plan for intervention

CFA and CSA data analysis

Increase RIGOR in our class work and CFAs (alignments to CSAs)

Utilization of our new Lobo Time</td></tr>
</table>

2025-2026 Strike	2025-2026 State
19% DNM	23% DNM
19% App	22% App
25% Meets	23% Meets
37% Masters	31% Masters

8th Grade Reading

2025-2026 Strike	2025-2026 State
13% DNM	17% DNM
19% App	24% App
31% Meets	27% Meets
38% Masters	32% Masters

Algebra

2025-2026 Strike	2025-2026 State
0% DNM	18% DNM
13% App	28% App
30% Meets	24% Meets
58% Masters	30% Masters

2025-2026 Strike	2025-2026 State
57% DNM	52% DNM
23% App	19% App
18% Meets	21% Meets
1.5% Masters	9% Masters

8th Grade Math/7th Grade Acc

2025-2026 Strike	2025-2026 State
24% DNM	27% DNM
32% App	25% App
33% Meets	31% Meets
11% Masters	16% Masters

for Tier 2 and Tier 3 intervention

Improvement of Tier 1 targeted intervention in class.

Curriculum and Instruction	Our district Curriculum and Learning department have all the resources and materials in Canvas for our students to use The Coordinators are always available to support teachers The Coordinators facilitate the Cadre	Support for our new and/or struggling teachers Using CFA/CSAs that are aligned with the Power Standards to the STAAR	Support and training for the teachers in utilizing aligned CFAs Data Analysis of the data to break down the TEKS through PLCs. Next step “pivot points” when

	meetings, where teachers come together and discuss learning Social Studies has adopted the Navigate Texas Curriculum to increase rigor.		students are not mastering concepts Implementation of anchors to prior learning to limit the need of re-teaching

Staff Quality and Retention	Teacher support through our on-site new teacher cadre, and Academic Specialist support	Increase new and struggling teacher support	Ensure our faculty feedback loop is solid and acted upon Continue Strike's Mentor Program Staff celebrations are in the weekly newsletter Teachers of the Month New teacher cohort meetings

Technology	One-to-one Teachers have promethium boards, document cameras and Macbooks, and iPads	Proper use of technology as evident through our new Linewize filtering software	Teaching students to use and take care of their computers better Continue improvement of new cart for technology model.

Family/Community Involvement	Weekly newsletter through ParentSquare PTA Curriculum Nights	Need for more diverse parent support	Continue to build parent support for PTA, community involvement and other campus activities Supported volunteer programs

	Timely response to parent needs and/or questions Mentor Program Multicultural Night Passion Project Night for GT students		

Safety and Security	Key fobs have been added to doors for increased security. Access Control has been updated and will be functional. Discipline referrals have continued to decrease over the past few years	Some behavior needs continue to need to be addressed. Software for our Hope Squad needs to be continued in order to make this a strong program for our students in need.	We will implement a school wide program in order to teach students how to behave and establish mutual respect among students and teachers.

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
Minga	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Safety Data	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT	Teacher/Student Ratio

C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	TXKEA/TPRI/Tejas Lee		

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2027 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**
Implement school-wide behavioral support routines and student self-regulation tools.	Administration, Counselors, Teachers	Portrait of a Lobo, Discipline Flow Chart	Aug 2026 – May 2027	All, At-Risk, SPED	Decrease in PEIMS discipline referrals, student/staff survey feedback				

Utilize Minga and Linewize tools to track, monitor, and address digital citizenship and campus behavior trends.	Administration, Campus Technology Specialist	Minga, Linewize Software	Daily (Aug 2026 – May 2027)	All Students	Reduced hallway disruptions, decreased digital misconduct reports				
Continue student-led support via Hope Squad program and counselor check-ins to build peer relationships.	Counselors, Hope Squad Advisors	Hope Squad Training	Monthly Review	All, At-Risk	Increased student program participation, counselor intervention logs				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security	We will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2027 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**
Operationalize updated Access Control systems, exterior door key fobs, and campus security check-in protocols.	Administration, SRO, Campus Safety Team	Access Control Hardware, Key Fobs	Ongoing (Aug 2026 – June 2027)	All	100% door lock compliance on audits, zero safety perimeter breaches				
Conduct safety, fire, and lockdown drills with debrief logs submitted to Mr. Maclin (Assistant Principal in charge of Safety and Security).	Administration, Safety Committee	District Safety Protocols	Ongoing (Aug 2026 – June 2027)	All	Completed drill logs, improved response times				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 3 Teaching and Learning Goals	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
Objective 3.1	Support campuses in implementation of the curriculum to promote individual student success.
Summative Evaluation (to be filled in by June 2027 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**
Fully implement the Bluebonnet Learning / Bluebonnet Internationalization Model in Math classes to address learning gaps, specifically targeting 7th grade math.	Math Department, Academic Specialist, Admin	Bluebonnet Math Curriculum, Region 11 Resources	Aug 2026 – May 2027	At-Risk, EB, SPED	Increased growth on Math MAP benchmarks and STAAR Meets/Masters rates and Growth				
Integrate the newly adopted Navigate Texas Curriculum in Social Studies to build TEKS rigor and STAAR readiness.	Social Studies Department, Curriculum Coordinators	Navigate Texas Curriculum Materials	Aug 2026 – May 2027	All	CSA/CFA unit mastery growth, 8th Grade Social Studies STAAR gains				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 4 Teaching and Learning Goals	Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.

Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2027 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**
Structure Lobo Time for targeted Tier 2 and Tier 3 interventions based on Edugence and MAP assessment data.	Interventionists, Classroom Teachers, Admin	Edugence Data, MAP Growth, Small Group Materials	Bi-weekly reviews	At-Risk, EB, SPED, 504	Tier movement tracking in Edugence, increased MAP growth points				
Implement structured small-group instruction and language acquisition scaffolds for Emergent Bilingual (EB) and SPED populations.	ESL Specialists, SPED Teachers, Content Teachers	Summit K-12 Software, IXL, Instruction Strategies	Aug 2026 – May 2027	EB, SPED	TELPAS composite score advancement, SPED STAAR progress measure				438

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.1	100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.
Summative Evaluation (to be filled in by June 2027 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
Maintain Strike's New Teacher Cadre and Mentor Program to support new and struggling teachers through structured feedback loops.	Academic Specialists, Campus Mentors	District Mentor Training,	Monthly	All	T-TESS observation ratings, staff retention targets				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.
Summative Evaluation (to be filled in by June 2027 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
Facilitate weekly PLC meetings focusing on Questions 3 & 4 (Intervention/Extension) and analyzing CFA/CSA data to	PLC Leaders, Academic Specialists, Admin	PLC Framework, Edugence CFA Reports	Weekly	All	Documented PLC agendas, aligned CFAs, student growth trends				

adjust instruction.									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.					
Summative Evaluation (to be filled in by June 2027 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** 440
Maintain structured weekly PLC collaborative cycles focused on lesson internalization, pre-scripting academic discourse, and aligning Common Formative Assessments (CFAs) to STAAR power standards.	Campus Administration, Academic Specialists, PLC Leads	PLC Planning Templates, Edugence Data, Region 11 Curriculum Materials	Weekly (Aug 2026 – May 2027)	All Students	PLC meeting agendas, completed lesson internalization artifacts, CFA alignment reports					
Fully integrate the Bluebonnet PLC Practices across core content areas, utilizing Student Work Analysis Protocols (SWAP) to evaluate student work and adjust Tier 1/Tier 2 instruction.	Campus Administration, Math & RLA Department Leads, Academic Specialists	Bluebonnet PLC Framework, SWAP Protocols	Monthly (Aug 2026 – May 2027)	All Students, At-Risk, EB	Completed SWAP meeting logs, walkthrough observation data showing instructional pivots					

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Write a curriculum to support two years of high quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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** 441
Implement the 6th and 7th grade Career Explorations curriculum modules across middle school courses ensuring full integration of career pathway units.	Counselors, CTE Teachers, Administration	Career Explorations Curriculum, Canvas Modules	Aug 2026 – May 2027	All Students	Lesson plans, student module completion reports				
Administer personal career interest inventories to all 6th and 7th grade students	CTE Teachers	Interest Inventory Software	Fall 2026 & Spring 2027	All Students, At-Risk, EB	Student survey completion logs, saved career profiles				
Coordinate guest speaker panels and virtual career exploration tours representing diverse	Counselors, CTE Coordinator, Campus Admin	Guest Speaker Directory, Virtual Exploration Software	Semester 1 & Semester 2	All Students	Speaker logs, student reflection entries, event schedules				

career pathways for 6th and 7th graders.									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.
Summative Evaluation (to be filled in by June 2027 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** 442
Partner with Little Elm High School CTE leads to create transitional mentoring connections between middle school students and high school practicum/internship students.	Counselors, High School CTE Leads	High School CTE Student Ambassadors	Nov 2026 – March 2027	All 8th Grade Students	Mentoring session logs, completed 8th-grade pathway surveys				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.

Objectives 7.1				Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.					
Summative Evaluation (to be filled in by June 2027 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**
Utilize ParentSquare for weekly campus updates, newsletter distribution, and timely family notifications.	Administration, Campus Communications Liaison	ParentSquare Platform	Weekly	All Families	ParentSquare analytics (open/delivery rates), parent survey feedback				
Host family engagement events including Curriculum Nights, Multicultural Night, and Passion Project Night for GT students.	Event Committees, GT Coordinator, PTA	Campus Facilities, PTA Support	Scheduled Seasonally	GT, EB, All	Event sign-in logs, parent satisfaction surveys				443

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2027 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
Coordinate service-learning projects during Lobo Time or campus club hours that directly connect students to community service projects supporting local organizations.	Counselors, Student Club Sponsors, Admin	Community Partner Contacts, Service Project Materials	Oct 2026 – May 2027	All Students	Log of completed service hours, student reflection submissions, community partner feedback				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.
Summative Evaluation (to be filled in by June 2027 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
Mobilize campus department leads and Administration to represent Strike Middle School at district career fairs,	Principal, Assistant Principals, Department Heads	Campus Promotional Materials, Interview Rubrics	Spring & Summer 2027	Staff	100% campus representation at all LEISD career fairs, screening interview logs				

conduct initial screening interviews, and highlight campus culture and support systems.									

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.
Summative Evaluation (to be filled in by June 2027 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**
Establish a structured Faculty Feedback Loop (e.g., quarterly check-in surveys and pulse checks) to gather staff input on campus climate and act on actionable suggestions.	Administration, Campus Leadership Team	Staff Surveys, Staff Meeting Agendas	Aug 2026 – May 2027	Staff	Increased staff satisfaction scores on district/campus surveys, published action items from feedback				
Maintain and expand Strike's Mentor Program and monthly New Teacher Cohort meetings to support first- and second-year	Academic Specialists, Campus Mentors	District Mentor Training	Monthly (Aug 2026 – May 2027)	Staff	Mentor meeting logs, mid-year and end-of-year new teacher retention rates				

teachers with instructional and emotional check-ins.									
Implement regular, meaningful staff recognition initiatives, including weekly highlights in the campus newsletter ("Teacher of the Month," staff shout-outs, and celebrations).	Administration	Campus Newsletter, Recognition Certificates	Weekly / Monthly	Staff	Staff survey feedback regarding feeling valued and recognized				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**imelines**	**Special Popula-tions**	**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**
Align State Comp Ed, and local instructional budgets directly to	Principal, Campus Secretary	Budget Worksheets	Monthly Audits	At-Risk, EB, All	100% compliant expenditures, positive ROI on intervention materials				

CNA priority needs (math intervention, EB support, tutoring).									

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.2	Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.
Summative Evaluation (to be filled in by June 2027 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**
Strike Middle School will support all district financial goals.									

[Little Elm ISD 2026-2027 Professional Learning Plan]

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV $15, 200 No Place for Hate Conscious Discipline ($131,480.00) Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	448

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<u>Scope of Assignment for SRO's in Little Elm ISD</u> ● 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 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. ● 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	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

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 computer and/or secretary assistance. ● 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 the 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.			450

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation

The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	451
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded	District Budget Counselor led staff presentation Hope Squad Advisor Training;	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

training.	Online training through Safeschools Hope Squad $1,850.00, Title IV			

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $15,200.	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; 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 Part A Funds $748,748	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, 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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $50,000 Title III $30,000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are serviced by the liaison? How many partnerships are made with the community?

Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] when complete in October. The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers

year will be used.			
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts 455
7.Parent and Family Engagement:	LEISD Parent and Family Engagement Plan	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets Number of Events
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part			

A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	Number of discipline referrals
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,700,000 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	

Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Ronni Hardin	Assistant Principal	Little Elm High School	2
Elvia Carreon Garcia	Teacher	Little Elm High School	1
Travis Lewin	Teacher	Little Elm High School	1
Bryce Lewis	Teacher	Little Elm High School	1
Mary Philip	Teacher	Little Elm High School	1
Chandra Nelson	Parent	Little Elm High School	2
Michelle Gentry	Secondary Principal	Little Elm High School	2
Jeani Gonzalez	Teacher	Lowell H. Strike Middle School	2
Casi Curington	Teacher	Lowell H. Strike Middle School	2
Phil Witcher	Parent	Lowell H. Strike Middle School	1
Laura Ballenger	Teacher	Jerry R. Walker Middle School	1
Sheila Hill	Teacher	Jerry R. Walker Middle School	1
Summer Rivera	Teacher	Prestwick Elementary	2
Elizabeth Adair	Teacher	Prestwick Elementary	1
Vanessa Coe	Paraprofessional	Prestwick Elementary	1
Tina Mounts	Community Member	Prestwick Elementary	1
Alex Sievers	Parent	Prestwick Elementary	1
Damien Groves	Teacher	Dennis H. Brent Elementary	3
Derek Crocker	Teacher	Dennis H. Brent Elementary	1

Heather O’Bryan	Teacher	Dennis H. Brent Elementary	1
Tamra Nowak	Teacher	Cesar Chavez Elementary	1
Heather Kremer	Teacher	Cesar Chavez Elementary	3
Jennifer Everman	Teacher	Cesar Chavez Elementary	1
Nicole Hubbard	Teacher	Hackberry Elementary	1
Sarah Myatt	Teacher	Hackberry Elementary	1
Sarah Romig	Teacher	Hackberry Elementary	1
Meyling Ortiz	Parent	Hackberry Elementary	2
Jenaye Blomeen	Paraprofessional	Hackberry Elementary	2
Amanda Miller	Teacher	Lakeview Elementary	3
LaDonna Burns	Teacher	Lakeview Elementary	2
Dawn LeFlore	Teacher	Lakeview Elementary	1
Alma Peñaloza	Teacher	Oak Point Elementary	1
Bernadette White	Elementary Principal	Oak Point Elementary	2
Shannon Richards	Teacher	Oak Point Elementary	1
Christy Vanderhoff	Paraprofessional	Lakewood Village Elementary	1
Linda Janssen	Community Member	Oak Point Elementary	1
Alex Sibley	Teacher	DAEP | AIMS | GOALS	2
Joan Bright	Teacher	Hershel Zellars Early Childhood Center	1
Elba Perales	Teacher	Hershel Zellars Early Childhood Center	1
Kim Chow-Jackson	Central Office	Little Elm Administration Building	3
Frank Felice	Central Office	Little Elm Administration Building	2
Amanda Ball	Central Office	Little Elm Administration Building	3
Kristi Roberts	Central Office	Little Elm Administration Building	1
Roger Konieczny	Business Owner	The Margarita Hut	1
Lazim Lusha	Business Owner	Joe’s Pizza	1

Little Elm Independent School District

Walker Middle School Campus Improvement Plan 2026-2027



Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD is to:
Little Elm ISD DIP/Strategic Plan Goals
TABLE OF CONTENTS (hyperlinked to content)
Executive Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment
Goal: 1 Respectful Relationships
- Objective 1.1

Goal: 2 Safety and Security
- Objective 2.1

Goal: 3 Teaching and Learning Goals
- Objective 3.1

Goal: 4 Teaching and Learning Goals
- Objective 4.1

Goal: 5 Teaching and Learning Goals
- Objective 5.1

Goal: 5 Teaching and Learning Goals
- Objective 5.2

Goal: 5 Teaching and Learning Goals
- Objective 5.3

Goal: 6 Teaching and Learning Goals
- Objective 6.1

Goal: 6 Teaching and Learning Goals
- Objective 6.2

Goal: 6 Teaching and Learning Goals
- Objective 6.3

Goal: 6 Teaching and Learning Goals
- Objective 6.4

Goal: 7 Community Engagement
- Objectives 7.1

Goal: 7 Community Engagement
- Objectives 7.2

Goal: 7 Community Engagement
- Objective 7.3

Goal: 8 Community Engagement
Objective 8.1
Goal: 8 Community Engagement
Objective 8.2
Goal: 9 Human Capital
Objectives 9.1
Goal: 9 Human Capital
Objectives 9.2
Goal: 9 Human Capital
Objectives 9.3
Goal: 10 Ensuring Fiscal Health Sustainability
Objective 10.1
Goal: 10 Ensuring Fiscal Health Sustainability
Objective 10.2
APPENDIX A: STATE AND FEDERAL REQUIREMENTS
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the school?)*
Demographics Jerry R. Walker has approximately 850 students from 6th through eighth grade. We are a STEM certified campus and have a Dual Language Program.	Diverse student population, STEM certified campus, Dual Language Program, Variety of Extra Curricular Activities, Designated Distinction in Reading Language Arts	Focus on supporting varied student needs, particularly in math achievement- Sped, 504, EB, Eco Disadvantaged, African American	- Meeting the learning and personal needs of our students - Each student to meet their growth goal on the math and reading MAP/STAAR

Demographics of Student Population: 41.2% Hispanic 30% White 19.8% Black 5.3% Multi Race 3.6% Asian 175 LEP Students 178 Special Education 408 At Risk 80 GT			
Student Achievement	Reading/Language Arts (RLA) Instructional practices in ELAR are producing stronger outcomes as students progress through the campus. 78% Approaching Grade Level or Above Meets/ Masters: 6th 52%; 7th 52%; 8th 61%	Significant achievement gap between student groups- Sped, 504, EB, Eco Disadvantaged, African American Math Targeted Support and Improvement identification for the following sub populations: Hispanic, Emergent Bilingual, Economically Disadvantaged and Continuously Enrolled Emergent Bilingual and ESL Students Need Stronger Language Support Across Content. The data show a significant pattern for Emergent Bilingual and ESL students, particularly in Math.	• Strengthen student achievement in math through stronger Tier 1 Instruction **At Approaches GL or Above- 63%** **At Meets GL or Above- 35%** **At Master GL Standard- 10%** • Create a consistent instructional system that ensures students master foundational skills, receive timely intervention, and are accelerated when they are close to proficiency • Accelerate Students from Approaches to Meets in math • Strengthen vertical alignment (6–8 math skills building into Algebra readiness). • Increase Student Ownership of Learning

Curriculum and Instruction	Blue Bonnet Math Year 2 Implementation, LASO 4 Lift grant for math instruction, PLC for team collaboration and data analysis to improve instruction and enhance student outcomes, Year 2 of the Dual Language Program at the middle school level, NISE STEM certified teachers, Campus MTSS Process	Continued Training on Blue Bonnet Math (Internalization) Professional learning: Ongoing training in math discourse, manipulatives, and strategies for multilingual learners. Professional learning: Use of data to drive instruction Ongoing training for Dual Language program implementation	• Monitoring and Intensive Support for High-Need Student Groups/ individual immediate interventions in class • Daily checks for understanding • MAP, CSA and CFA data analysis • Increase rigor in class work and CFAs • HB 1416 tutoring

Staff Quality and Retention	• Teacher support through Admin, Academic Specialist and department chairs • Admin Open Door Policy • Campus Mentor Program • Consistent use of campus communication plan • Increase in teacher leadership capacity (district committees, curriculum writing, campus leadership committees) • Staff engagement opportunities to boost morale and comradery	• Increase new and struggling teacher support • Increase teacher participation on campus committees • Establish Model Classrooms by opening classrooms for colleagues to observe effective instructional practices, share ideas, and learn from one another.	• Close the feedback loop by gathering staff feedback, communicating how input is being addressed, and following through on identified needs and opportunities for improvement. • Recognize excellence through Teachers of the Month by celebrating educators who demonstrate outstanding commitment to students, instruction, and the Walker community. • Celebrate staff successes consistently by highlighting accomplishments, contributions, and positive moments in the weekly staff newsletter. • Continue and strengthen Walker's Mentor Program to provide meaningful support, collaboration, and professional growth for staff.

Technology	• Equitable access to instructional technology through a one-to-one student device model • Classrooms are equipped with Promethean boards, iPads and MacBooks to support engaging, technology-rich instruction.	• Decrease in inappropriate technology use by students • Decrease in device damages • Faster technology service for broken chromebooks • Wifi	• Build student ownership and responsibility for technology by teaching students how to properly care for, maintain, and responsibly use their devices. • Support reliable technology access through continued improvements to the district's Wi-Fi infrastructure and connectivity.

Family/Community Involvement	• Maintain a consistent weekly newsletter to keep families informed • Utilize ParentSquare consistently for timely, clear, and accessible communication with families • Host Curriculum Nights to provide families with information and resources • Respond promptly and thoughtfully to parent questions and needs to build trust and ensure families feel heard and supported. • PTA and campus event partnerships • Prep the Pack to prepare students for a successful school year. • Social media connection by regularly sharing student achievements, campus highlights, upcoming events, and positive stories that showcase the Walker community.	• Limited parent support and engagement	• Increase parent engagement and participation by creating more accessible opportunities for families to connect with the school. • Strengthen two-way communication through consistent use of ParentSquare, Minga, social media, and campus events. • Remove barriers to participation by offering varied opportunities and family-friendly events throughout the school year. • Build stronger partnerships with families by proactively reaching out, celebrating student successes, and ensuring parents feel welcomed, informed, and valued.

Safety and Security	• Protective window film installed throughout the campus • Dedicated School Resource Officer (SRO) to support campus safety, security, and emergency response. • Key fob access system on all exterior and interior doors to control and monitor building access. • Daily use of weapons detection technology to enhance screening and identify potential threats. • ZeroEyes AI-powered weapons detection to provide an additional layer of proactive security monitoring. • Informacast Emergency Management System to support rapid communication and coordinated emergency response across campus.	• Increased student awareness and ownership of building safety procedures	• Maintain and strengthen access control to ensure all exterior doors remain secure and key fob systems are consistently monitored and maintained. • Ensure emergency preparedness through regular drills, staff training, and clear emergency response procedures. • Strengthen communication during emergencies by ensuring staff are trained and familiar with Informacast and other emergency communication protocols. • Address building maintenance and safety concerns promptly, including lighting, cameras, doors, locks, and areas with limited visibility. • Regularly review campus safety procedures and use staff feedback, drills, and incident data to identify and address areas for improvement.

Data Used for School Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Curriculum Documents	Failure Rates	Parent Surveys
504 Data	Demographic Data	FOCUS	District Survey	Prior Year Data
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	TAPR
Advanced Placement	Dyslexia Data	Progress Reports	Teacher Retention	T-TESS
Attendance	Educator Evaluations	LEISD Values and Cornerstones	Technology Help Tickets	Teacher/Student Ratio
Equity Data	LEISD Vision	Cambium	MAP Data	Edugence
Counselor Input on Mental Health	Facebook Analytics	Special Education Data	TELPAS	CTE Participation and Certifications Earned
Demographic Data	MTSS (RtI) Data	STAAR	Safety Data	FitnessGram

Goal: 1 Respectful Relationships				We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.					
Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.					
Summative Evaluation (to be filled in by June 2027 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**
Special Education Coordinators will provide professional staff with behavior trainings to equip teachers to better manage student behaviors	Executive Director of Special Populations Services; Special Education Coordinators; Campus Admin	Training Materials	2026-2027	At- Risk	Training Records and teacher feedback				District Funded 468
Students will use the “Calm Down Room” for self regulation as needed.	Admin; Counselors; Teachers	School Facility; Materials designed to assist in self regulation	August 2026-May 2027	All	Reduction in behavior referrals and classroom disruptions				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2027 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** 469
Conduct consistent, well-planned safety drills to ensure staff and students are prepared to respond confidently and appropriately during potential emergencies.	Campus Admin, SRO, CBC	Informacast, VisitorAware, Campus Emergency Operations Plan	August 2026 -May 2027	All	Students and staff demonstrate increased confidence and consistency in responding to different emergency scenarios.				District Funded
Consistent use of technological safety measures through cameras, various weapons detection equipment, access controlled entry points and security applications/platforms	Campus Admin, SRO, CBC	Zero Eyes, Weapons Detection Towers, Informacast, Visitor Aware, SRP Protocol, Linewize Safeguarding Alert System, Anonymous Alert	August 2026-May 2027	All	Implementation as scheduled and required training of each program at the campus level				District Funded

Provide all campus staff with an Emergency Operations Binder that include procedures and important information related to the campus.	CBC & Office Staff	Procedure Documents Binder	August 2026-May 2027		100% of campus staff receive an Emergency Operations Binder & demonstrate understanding of emergency procedures				District Funded
Director of Student Services will provide professional staff with Title IX training	Director of Student Services; Campus Admin	Training Materials	September 2026	All	Training Records and teacher feedback				District Funded

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2027 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**
Participate in professional learning and coaching sessions to strengthen support for teachers and promote deeper implementation of	Admin, Math Coordinator, Region 11 Trainer	Blue Bonnet Math, Carnegie Math	August 2026-May 2027	All	Training records, Strive Registration, PLC Agendas					District Funded

Bluebonnet Learning and Carnegie Learning with an emphasis on academic discourse, meaningful student work, and data-driven instruction.									
Provide support to teachers using the K-12 Summit program.	Admin & LPAC Committee, District Director of Academic Program	K-12 Summit	August 2026-May 2027	All EB Learners	Usage reports				District Funded
Conduct regular learning walks to monitor and support fidelity of curriculum implementation.	Campus/District Admin, Math Coordinator, Region 11 Trainers	District Curriculum	August 2026-May 2027	All	Observation feedback and analysis				District Funded
Use the PLC process to collaboratively plan instruction, analyze student data, monitor progress, and adjust instructional practices to meet student learning needs.	Campus/ District Admin, Coordinators	PLC Schedules, Agendas, Curriculum, Student Data	August 2026-May 2027	All	Trainings records; Calendars of PLC attendance				District Funded 471

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2027 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**
Incorporate the STEM Design Process in classrooms by using NISE STEM instructional strategies	NISE STEM Certified Teachers	NISE STEM Certification	August 2026-May 2027	6-8	Training records STEM Certification data				District Funded
Integrate the Physics in a Box program into 6th grade science instruction to provide students with engaging, hands-on learning experiences that strengthen conceptual understanding and application of physics concepts.	Science Coordinator; Admin; Science Teachers	Physics in a Box materials	August 2026-May 2027	6	Training Records, Instructional Walks, Lesson Plans				District Funded
Continue the implementation of Carnegie/Bluebonnet Learning through biweekly walkthroughs and administrator feedback cycles to evaluate implementation, assess the effectiveness of professional learning, and identify additional support needs.	Secondary Math Coordinator, Campus Principals, Teachers	Coaching & Feedback protocols	August 2026-May 2027	6-8 Math, Alg 1	Meeting Agenda notes Coaching Calendars Instructional Walks Calendars				

Provide teacher support with internalization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Secondary Math Coordinator, Region 11 Trainer, Campus Principals	TEA Internalization & Optimization protocol TEA Student work analysis protocol	August 2026-May 2027	6-8 Math, Alg 1	PLC Agendas Sign-in sheets				
Improve academic growth and language proficiency for Emergent Bilingual (EB) students by strengthening Dual Language and ESL programming while supporting culturally responsive instructional practices across classrooms.	Director for Academic Programs, Admin, LPAC Committee	Consultants, Software Programs, DL/ESL Instructional Coach, Region 11 Service Center	August 2026-May 2027	Emergent Bilingual Students	Data (MAP, Amira, Ellevation Strategies, Sign-in Sheets, Walkthroughs				Title III
Strengthen monitoring and intervention systems through effective LPAC processes, with a focus on improving student TELPAS performance, academic grades, and state assessment outcomes.	Director for Academic Programs, ESL Teacher, Admin	Software Programs, Multilingual Specialists	August 2026-May 2027	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence				Title III 473

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.1	100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.
Summative Evaluation (to be filled in by June 2027 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**
Provide special education teachers and paraprofessionals with training on effective inclusion strategies to strengthen their ability to support students in the general education classroom.	Admin, Special Populations Coordinator	Training Agenda and artifacts	August 2026-May 2027	Sp. Ed.	Improved Inclusion Strategies will be observed by special education leadership during classroom walk throughs				District 474
All Mentors will participate in 1:1 coaching opportunities throughout the 2026-2027 school year	Director for Professional Learning in partnership with campus principals/ assistant principals	30 minutes per session	September 2026-March 2027	Mentors	Data collected in coaching sessions and during shadowing				District
Campus administrators conduct periodic check-ins with mentors and mentees. Use a brief midyear survey to identify areas where new teachers need additional support.	Campus Admin, Teachers	Survey	September 2026-May 2027	Mentors	Improved campus support and new teacher retention				District

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2027 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**
The campus will continue the implementation of Blue Bonnet Math and Carnegie instructional strategies through PLC collaboration	Region 11 Trainers, District Math Coordinator, Campus Admin	Blue Bonnet and Carnegie Internalization Protocols and Planning Materials	August 2026-May 2027	6-8	100% use of Blue Bonnet Planning documents and classroom materials				475
The campus will participate in District professional learning on Reading Research Based Instructional Strategies for all 6-8 RLA teachers and those that support RLA at the campuses.	Secondary Reading Coordinator	RLA RBIS training	All 6-8 teachers will attend by May 2027	SpEd teachers, Librarians, and Multilingual Specialists	100% participation from 6-8 RLA teachers				
Leverage STEM Influencers to develop and maintain STEM culture/mindset in our district	Science Coordinator; Campus Principals	STEM influencers	August 2026-May 2027	6-8	Meeting agenda notes Class visits EOY survey				
Calibrate teachers' understanding of STEM experiences in the classrooms through professional learning	Science Coordinator; Curriculum Coordinators; Coordinator CTE; Campus Principals	NISE certification	August 2026-May 2027	6-8	Meeting agenda notes Class visits				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.3	Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.
Summative Evaluation (to be filled in by June 2027 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**
Collaborate with Region 11 for PLC Coaching for campuses	Assistant Superintendent for Curriculum & Learning; Math Coordinators, Admin	LASO Grant Funds	August 2026-April 2027	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				LASO Grant Funds
Partner with Curriculum & Learning Department to support campus PLCs	Assistant Superintendent for Curriculum & Learning, Coordinators, Admin, Teachers	Schedules of PLC Meets at Campuses; Curriculum Resources; Additional Professional learning as needed	August 2026-May 2027	All	Student Achievement; Region 11 Data Dashboard				District
Campus will participate in learning sessions to calibrate teachers on deep	Director for Professional Learning, Campus Administrators, Elementary &	LASO/LIFT grant, Professional Learning Sessions, Bluebonnet	August 2026-May 2027	All	Professional learning feedback forms, sign-in sheets				LASO Grant Funds

Bluebonnet Learning Math routines.	Secondary Math Coordinators, LASO 4/LIFT Grant Approved Providers	Math materials.							
Restructure and protect the weekly campus math PLC calendar to prioritize collaborative planning and high-impact instructional practices. Shift planning time from basic material preparation to peer lesson rehearsal, where teachers practice modeling tasks, plan academic discussions, and collaboratively analyze SWAP student exit-ticket data to inform instruction and intervention.	Campus Administration, Elementary & Secondary Math Coordinators, K-Alg 2 PLC Leads.	Bluebonnet PLC guidelines, shared electronic artifact folders, TEA SWAP templates.	August 2026- May 2027	All	100% of campus PLC calendars reflecting dedicated internalization and SWAP blocks; verification of next-day re-teach execution on leadership walks.				477
Implement Navigate Social Studies lessons in grades 6, 7, and 8 to strengthen inquiry-based instruction, student engagement, literacy integration, and TEKS-aligned Tier I instruction. Teachers will participate in	K–12 Social Studies Coordinator, Grade 6–8 Social Studies Teachers, Campus Administration	Navigate Social Studies platform and lessons, TEKS alignment documents, district curriculum guides, professional learning	Ongoing throughout the school year with quarterly implementation reviews	GT, SPED, 504, Dyslexia, Emergent Bilingual, Economically Disadvantaged	Classroom walkthroughs, lesson plans, and student work samples demonstrate consistent implementation of Navigate lessons aligned to district expectations.				

training, lesson modeling, and ongoing coaching support to ensure effective implementation with fidelity.		materials, walkthrough tools			Increased student engagement, literacy integration, historical inquiry, and TEKS mastery observed in grades 6–8 social studies classrooms.				
Provide all inclusion teachers with targeted training on effective inclusion strategies to strengthen instructional support and increase student access and engagement in the general education classroom	District Special Education Coordinators, Admin, Teachers	Sessions and training materials	September 2026- May 2027	Special Education	Evidence of training and post training feedback from teachers				478
6-8 teachers will use SAVVAS to strengthen inquiry-based instruction, student engagement, literacy integration, and TEKS-aligned Tier I instruction.	K–12 Science Campus Administration	Navigate Science platform and lessons, TEKS alignment documents, district curriculum guides	Ongoing throughout the school year with quarterly implementation reviews	GT, SPED, 504, Dyslexia, Emergent Bilingual, Economically Disadvantaged	Classroom walkthroughs, lesson plans, and student work samples demonstrate consistent implementation of LEISD UbD Stage 3 lessons aligned to district expectations. Increased student engagement, literacy integration,				

					and TEKS mastery observed in grades K-12 science classrooms.				
Campus STEM Influencers will receive support and training one day per semester.	PK–12 Science	Sub days	May 2027	STEM Influencers (at least one per campus)	Increased STEM engagement at each campus				District
Strengthen the campus MTSS process by using Edugence to systematically monitor, analyze, and document student data, identify students in need of additional support, and inform targeted interventions and progress monitoring.	Testing Coordinator and Academic Specialist, Campus Admin, Teachers		September 2026-May 2027	All students	100% of teachers progress monitoring in Edugence; 100% of Tier 3 academic supports documented in Edugence; 100% of Tier 2 & 3 Behavior supports documented in Edugence				District 479

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	Write a curriculum to support two years of high quality Career Explorations for students in 6th and 7th grade to include guest speakers from different career pathways, virtual experiences, and personal interest inventories administered and discussed multiple times.
Summative Evaluation (to be filled in by June 2027 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Engage middle school CTE teachers in collaborative curriculum development to strengthen alignment, consistency, and instructional planning across CTE courses.	Assistant Superintendent for C & L, CTE Coordinator, Teachers	Funds for Curr. Writing	May 2026-June 2027	All	Names of curriculum writers				480

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.
Summative Evaluation (to be filled in by June 2027 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**
Collaborate with district leadership to set date for 8th graders to visit the high school a minimum of once during the 2026 school year	Director for CTE & Virtual Programs, Campus Admin	Bus transportation	August 2026	All					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.3	Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.
Summative Evaluation (to be filled in by June 2027 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**
Identify and expand partnerships with local businesses, community organizations, colleges, and industry professionals aligned to student career interests.	Director for CTE & Virtual Programs, Campus Admin, CTE Teachers	List of potential partnerships	August 2026- May 2027	All	Record of partnerships and student experiences				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.			
Objective 6.4				Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.			
Summative Evaluation (to be filled in by June 2027 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**

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement. 483					
Objectives 7.1				Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.					
Summative Evaluation (to be filled in by June 2027 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**
Invite community partners to participate in career events, student showcases, CTE activities, and	Campus Admin, Teachers	School facilities	Sept. 26-May 27	All	Attendance at meetings				

campus celebrations.									

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement. 484					
Objectives 7.2				Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the “I Choose” campaign.					
Summative Evaluation (to be filled in by June 2027 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**
The campus will support district communication initiatives by sharing on social media and parent communication platforms.	Director for Communications, Campus Admin, Campus Webmaster	Software	August 2026-May 2027	All	Posts; Student Enrollment data				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.
Summative Evaluation (to be filled in by June 2027 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**
Have interested parents attend Friends of LEISD Meetings	Director for Communication; Superintendent	Meeting room; power points; data	Sept. '26-May '27	All	Attendance at meetings	First meeting Septemb er.			

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.						
Objective 8.1				Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.						
Summative Evaluation (to be filled in by June 2027 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**
Support any district meetings to involve the retired community	Principal	District meeting dates	2026-2027	All	Supports given as needed					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 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**
Assist in promoting community partner participation in the district SPARK Committee	Coordinator for Science; Director for Communications; Campus Administration	Meeting time	Fall 2026 and Spring 2027	All	Participation and partnerships for student programming				487

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.						
Objectives 9.1				Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.						
Summative Evaluation (to be filled in by June 2027 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**
Share Targeted social media campaigns on campus social media and communication platforms	HR Department, Campus Webmaster	Facebook, Instagram, X, School Newsletter	January 2026 - June 2027	N/A	Increasing attendees at career fairs; percentage of hires that attended a fair					488
Collaborative partnership with community organizations	District Admin, Campus Admin, Teachers	Alt cert programs, Town of LE, colleges/ universities	September 2026 - June 2027	N/A	Increasing attendees at career fairs; percentage of hires that attended a fair					

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.2				Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.					
Summative Evaluation (to be filled in by June 2027 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**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**
Honoree Awards Banquet	Human Resource Services Department	Trophies, venue, invitations/programs, recipient selection process	September 2026-May 2027	All	Increased staff morale; attendance at banquet; positive feedback from staff/attendees				489
LEaders of the Pack	Human Resource Services Department	Recipient selection process; corporate sponsorship; partnership with Communications Dept; certificates/frames	September 2026-May 2027	N/A	Increased staff morale; community connection/participation; feedback from recipients & nominators				
Carpool Kudos	Human Resource Services Department	Social media platforms; microphones	September 2026-May 2027	N/A	Increased staff morale; Social media engagement; community connection/participation				

Teacher/staff of the month celebrations	Admin	Awards	August 2026-May 2027	All	Increased staff morale; Social media engagement; community connection/participation				
Teacher Appreciation Week celebrations	Admin	Food, Awards	May 2027	All	Increased staff morale; Social media engagement; community connection/participation				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard.
Summative Evaluation (to be filled in by June 2027 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**
Adopt-A-Lobo	Human Resource Services Department	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	June 2026 - May 2027	N/A	Social media posts; higher retention rate of 1st year staff; increased staff morale				491
HR2U	Human Resource Services Department	Google form; swag items; input from campus staff on support requests	September 2026 - February 2027	N/A	Increase in support requests from campus staff; positive feedback from staff				
Monthly staff celebrations such as staff potlucks and treats.	Campus Admin	School facilities	August 2026-May 2027	N/A	Increase in staff retention; positive feedback from staff				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 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**
Efficiency Audit	Moak Casey as contracted by LEISD	Completed Efficiency Audit	Spring 2027	All	Appropriate Cost savings measures taken for 2027-28 using data from Efficiency Audit	September 2026	June 2027		No
Capital Improvement Plan	Business Svcs, Operations, Construction	Facility Needs Assessment	December 2026	All	Creation of District Capital Improvement Plan	October 2026 - Rough Draft of Plan	December 2026 Completed Plan		No
Maintain accurate records for campus budget	Admin, Secretary, teachers	Procedures & training provided by the district	July 2026-July 2027	All	Audit report; Financial Ratings				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.2	Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.
Summative Evaluation (to be filled in by June 2027 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**
TASBO Award of Merit for Purchasing Operations	Business Svcs	District Procurement Data	October 2026		Award Recipient	October 2026			No 493
TASBO Award of Excellence in Financial Management	Business Svcs	District Financial Data and Procedures	November 2026		Award Recipient	November 2026			No
Audit with an Unmodified Opinion	Business Svcs	Audit of 2026-27 Financial Data	August 2027		Audit with an Unmodified Opinion	August 2027			No

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV $15, 200 No Place for Hate Conscious Discipline ($131,480.00) Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	494
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	

All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<u>Scope of Assignment for SRO's in Little Elm ISD</u> • 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 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. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined.	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

• **<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 computer and/or secretary assistance. • 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 the 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.			496

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	497
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide	District Budget Counselor led staff	Director for Human Resources Director for Counseling	Training sign in sheets, Training Agendas	

Prevention/Awareness annually or through job-embedded training.	presentation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,850.00, Title IV	Services, School counselors	Staff Training record in Safe Schools	

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $15,200.	Director for Student Services and Safety, Director for Counseling, School 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; Edugence; STAAR data; On Data Suite	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 Part A Funds $758,152	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, 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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $50,000 Title III $30,000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are serviced by the liaison? How many partnerships are made with the community?

Students in the McKinney Vento program will have summer access to hygiene supplies.	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] when complete in November The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers

5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement:	LEISD Parent and Family Engagement Plan	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets 501 Number of Events
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			

11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	Number of discipline referrals
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	

Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2026-2027

Committee Member	Role	Term Year
Tiffany Brown	Principal	2026-2027
Lindsay Milnor	Assistant Principal	2026-2027
Watson Robinson	Assistant Principal	2026-2027
Blake Jameson	Counselor	2026-2027
Temesa Bradley	Counselor	2026-2027
Lacoya Bagley	Testing Coordinator	2026-2027
Christy Giles	Department Chair	2026-2027
Laura Ballenger	Department Chair	2026-2027
Bailey Haeussler	Department Chair	2026-2027
Deb Kirby	Department Chair	2026-2027
Jessica Burton	Department Chair	2026-2027
Sarah Rolfe	Department Chair	2026-2027

Little Elm Independent School District

Little Elm High School Campus Improvement Plan 2026-2027



504

Board Approval Date:

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 safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships

- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security

- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning

- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

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 Sustainability

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

TABLE OF CONTENTS (hyperlinked to content)

The Mission of Little Elm ISD

Little Elm ISD DIP/Strategic Plan Goals

Executive Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

Goal: 1 Safety and Security

Objective 1.1

Goal: 2 Teaching and Learning Goals

Objective 2.1

Goal: 3 Teaching and Learning Goals

Objective 3.1

Goal: 4 Teaching and Learning Goals

Objective 4.1

Goal: 5 Teaching and Learning Goals

Objective 5.1

Objective 5.2

Objective 5.3

Goal: 6 Respectful Relationships

Objectives 6.1

Objective 6.2

Objective 6.3

Objective 6.4

Goal: 7 Community Engagement

Objectives 7.1

Objective 7.2

Objective 7.3

Goal: 8 Community Engagement

Objective 8.1

Objective 8.2

Goal: 9 Human Capital

Objectives 9.1

Objectives 9.2

Objectives 9.3
Goal: 10 Ensuring Fiscal Health & Sustainability
Objective 10.1
Objective 10.2
APPENDIX A: STATE AND FEDERAL REQUIREMENTS
APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths *(What Strengths were identified?)*	Summary of Needs *(What needs were identified?)*	Priorities *(What are the priorities for the district?)*
Demographics	Little Elm High School has **2,430 students** enrolled for the 2026–2027 school year. LEHS is a diverse campus, with **39% Hispanic, 27.7% White, 23% African American, 5% Multi-Race, and 5% Asian** students. Economically disadvantaged students account for **47%** of the population. The percentage of students designated as at-risk decreased from **59.26%** in **2025-26** to **55% in 2026-27**, suggesting MTSS efforts have been effective with some students. Advanced academic participation continues to grow, with **602 students enrolled in AP courses** and **819 AP exams taken** in 2026. The percentage of students scoring **3 or higher on AP exams** has increased every year for the past five years. Additionally, students achieved an average **SAT score of 958 in 2025-26**, reflecting a 16-point gain from the previous year. The number of English Learners decreased from **501** in **2025–26**, to **474** in **2026-27**. LEHS achieved a **95.3% graduation rate for the Class of 2026**, an increase from the year before, highlighting the school's success in providing	We continue to see a gap among subpopulations in some areas, which provides opportunities for focus for the 26-27 school year. **Hispanic Students** represent the lowest graduation rate on our campus, at 92%. This demonstrates a need for expanded interventions and targeted professional development to ensure teachers and staff are fully prepared to meet the needs of these learners. Although the percentage of **At-Risk Students** declined for this year, there continues to be an ongoing need for consistent, data-driven interventions and robust support provided through the **MTSS process**. **Economically Disadvantaged Students:** Nearly **half of the student body (47%)** is classified as economically disadvantaged, reinforcing the importance of equitable access to resources, academic opportunities,	**Student Attendance & Engagement:** A partnership will be continued with *Payton, Nix & Associates* to ensure students remain in school to the greatest extent possible to maximize learning opportunities and reach the ultimate goal: graduation. Campus procedures will be implemented to improve timely communication with families regarding tardies and absences. Offer incentives for attendance through the Campus Cup initiative and pep rally admission. Continue a mentorship program to help students connect with school and a caring adult. Continue to train and implement the MTSS process and emphasize fidelity in progress monitoring strategies utilized with students before moving a student from Tier I to Tier II and from Tier II to Tier III. Provide time and resources for AP teachers to analyze data and

	early interventions, supporting IGC project completion, and ensuring students meet all graduation requirements. In its first year of implementation, our LobosConnect virtual/hybrid school program serves 71 students who need a more flexible learning environment, and we continue to have a small number of homeschool students who participate in UIL activities on our campus.	and wraparound services. **AP and SAT:** Although AP participation and success rates have steadily increased and SAT scores showed a gain in areas, there remains a critical need to further strengthen student performance on **AP exams across core content areas** and to expand college and career readiness support.	plan/implement instruction based on current and historical student needs.
Student Achievement	The percentage of students who scored in the "Meets" category across **all five EOC** subjects increased from 2025-26 to 2026-27. In **English I,** the percentage of retesting students who passed EOCs increased significantly, from 41% in the fall to 63% in the spring. Mean scores on AP exams increased in AB and BC Calculus, English Language and English Literature, Environmental Science, Human Geography, Music Aural Subscore, Physics 1, Pre-calculus, Spanish Language, Statistics, US Government, and World History. Meanwhile, one student earned Commended honors through the National Merit Scholar program. Our CCMR performance also continues to grow, with 95% of the Class of 2026 earning a CCMR indicator. In 2026 for Reading and Math, 1152 students showed growth in STAAR performance. As a campus, we increased performance in all accountability domains of School Progress and Student Achievement.	Remediation has been provided for EOC courses through an intervention period and bootcamps in the spring and fall. We continue to have a high percentage of students who do not earn a 3 or higher on AP exams. AP teachers are able to pull students during the intervention period for test prep and reviews, especially for students who took the course in the fall but don't test until the spring. Although we've had National Merit Scholar Commended students, we would like to increase the number of NMS finalists. As CCMR requirements continue to grow more stringent, we will need more teacher/counselor training and education and student interventions on our campus.	Increasing math scores through the implementation of Bluebonnet Learning and the LASO 4 Lift grant. Improving Tier I instruction in English I and English II through a partnership with Region XI. Increasing the performance level of retesting students for the EOC. Increasing STAAR performance in Domain 2 of A-F accountability.

Curriculum and Instruction	We are in the third year of a campus-wide focus on writing across the curriculum and we're seeing growth in student writing across content areas. Folklorico that was implemented in the 2022-2023 school year has been highly successful, to such a degree that we have added it as an Endorsement to our high school program for the 2026-2027 school year. The creation of a virtual program and opening UIL participation to homeschooled students in our community has provided an option for nearly 100 students. A guaranteed and viable curriculum is available for all grade levels and subjects at Little Elm High School, including the Virtual Academy. Little Elm ISD has a strong curriculum with an assurance that every teacher has the needed resources as part of high quality learning to implement in classrooms. STEM and Engineering opportunities are not only included in our science curriculum, but they are also present in social studies and language arts. Expanded opportunities for students are offered through new dance classes, and we have expanded Robotics to include Robotics II. Curriculum has been tightly aligned to high quality instructional materials in reading and math and all manipulatives and needed materials are available in every classroom on campus.	According to walkthrough data, not all teachers are implementing Fundamental 5 best practices regularly, and the level of rigor is not where it should be. Virtual Program implementation will need support and monitoring as we implement the curriculum, monitor student success and fine tune the program. We are using High Quality Instructional Materials in both reading and math. Additional training is needed to continue to build capacity in our campus leadership and teachers in the implementation of the materials and in supporting EB learners, specifically.	Participate in the LASO 4 LIFT grant for math and engage in coaching and curriculum finalization in English I and English II. Provide time and resources for all teachers to learn about and implement support strategies for EB learners. Use walkthroughs and coaching cycles to support staff in implementation of high-yield instructional strategies and appropriate levels of rigor. There is a need for more materials and supplies in order to continue to expand Folklorico to meet the needs of increased student participation. This will ensure our students are successful in obtaining an Arts and Humanities Endorsement utilizing Folklorico dance. Continue to grow teacher's skills in STEM education through training more teachers in NISE and adding to resources to promote greater implementation. Continue to support students in being CCMR ready with the changes to college prep classes. Providing an ongoing emphasis of Domain 2 of A-F accountability will take place so that accountability tracking measures can be in place at each campus.
Staff Quality and Retention	LEHS hired and retained several LE graduates as high school teachers. Fewer preps allow teachers to focus on their craft. Embedded professional development decreases	Core teaching positions are hard to fill with fully-certified teachers, especially for resignations received on or near the deadline. Facilitate campus collaboration on	Ensuring staff members have outlets to be heard, including quarterly check-ins and through department heads in biweekly meetings. Recognizing the dedication and hard

	the time teachers must devote outside of the school day for meetings and training. Strong mentor program to help new teachers survive and thrive. Participation in the Adopt-a-Lobo program and various staff recognition activities in coordination with the Human Resources Department.	retention initiatives	work of staff (through recognition initiatives) LEISD is offsetting the cost of medical benefits through a significant benefits contribution Selectivity in the interviewing and hiring process; prioritizing quality hires
Technology	The systems we have in place for one to one devices are clearly defined. Network infrastructure is solid. Technology staff are responsive to campus needs.	There are a high number of alerts from monitoring software, reflecting a lack of student adherence to the Acceptable Use Policy. Some students find ways to work around monitoring software.	Increase education opportunities about appropriate device usage for both students and parents. Cultivate and nurture a rich learning environment with easy access to learning platforms. Create a document with suggested limited screen times for supplemental software usage in classrooms with students
Family/Community Involvement	Little Elm ISD has established a strong foundation for meaningful parent and family engagement through a combination of structured programs, community collaboration, and responsive support services.LEISD employs social workers, family liaisons, and campus leadership teams to support the diverse needs of families, ensuring students are well-supported both inside and outside of the classroom. The district provides ESL and GED classes to empower parents, helping them develop the language and academic skills needed to support their children's education and engage more fully in school activities. Strong partnerships with organizations such as Love Pacs, the Food Bank, and clothes pantries enhance the district's ability to meet family needs through food support, clothing, and essential services. Hispanic Heritage Culture Night and African American culture activities are hosted on campus	Although parent education classes are conducted, attendance is limited. Intentionality in recognizing active and involved parents and community members could help encourage additional participation. Parents and students, especially in ninth grade, demonstrate a need to better understand the importance of attendance and how credits work. Our campus PTSA was not active during the 25-26 school year, limiting opportunities for parent and family connections through that avenue. LEHS has experienced increasing linguistic diversity, with more families speaking languages beyond Spanish. To better serve all families, the District	Establishing relationships with immigrant families through a Multi-Cultural event organized by student groups. Offer more campus-based parent education opportunities in coordination with PTSA and our campus counseling program. Establishing multiple means of communication with families.

	with the assistance of parents/community members. Students continue to seek to establish new clubs and organizations on campus that reflect our diversity and offer opportunities for community involvement. Partnerships with colleges and universities provide information and services for parents and students.	identified the need for a communication platform that supports two-way conversations in each family's preferred language. ParentSquare helps eliminate language barriers by providing automatic translation, allowing teachers and families to communicate effectively and strengthening family engagement.	

Safety and Security	Key fobs are still up to date for consistent classroom security measures. Weapons detectors and the Zero Eyes program are used daily. New cameras have been installed, providing better coverage and more efficient monitoring. Student ID requirements help ensure the students entering the doors belong on campus. Minga pass system allows for stay away agreements to continue to be followed while in the halls for student passes. All staff members have been trained in Conscious Discipline or secondary student-specific strategies to facilitate better de-escalation and emotional regulation among students and adults. Systems are in place to report concerns, including bullying, harassment, illicit drug use, threats, and more. Partnerships with Little Elm PD and our in-house SROs make it easier to coordinate on addressing these concerns. Regular drills are conducted according to state mandates, and we follow the I Love You Guys SRP protocol.	Although teachers are providing much-needed support in monitoring hallways at key times during the day, there are additional times that need coverage, especially in restroom areas. Continued training and support is needed for managing Behavioral Threat Assessments in Sentinel. There is a need for a formalized on-campus reunification plan.	Continued refining of all systems and processes will best keep children and faculty safe and secure. The development of better emergency maps is necessary as our campus expands.

Data Used for District Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram		Safety Data	TXKEA/TPRI/Tejas Lee

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2027 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**
Special Education Coordinators will provide campus level trainings to equip teachers to better manage student behaviors by recognizing antecedents	Executive Director of Special Populations Services; Special Education Coordinators	Training materials; PD time	2026-2027	At-Risk	Documentation of teachers trained and post training feedback from teachers				
School Based Behavior Committees 6-12 School Based Training and Modeling with LEISD Behavior Team 6-12 Funding Behavior Specialists Positions Increased Training for Behavior Specialists	CD Coaches and trainers, Campus Administration, CDAT Team Members, Behavior Specialists, Deputy Superintendent, Director of Professional Learning	Personnel, Workshops/ Conferences, and Training Materials	August 2026-May 2027	At-Risk	Increased evidence of physical tools and strategies in the classroom and schools. Decreased behavior outbursts that require student removal from administrator.				513
A team of LEHS staff members will attend two-day training over increasing academic readiness through stronger	CD Coaches and trainers; selected LEHS staff members.	Access to training; Time during PD day to turn it around	Sep. 26 - April 27	At-Risk	Team attendance at training session and documentation of sharing with				

executive functioning skills and will bring back their learning to share with others on campus.					peers				
Through two programs, one with community mentors and one with staff mentors, we will provide relationship- and network-building opportunities along with goal setting and academic mentoring to better serve students at risk of not graduating.	Campus administration, community mentors, staff mentors, campus counselors	Food for mentors/ mentees during meetings; schedule of activities and meetings; class coverage for participating staff	Sep. 26 - May 27	At-Risk	Sign in sheets; Goal-setting sheets and progress checks; progress toward graduation				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2027 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**
Fully implemented Radio Communication System districtwide.	Director ofTech., Deputy Superintendent, Executive Director of Operations	Radios & Towers	2026 -2027	All	Fully Functioning System				
Development of Emergency Campus/Buildings Maps through Navigate 360.	Deputy Superintendent, Navigate 360	None	2026 - 2027	All	Fully functioning and usable maps that meet the state requirements				515
The proper training and usage of all the processes of Verkada.	Director of Tech., Deputy Superintendent	Verkada	2026 - 2027	All	Better understanding of the safety measures within the system.				
Formalized plan for on-campus reunification	Campus administration	None	2026-2027	All	Updated EOP				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2027 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**
Ensure campuses adhere to state hands-on lab requirements in science & engineering K-12 as supported in the curriculum.	Campus Administrators; Assistant Superintendent for C & L; Science Coordinator	Curriculum documents, lab supplies, schedules conducive to the mandatory science minutes.	August 2026 - May 2027	All	Schedules, walkthroughs, lesson plans				
Establish monthly administrative monitoring routines to shift from compliance of implementation to deep, high-leverage execution. Campus principals will conduct targeted walkthroughs focusing strictly on the presence of rigorous instruction of Bluebonnet Math.	Campus Administrators, Assistant Superintendent for C&L, Secondary Math Coordinator, LASO 4/LIFT Grant Approved Providers	LASO 4/LIFT Observation Tool, Walkthrough Trackers, Allotted Math Instructional Minutes.	May 2027	All	TEA Surveys; Region 11 feedback; Schedules; Walkthrough/ Observation Data				
Utilize the TEA Module/ Lesson Internalization template during weekly PLC planning cycles. Teachers provide annotated lessons, student exemplar work,	Campus Administrators, Secondary Math & ELAR Coordinators, K-Alg 2 Teachers, Eng. I and II	Curriculum Documents, Lesson Internalization Artifacts, PLC Agendas.	May 2027	All	Region 11 feedback; Schedules; Walkthrough/ Observation Data; Internalization Meeting Data				

pre-script academic discourse prompts, and explicitly plan the delivery before the lesson is delivered.	teachers								
Implement and monitor the TEA **SWAP (Student Work Analysis Protocol)** process. Grade-level teams will utilize PLCs to collectively sort common exit tickets, isolate underlying mathematical misconceptions, and instantly plan next-day re-teach loops.	Campus Administrators, K-Alg 2 Teachers, Secondary Math Coordinator	Common Exit Tickets, SWAP Protocol Planning Matrices, Pacing Calendars.	May 2027	All	Region 11 feedback; Schedules; Walkthrough/ Observation Data; Internalization Meeting Data				
Conduct quarterly K–12 Social Studies curriculum implementation walks focused on alignment between the written, taught, and assessed curriculum. Walks will monitor TEKS alignment, historical thinking skills, rigor, use of primary and secondary sources, student discourse, and implementation of district social studies resources.	K–12 Social Studies Coordinator, Campus Principals, Assistant Principals	District social studies curriculum documents Walkthrough tool	Quarterly (Q1–Q4)	All students including SPED, Emergent Bilingual, GT, 504, and At-Risk students	Walkthrough and CSA data demonstrates increased fidelity of social studies curriculum implementation across campuses. Classrooms reflect student engagement, historical inquiry, use of evidence-based discussion, and TEKS-aligned instruction.				517
Monitor student CSA performance data in K–12 Social Studies to evaluate curriculum effectiveness, TEKS mastery, and	K–12 Social Studies Campus Administration	District common assessments, STAAR/EOC data, data	Monthly	Disaggregated monitoring of all student groups including EB,	Student achievement data demonstrates growth in TEKS				

instructional impact. Use findings to guide intervention planning, curriculum adjustments, and campus support.		dashboards, curriculum alignment documents		SPED, GT, and At-Risk	mastery, historical thinking skills, and social studies performance across grade levels and courses. Achievement gaps decrease among student groups.				
Partner with Region 11 to conduct EI-II Walks, Coaching and PLC Support	6-12 ELAR Coordinator Campus Administration	Region 11	August 2026 - Dec. 2026	All	Schedules, walkthroughs, lesson plans				
Monitor student CSA performance data in 3–12 Science to evaluate curriculum effectiveness, TEKS mastery, and instructional impact. Use findings to guide intervention planning, curriculum adjustments, and campus support.	K–12 Science Campus Administration	District common assessments, STAAR/EOC data, data dashboards, curriculum alignment documents	Quarterly	Disaggregated monitoring of all students	Student achievement data demonstrates growth in content, science and engineering practices, and recurring themes and concepts across grade levels and courses. Achievement gaps decrease among student groups.				518

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2027 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**
Deploy targeted job-embedded professional development to equip teachers with tools to pivot away from simple compliance routines and toward deeper and active implementation.	Secondary Math Coordinator, Campus Administration, LASO 4/LIFT Grant Approved Providers	TEA Bluebonnet Learning Math professional development modules, LASO 4/LIFT grant funds	May 2027	K-12					519
Provide targeted **Product Academy** professional learning during the **Fall Kick-Off** for all teachers new to LEISD and currently employed teachers who will be teaching Bluebonnet Math for the first time. Training will focus on moving beyond baseline compliance to master foundational Tier 1 routines.	Elementary & Secondary Math Coordinators, Director for Professional Learning, Campus Administrators. LASO 4/LIFT Grant Approved Providers	LASO 4/LIFT grant funds, Bluebonnet Math HQIM Product Academy Training Modules, Fall Kick-Off Professional Learning Schedule.	August 2026	K-12	100% attendance and completion records of targeted teaching staff at Fall Kick-Off Product Academy sessions; initial Window 1 walkthrough data indicating immediate baseline presence of student-centered Tier 1 instructional strategies.				

Participate in targeted professional learning opportunities focused on constructivist social studies instruction including inquiry cycles, primary source analysis, civic discourse, differentiation strategies, scaffolded supports, and student-led learning experiences.	K–12 Social Studies Coordinator	Professional learning materials, TEKS-aligned resources, primary source sets, model lessons, instructional frameworks	Ongoing throughout the school year	All Students	Teachers demonstrate increased capacity to facilitate rigorous, student-centered social studies instruction that supports all learners.				
Participate in targeted professional learning opportunities to librarians and InTAcT members focused on leveraging district software (BrainPOP, PebbleGo, Flocabulary, Discovery Ed) for Tier I differentiation.	Coordinator for Digital Learning	Access to programs, InTAcT meetings, Library meetings	Ongoing through year	InTAcT, Librarians	Turn around from librarians and InTAcT to every campus. Lesson plans indicate differentiation, scaffolds, tier 1 focus.				520
Participate in professional development on the practical use of generative AI tools as an instructional co-planner. Train teachers to use AI to generate tier-specific scaffolds, vocabulary guides, and station-rotation activities tailored to the precise learning needs of specific student populations.	Coordinator for Digital Learning; Campus Administration	Canvas, Staff Meetings	Dec 2026 open for enrollment	All	Lesson plans indicate differentiation, scaffolds, tier 1 focus for teachers who complete/attend training.				
Participate in targeted professional development, including Science Content Days, to equip teachers with tools to pivot away from simple compliance routines and toward	K–12 Science Campus Administration	Sub days, Professional learning materials, TEKS-aligned resources, model lessons,	May 2027	All	Teachers demonstrate increased capacity to facilitate rigorous, student-center				

deeper and active implementation.		instructional frameworks			ed science instruction that supports all learners.				
As appropriate participate in the *StarLab* curriculum with the portable planetarium to inspire students across classrooms in a wide range of STEM topics.	Science Coordinator; Campus Administrators; Science Teachers	StarLab curriculum, Professional learning materials	May 2027	K-12	Meeting agenda notes Curriculum documents Class visits				
Implement consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	Science Coordinator; Campus Admin; Teachers	Ongoing STEM Professional Development	May 2027	PK-12	Training records STEM Certification data				521
Participate in PK-12 Teachers with support on providing Emergent Bilingual students with linguistic scaffolds based on student needs.	Campus Admin.; Teachers; Director for Academic Programs	Ellevation Strategies Platform, Professional Development, Student Language Data	May 2027	Emergent Bilingual students PK-12	-Increase in % of EB students progressing at least one full proficiency level in Language Proficiency Growth in English -Narrow the gap between EB and Non-EB peers on assessments in core subjects				State Funds: pic 25 Bilingual Education Allotment (BEA) Funds Federal Funds: Title III

Support 9-12 Teachers with support to identify and differentiate for Gifted & Talented students.	Director for Academic Programs; Campus Admin.	Professional Development in Depth and Complexity and differentiating for GT students. Training in GT: Nature and Needs Identification, Assessment and Services of GT students	May 2027	Gifted & Talented Students	Exemplary indicators in the identification process and curriculum & instruction indicators of the GT State Plan				State Funds: pic 21 GT
Attend Kid Talks and SST meetings regularly to support the implementation of high quality tier one instruction and tier one behavior.	Campus Admin.; Director for Professional Learning	Templates, clear expectations, modeling, platform support and professional learning	May 2027	All students	Decrease in Sped Referrals, Decrease in behavior referrals, Decrease in number of tier 3 academic interventions				522

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.1	100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.
Summative Evaluation (to be filled in by June 2027 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
Participate in training for new Mentors.	Campus Admin; Mentors; Amanda Ball	Canvas Course	25% by October; 50% by January; 75% by March; 100% by May	Mentor Teachers	80% or above on each portion of the course				
Facilitate one day per semester to Mentor Teacher "content days".	Amanda Ball, Mentor Teacher Liaisons, Campus Admin	Subs/ half day AM & half day PM	September 16, 2026 March 8, 2027	Mentor Teachers	80% or above attendance combined for all content days				523

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2027, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.
Summative Evaluation (to be filled in by June 2027 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
Participate in a coordinated district-wide professional learning series on the new **Mathematics Research-Based Instructional Strategies (RBIS)** for both K-Alg 2 teachers and campus administrators.	Secondary Math Coordinator, Director for Professional Learning, Campus Administrators, Assistant Superintendent for Curriculum & Learning, LASO 4/LIFT Grant Approved Providers	LASO 4/LIFT grant funds, LASO 4/LIFT Grant Approved Providers, Texas Education Agency (TEA) Math RBIS Training Modules.	June 2027	All	100% completion records for all K-Alg II math teachers and campus administrators on the new Math RBIS modules; monthly administrative calibration walk records showing inter-rater reliability; and district observation dashboards showing a baseline decrease in "Not Present" or "Partially Observed" markings for modeling and discourse indicators.				524
Participate in district professional learning on Reading Research Based Instructional Strategies for all HS RLA teachers and those that support RLA at the campuses.	Secondary ELAR Coordinator / Region XI Coach	RLA RBIS training	All 9-12 ELAR teachers will attend by May 2027	SpEd teachers, Librarians, and Multilingual Specialists	100% participation from ELAR teachers				
Participate in targeted professional learning that focuses on moving classroom technology use from passive consumption to active student creation.	Coordinator for Digital Learning; Campus Admin.; Teachers	PD time; PLC time; staff meetings	Ongoing throughout the year	All	Student creation identified during walk throughs conducted by any content area				

Implement and support the consistent use of the Engineering Design Process across classrooms to enhance problem-solving, critical thinking, and student engagement in STEM learning.	Science Coordinator; Teachers; Campus Admin.	Sub days for NISE; Ongoing STEM Professional Developme nt	May 2027	PK-12	Training records STEM Certification data				
Conduct informal observations to support the implementation of RBIS RLA.	Director for Professional Learning' Campus Admin.	Content area look-fors, STR look fors	May 2027	K-5	Increased success implementing RBIS in elementary RLA				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.3	Establish and maintain collaborative districtwide systems and structures to support ongoing implementations, such as Reading Academies, Bluebonnet PLC practices K-12.
Summative Evaluation (to be filled in by June 2027 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
Deliver ongoing, personalized campus learning sessions to calibrate teachers on deep Bluebonnet Learning Math routines.	Director for Professional Learning, Campus Administrators, Secondary Math Coordinators, LASO 4/LIFT Grant Approved Providers	LASO/LIFT grant, Professional Learning Sessions, Bluebonnet Math materials.	May 2027	All	Professional learning feedback forms, sign-in sheets				
Restructure and protect the weekly campus math PLC calendar to focus entirely on collaborative systems, transitioning the planning block from basic material preparation to high-leverage peer lesson rehearsals. Teachers will actively practice modeling tasks, script academic discussions, and cross-analyze SWAP student exit ticket data.	Campus Administration, Secondary Math Coordinators, K-Alg 2 PLC Leads.	Bluebonnet PLC guidelines, shared electronic artifact folders, TEA SWAP templates.	May 2027	All	100% of campus PLC calendars reflecting dedicated internalization and SWAP blocks; verification of next-day re-teach execution on leadership walks.				526
Continue campus-wide writing initiative with a focus on Notemaking for critical thinking, writing, and discourse.	Campus administration, curriculum coordinators	Canvas course, samples for all content areas	May 2027	All	100% of classroom teachers will implement notemaking; student samples, team & campus PLC agendas; walkthrough observations notes				

All Inclusion Teachers will receive training in better inclusion strategies	Special Populations Director				Evidence of training and post training feedback from teachers				
Implement and support the use of lessons available in LEISD UbD Stage 3, including SAVVAS, in grades K-12 to strengthen inquiry-based instruction, student engagement, literacy integration, and TEKS-aligned Tier I instruction. Provide ongoing personalized support to ensure effective implementation with fidelity.	K–12 Science Campus Administration	Navigate Science platform and lessons, TEKS alignment documents, district curriculum guides	Ongoing throughout the school year with quarterly implementation reviews	GT, SPED, 504, Dyslexia, Emergent Bilingual, Economically Disadvantaged	Classroom walkthroughs, lesson plans, and student work samples demonstrate consistent implementation of LEISD UbD Stage 3 lessons aligned to district expectations. Increased student engagement, literacy integration, and TEKS mastery observed in grades K-12 science classrooms.				527
Participate in one day per semester to support STEM Influencers.	PK–12 Science	Sub days	May 2027	STEM Influencers (at least one per campus)	Increased STEM engagement at each campus				
Leverage Bluebonnet, STR, and assessment data to build momentum with K-12 Multi Tiered Systems of Support, by making the expectations clear and providing implementation support.	Director for Professional Learning; Campus Admin.		Mid Year Check; Substantial Progress by May 2027	All students	100% of campuses progress monitoring in Edugence; 100% of campuses conducting quarterly Kid Talks, 100% of Tier 3 academic supports documented in Edugence; 100% of Tier 2 & 3 Behavior supports documented in Edugence				No additional cost associated

Strengthen the pathway for students to enroll in advanced academics once provided the opportunity.	Director for Academic Success; Counselors; Campus Admin.	Professional Learning and Collaboration	May 2027	Students in advanced academics	Enrollment in advanced academic courses Increased % of students achieving successful levels in AA courses Strengthen and/or Increase Partnerships with entities providing PreAP, AP and Dual Credit opportunities.				State Funds: pic 38 CCMR Pic 11 Local Funds

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	Implement an experience for all 8th graders to visit the high school CTE classes during the school day in order to provide equity in all students seeing CTE classrooms and having the opportunity to visit with current CTE students.
Summative Evaluation (to be filled in by June 2027 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
Notify teachers of the set date for 8th graders to visit the high school a minimum of once during the 2026 school year	Director for CTE & Virtual Programs; Campus Admin.	Bus transportation	August 2026	All					
Communicate a schedule for 8th grade students to visit each CTE classroom	Campus Admin	Schedule for groups of students to visit all CTE classrooms		All	8th grade student survey with feedback on the experience				
Participate in an evaluation the effectiveness of the of the 8th grader visits to CTE classrooms at the high school	Director for CTE & Virtual Programs; Campus Admin; Teachers; Students	Survey	November 2026- May 2027	All	Survey results				529

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.3	Expand current partnerships to further enrich programming and opportunities for students to do internships and interact with personnel in career areas of interest in the classroom or as part of an internship or practicum level class.
Summative Evaluation (to be filled in by June 2027 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
Assist in expanding partnerships to support students with internships in CTE Programs of Study	Director for CTE & Virtual Programs; Campus Admin; Teachers	List of potential partnerships	July2026-May 2027	All	Record of additional internship and practicum experiences				
Participate in a survey for CTE students at 11th and 12th grades to gain insight on practicum	Director for CTE & Virtual Programs; Campus Admin.; Students	Survey	April 2027-May 2027	All	Survey Results				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.4	Research and ensure IBCs are aligned to optimal career opportunities for students based on an analysis of regional career growth projections.
Summative Evaluation (to be filled in by June 2027 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
Assist with researching current IBCs offered by the district and TEA recommendations for jobs as well as Career Craft data to determine the best IBCs for our area to offer students	Director for CTE & Virtual Programs; Teachers; Campus Admin.	TEA list of recommended IBCs; Career Craft data on Regional job growth	August 2026- Sept 2026	All	Research results				
Ensure the most significant IBCs for obtaining jobs are offered to our students.	Director for CTE & Virtual Programs; teachers; High School Counselors; Teachers	TEA list of recommended IBCs; Career Craft data on Regional job growth	August 2026-October 2026	All	List of IBCs aligned to Regional and TEA industry growth areas for each Program of Study				531
Students will maintain or exceed current IBCs earned in the 2027 school year	Director for CTE & Virtual Programs; Teachers; Campus Admin.	IBCs earned for each Program of Study	December 2026; May 2027	All	IBCs earned				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	We will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.1	Create opportunities for the community to have face-to-face interaction with the district in a variety of settings.

Summative Evaluation (to be filled in by June 2027 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**
Host a Hispanic Heritage Night celebration featuring student work, performances, and community partnerships for families to enjoy	Spanish National Honor Society; Campus administrators ; LEHS students and staff	Funds for supplies; Promotional materials; volunteer coordination	Aug - Oct. 2026	All	Partnerships; family attendance; student participation				
Conduct a series of District Informational Meetings	Director for Communicatio n; Superintende nt	Meeting rooms	Sept. '26-May '27	All	Attendance at meetings				532
Set up Listening Tables at a variety of district events	Director for Communicatio n		Sept. '26-May '27	All	Number of interactions with community members and parents				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 7 Community Engagement	We will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.2	Achieve a 5% net increase in student enrollment year-over-year by targeting communication to new families through the "I Choose" campaign.
Summative Evaluation (to be filled in by June 2027 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**
Post Facebook advertisements over the summer months	Director for Communica-tions	Software	June 2026-August '26	All	Posts; Student Enrollment data				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	We will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Continue to offer 5 opportunities for parent training. These sessions are open to all parents, each with a different topic.
Summative Evaluation (to be filled in by June 2027 by administration)	533

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**
Support Friends of LEISD Meetings	Director for Communication; Superintendent; Campus Admin.	Meeting room; power points; data	Sept. '26-May '27	All	Attendance at meetings	First meeting September			

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	We will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.

Summative Evaluation (to be filled in by June 2027 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**
Participate in as required a Realtor event to provide accurate information to realtors who are helping new families move in	Director for Communication; Campus Admin.	Growth and Achievement Report; Booklets	One in Fall and one in Spring	All	Attendance at the event				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 8 Community Engagement	We will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2027 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
Encourage partner participation in SPARK meetings	Campus Admin.	Meeting time	Fall 2026 and Spring 2027	All	Participation and partnerships for student programming				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Successfully execute LEISD spring and summer career fairs through targeted publicity efforts and community outreach, so it continues to serve as an expanded recruiting pipeline.
Summative Evaluation (to be filled in by June 2027 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
Participate in Career Job Fairs	Campus Administration; Teachers	Table Decorations ; Swag	January 2026 - June 2027	All					

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Refine and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2027 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
Honoree Awards Banquet	Human Resource Services Department;	Trophies, venue, invitations/programs,	Sep. 2026- May 2027	All	Increased staff morale; attendance at banquet;				

	Campus Administration	recipient selection process			positive feedback from staff/attendees				
Recognize LEaders of the Pack at Campus among peers	Campus Principal	Leader of the Pack Information from HR	Sep. 2026-May 2027	N/A	Increased staff morale; community connection/participation; feedback from recipients & nominators				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Goal: 9 Human Capital	We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.3	Increase retention by focusing on intentional, targeted connections with all staff to foster a strong sense of belonging and ensure every employee feels valued and heard. 537
Summative Evaluation (to be filled in by June 2027 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**
Recognize at least 10 staff members each month through various on-campus avenues	Campus administrators	Email; social media; PD sessions; newsletters	Aug 26 - May 27	Campus Staff	Quarterly check-ins will reflect that a majority of staff members feel valued and heard				
Deliver Adopt-A-Lobo treats	Office Personnel	Google form; contact with PTAs; list of ways to support; Social media	June 2026 - May 2027	N/A	Social media posts; higher retention rate of 1st year staff; increased staff morale				

		platforms; spreadsheet of all new professional staff							

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Align financial resources and facility planning with the district's academic priorities to ensure every student has the tools and environment necessary to succeed.
Summative Evaluation (to be filled in by June 2027 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
Align budget to student and teacher needs	Principal	Aligned budget; input about needs from teachers	Spring 2027	All					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.2	Demonstrate a strong financial position as evidenced by external recognition and a clean audit while maintaining a focus on customer service.
Summative Evaluation (to be filled in by June 2027 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
Follow all Budget Guidelines from the Business Office	Principal	Budget Guidelines	Aug. '26-Apr.' 27	All	Budget audit clean				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

[Little Elm High School 2026-2027 Professional Learning Plan]
[Little Elm ISD 2026-2027 Professional Learning Plan]
[Little Elm ISD 2026-2027 Improvement Plans]

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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 Quaver (Pre K & Elementary Only), Title IV $15, 200 No Place for Hate Conscious Discipline ($131,480.00) Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses. Title IX student training held on all elementary and secondary campuses during the school year.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	540

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year or throughout the year during job embedded training..	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for job- embedded training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<u>Scope of Assignment for SRO's in Little Elm ISD</u> • 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 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. • 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.	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

• 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 computer and/or secretary assistance. • 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 the 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.			542

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation

The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; 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 Services; 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	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County Play It Safe! (The Women's Center of Tarrant County)	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports Title IX Student Presentations on all elementary and secondary campuses during the school year.	543
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools Title IX Staff Presentations sign in sheets for in-person training on all campuses.	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness annually or through job-embedded	District Budget Counselor led staff presentation Hope Squad Advisor Training;	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

training.	Online training through Safeschools Hope Squad $1,850.00, Title IV			

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 Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $15,200.	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	544

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; Edugence; 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 Part A Funds $748,748	Director for Accountability, Assessment, and Federal 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, IDEA	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 $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation, 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 $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part CI ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $50,000 Title III $30,000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are serviced by the liaison? How many partnerships are made with the community?

Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] when complete in October. The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers

year will be used.			
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts 547
7.Parent and Family Engagement:	LEISD Parent and Family Engagement Plan	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	Sign in sheets Number of Events
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part			

A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	Number of discipline referrals
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
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.	Guidance Lesson School Links Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed four year plans for all 8th graders. Completed three year plans for all 5th graders.	

Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,700,000 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Committee Member	Role	Term Year
James Coleman	Teacher	1
Michael Horvath	Teacher	3
Camille Guirola	Teacher	1
Scott Perry	Teacher	2
Mark Smith	Teacher	1
Kyle Heller	Administrator	3

Deidre Miller	Community Member	3
Tawni Fischer	Business Representative	1
Tamara Alexander	Parent	2
Nathan Perry	Parent	1
Julian Elijah Molinar	Student	1

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**UPDATE POLICY** CFB (LOCAL)					
Presenter or Contact Person:	Jesse Wyse, Chief Financial Office					
Policy/Code:	CFB (LOCAL)					
Strategic Plan Goal:	N/A					
Summary:	Updating Local Policy to increase the Capitalization Threshold.					
Financial Implications:	None					
Attachments:	Proposed revised CFB (LOCAL)					
Recommendation:	**Final review. The Administration recommends updates to policy CFB (LOCAL) at this time.**					
Motion:	**I move that the Board approve the updated policies CFB (LOCAL) as submitted.**					

Capitalization Threshold

The capitalization threshold for purposes of classifying individual capital assets shall be $5,000 and the capitalization threshold for classifying infrastructure assets shall be $5,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

Capitalization Threshold

The capitalization threshold for purposes of classifying individual capital assets shall be ~~$5,000~~ $10,000 and the capitalization threshold for classifying infrastructure assets shall be ~~$5,000~~ $10,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**APPROVAL OF 2026 TAX ROLL**					
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer					
Policy/Code:	Texas Property Tax Code Section 26.09					
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability					
Summary:	TASB recommends the governing body of the school district to approve the tax roll. The 2026 tax roll lists the total levy for Little Elm ISD. The tax roll is prepared by the Denton County Tax Assessor/Collector using taxable value information provided by the Denton County Appraisal District and combining it with the tax rate adopted by Little Elm ISD.					
Financial Implications:	N/A					
Attachments:	2026 LEISD Tax Roll Summary					
Recommendation:	**The Administration recommends the Board of Trustees approve the 2026 Little Elm ISD Tax Roll as submitted.**					
Motion:	**I move that the Board approve the 2026 Little Elm ISD Tax Roll as submitted.**					

2026 TAX ROLL SUMMARY S10 - LITTLE ELM ISD

	Amount		Count
NUMBER OF ACCOUNTS			27,373
MARKET VALUES			
ROLLCODE: MOBILE HOME			
Improvement	$14,178,033		
Improvement Non-Home Site	$98,343		
ROLLCODE: PERSONAL			
Personal	$286,871,781		
ROLLCODE: REAL			
Agriculture	$110,627,786		
Improvement	$7,459,133,113		
Improvement Non-Home Site	$932,443,095		
Land	$3,059,011,622		
Land Ag Land	$43,671		
Land Non-Home Site	$635,107,867		
TOTAL MARKET VALUE		**$12,497,515,311**	
DEFERRALS			
Ag 1D1	$110,627,786		128
TOTAL DEFERRALS		**$110,627,786**	
EXEMPTIONS			
100% Disabled Veteran	$147,182,188		420
145(b) - Single Situs Single Owner	$31,661,668		657
145(d) - Multiple Situs Leases	$5,042,529		176
145(f) - Single Situs Related Business	$766,924		26
23.231 Circuit Breaker Limitation	$45,026,651		958
Cap Adjustment, XT	$169,434,119		2,104
Disabled	$7,532,703		140
Disabled Veteran 10% to 29%	$762,350		98
Disabled Veteran 30% to 49%	$528,000		61
Disabled Veteran 50% to 69%	$872,500		85
Disabled Veteran 70% to 100%	$2,029,646		488
Economic Development - XL	$18,262,737		5
Energy, XR	$404,465		3
First Responder Surviving Spouse	$235,810		1
General Homestead	$2,146,836,105		15,759
Homestead	$6,037,641		53
Low Income Housing, XD, XA	$0		1
Medical / Biomedical	$72,249,515		1
Member Armed Svcs Surviving Sps	$213,480		1
Miscellaneous - XV	$605,297,738		926
Other Exemption, XF, XH, XU	$60,191		2
Over 65	$296,415,784		5,276
Personal Use Vehicle, XN	$71,509,795		30
Pollution Control	$16,681		1
Private Schools- XJ	$9,094,117		2
Surviving Spouse	$5,645,979		109
Surviving Spouse 100% Disabled Vet	$5,473,767		22
Surviving Spouse Disabled Person	$0		1
TOTAL EXEMPTIONS		**$3,648,593,083**	

GRAND TOTAL FOR DEFERRALS AND EXEMPTIONS		**$3,759,220,869**	
TOTAL MARKET VALUE		**$12,497,515,311**	
TAXABLE VALUE		**$8,738,294,442**	
TAX RATE		**1.225200**	
ROLLCODE: MOBILE HOME			
Levy	$153,391.76		579
ROLLCODE: PERSONAL			
Levy	$1,273,289.40		859
ROLLCODE: REAL			
Levy	$95,984,571.74		25,935
TOTAL LEVY		**$97,411,252.90**	
LEVY LOST DUE TO FROZEN		**$9,644,394.60**	
OTHER LOST LEVY		**$5,937.29**	
TOTAL LOST LEVY		**$9,650,331.89**	

Calculation Analysis

	Calc Levy	- Tax Amount	= Diff.	Market Value	Exemption	Taxable Value
Frozen	16,892,540.60	7,248,146.00	9,644,394.60	2,402,491,299	1,023,733,506	1,378,757,793
DV100 (Excl. Frozen)	30,136.27	24,198.98	5,937.29	162,081,728	115,218,057	46,863,671
Prorated (Excl. Frozen	0.00	0.00	0.00	0	0	0
Other	90,138,907.92	90,138,907.92	0.00	9,932,942,284	2,620,269,306	7,312,672,978
Total	107,061,584.79	97,411,252.90	9,650,331.89	12,497,515,311	3,759,220,869	8,738,294,442
DV100 (Incl. Frozen)	8,875.03	2,313.42	6,561.61	55,333,602	31,964,131	23,369,471
Prorated (Incl. Frozen	0.00	0.00	0.00	0	0	0

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**LITTLE ELM ISD EXPENDITURES OVER $100,000 SUMMARY REPORT**					
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer					
Policy/Code:	CH (LOCAL) Purchasing and Acquisition					
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability					
Summary:	Allows LEISD to purchase products or services valued over $100,000 (listed on attachment) which have been properly purchased through statutorily authorized methods.					
Financial Implications:	See attached spreadsheet of expenditures and summary of services.					
Attachments:	Little Elm ISD Expenditures Over $100,000 Summary Report for Approval					
Recommendation:	**The Administration recommends approval of the Little Elm ISD Expenditures Over $100,000 Summary Report as submitted.**					
Motion:	**I move that the Board approve the Little Elm ISD Expenditures Over $100,000 Summary Report dated October 19, 2026, as submitted.**					

Little Elm ISD Expenditures Over $100,000 Summary Report for Approval

Board Meeting Date: October 19, 2026

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Change/Renewal Amount	Change/Purchase Amount	Effective Date	Expiration Date	Description	Administrator
1	DISYS Solutions, Inc. dba DSI Tech	Construction Services	New	N/A	N/A	$121,423	10/20/2026	6/30/2027	Puchase of communication equipment for the new data center.	Mickey James
2										

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐ **Action Item** ☐ **Consent Agenda** ☒ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**FINANCIAL REPORTS – AUGUST 2026**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	Board Legal Status Powers and Duties – BAA (LOCAL) Annual Operating Budget – CE (LOCAL)
Strategic Plan Goal:	Ensuring Fiscal Health & Sustainability
Summary:	Monthly financial reports are prepared by the Business Services Department.
Financial Implications:	As this is a report only, there are no direct financial implications. Each month, financial reports are prepared detailing the status of the District's budget as of the most recent accounting period. The following reports are included to provide financial transparency.
Attachments:	Financial Reports Expenditures by Major Object (for Board Adopted Funds 199, 240, 511) Budget to Actuals (for Board Adopted Funds 199, 240, 511) Cash Flow Statement Cash Position Property Tax Collection Reports Capital Projects Reports

Recommendation:	**The Administration recommends approval of the August 2026 Financial Reports as presented.**
Motion:	**I move that the Board approve the August 2026 Financial Reports as presented.**

Financial Report
August

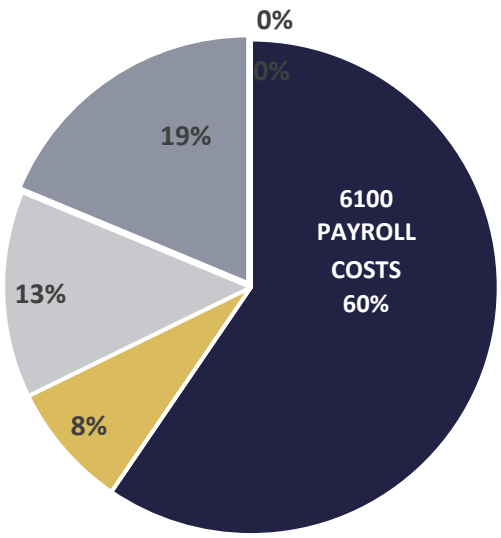


- Budget to Actuals
- Expenditures by Major Object
- Cash Flow Statement
- Cash Position
- Property Tax Collection Report
- Capital Project Reports

Jesse Wyse
Chief Financial Officer
Business & Finance Services

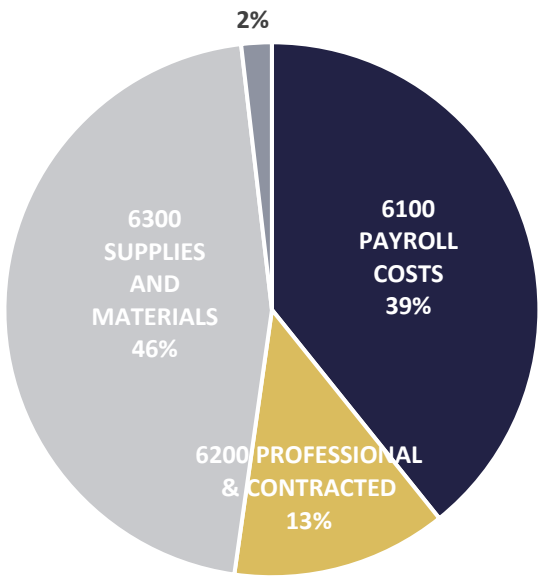
Revenue and Expenditures
By Major Object Code
Through Accounting Period: Aug 2026

General Fund - 199



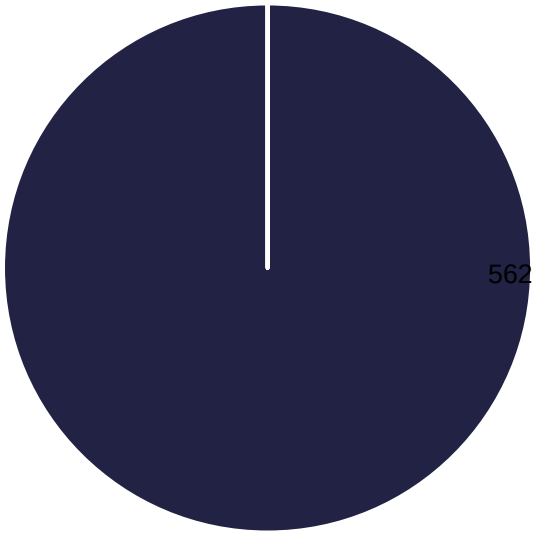
- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6500 DEBT SERVICE
- 6600 CPTL OUTLY LAND BLDG & EQUIP

Child Nutrition - 240



- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6600 CPTL OUTLY LAND BLDG & EQUIP

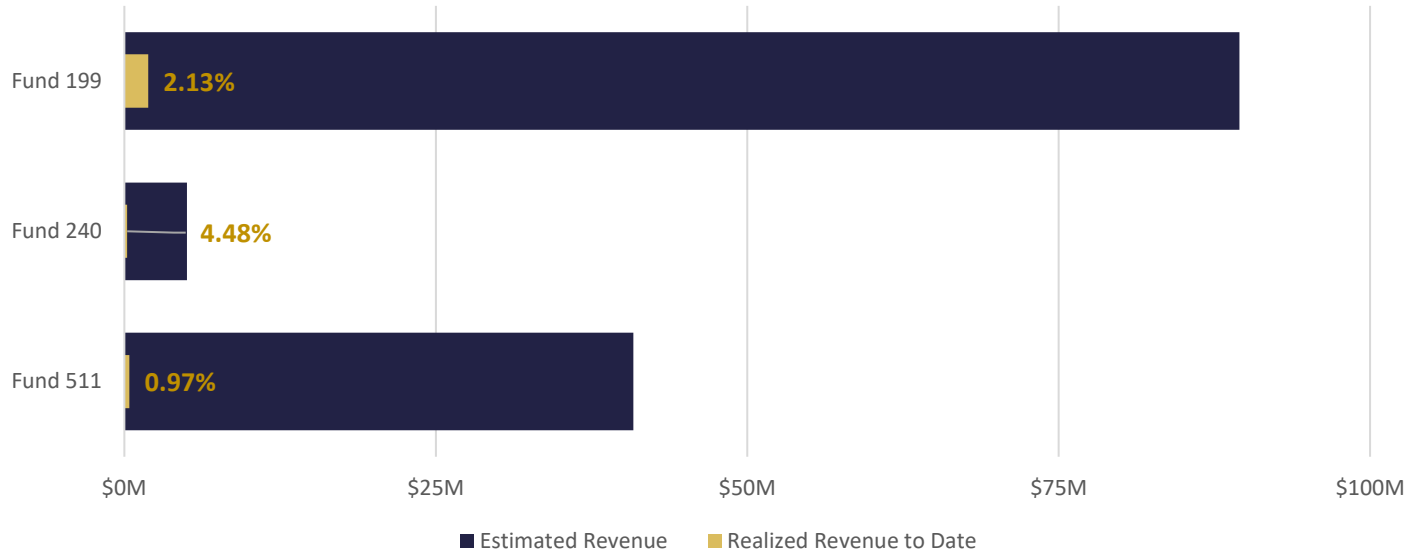
DEBT SERVICE - 511



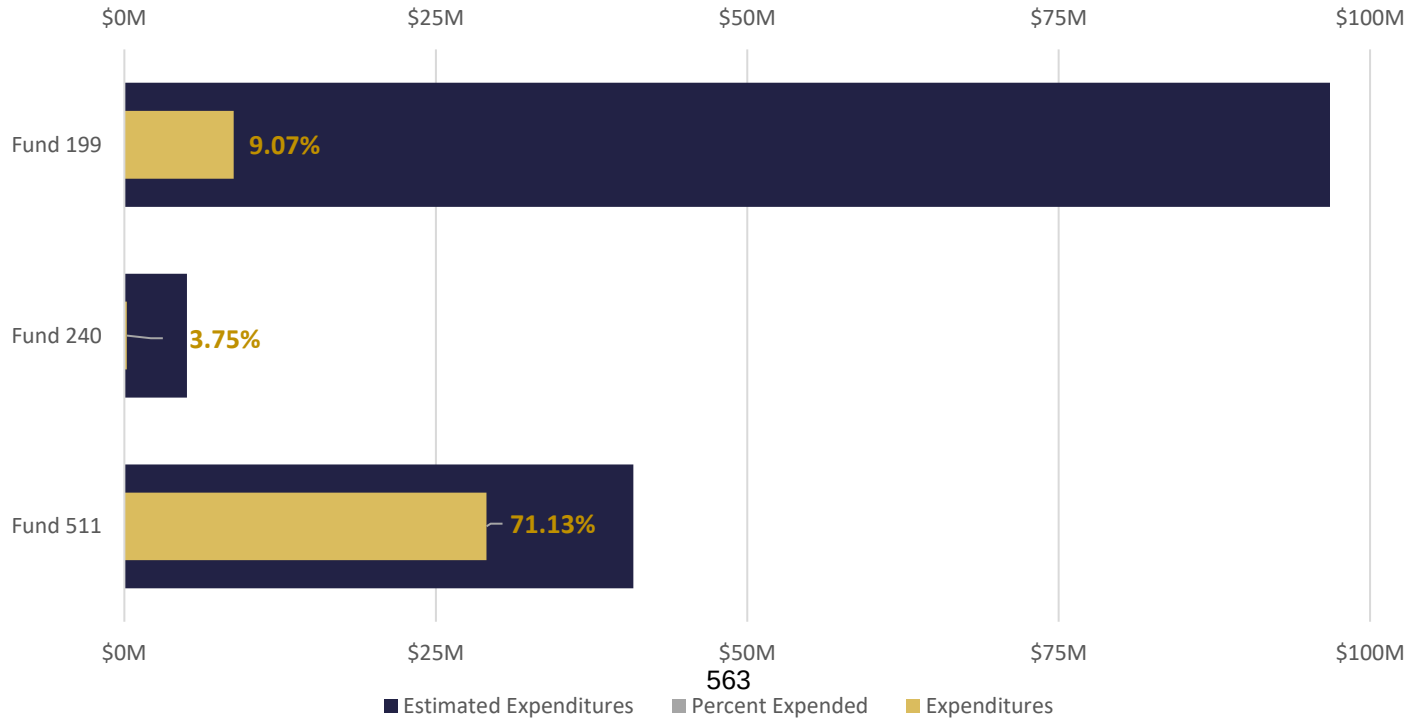
- 6500 DEBT SERVICE

Budget to Actuals
Expenditures and Revenue
Through Accounting Period: August 2026

Revenue: Estimated vs. Realized



Expenditures: Estimated vs. Expended



Revenues and Expenditures by Major Object Code
LITTLE ELM I.S.D
Accounting Periods: 07 through 08
ACTUALS FOR THE MONTH OF AUG 2026

Class/Major Object Code	Est Rev/Approp	Encumbrances	Real Rev/Exp	Balances
Fund Code 199 / 7 - GENERAL FUND				
6100 PAYROLL COSTS	-76,703,841.00	.00	5,226,524.50	-71,477,316.50
6200 PROFESSIONAL & CONTRACTED SVS	-12,463,062.00	6,058,111.17	723,372.16	-5,681,578.67
6300 SUPPLIES AND MATERIALS	-4,244,837.00	1,570,528.59	1,185,484.05	-1,488,824.36
6400 OTHER OPERATING COSTS	-3,005,281.00	204,283.36	1,644,408.87	-1,156,588.77
6500 DEBT SERVICE	-373,263.00	373,257.24	.00	-5.76
6600 CPTL OUTLY LAND BLDG & EQUIP	-6.00	.00	.00	-6.00
Subtotals for Fund 199 / 7	**-96,790,290.00**	**8,206,180.36**	**8,779,789.58**	**-79,804,320.06**
Fund Code 240 / 7 - NATL BREAKFAST/LUNCH PROGRAM				
6100 PAYROLL COSTS	-2,097,568.00	.00	73,878.81	-2,023,689.19
6200 PROFESSIONAL & CONTRACTED SVS	-272,000.00	104,763.57	24,500.13	-142,736.30
6300 SUPPLIES AND MATERIALS	-2,549,662.00	1,961,411.86	86,442.75	-501,807.39
6400 OTHER OPERATING COSTS	-79,238.00	2,342.41	3,467.97	-73,427.62
6600 CPTL OUTLY LAND BLDG & EQUIP	-20,000.00	.00	.00	-20,000.00
Subtotals for Fund 240 / 7	**-5,018,468.00**	**2,068,517.84**	**188,289.66**	**-2,761,660.50**
Fund Code 511 / 7 - DEBT SERVICE FUND				
6500 DEBT SERVICE	-40,870,558.00	7,850.00	29,072,342.00	-11,790,366.00
Subtotals for Fund 511 / 7	**-40,870,558.00**	**7,850.00**	**29,072,342.00**	**-11,790,366.00**
Grand Totals	**-142,679,316.00**	**10,282,548.20**	**38,040,421.24**	**-94,356,346.56**

End of Report

Revenues and Expenditures by Major Object Code
LITTLE ELM I.S.D
Accounting Periods: 07 through 08
ACTUALS FOR THE MONTH OF AUG 2026

Class/Major Object Code	Est Rev/Approp	Encumbrances	Real Rev/Exp	Balances
Fund Code 199 / 7 - GENERAL FUND				
5700 REVENUE-LOCAL AND INTERMEDIATE	60,675,570.00	.00	-480,421.87	60,195,148.13
5800 STATE PROGRAM REVENUES	26,599,334.00	.00	-1,429,099.66	25,170,234.34
5900 FEDERAL PROGRAM REVENUES	2,225,000.00	.00	-707.67	2,224,292.33
Subtotals for Fund 199 / 7	**89,499,904.00**	**.00**	**-1,910,229.20**	**87,589,674.80**
Fund Code 240 / 7 - NATL BREAKFAST/LUNCH PROGRAM				
5700 REVENUE-LOCAL AND INTERMEDIATE	1,612,906.00	.00	-166,711.66	1,446,194.34
5800 STATE PROGRAM REVENUES	18,000.00	.00	.00	18,000.00
5900 FEDERAL PROGRAM REVENUES	3,387,562.00	.00	-57,340.50	3,330,221.50
Subtotals for Fund 240 / 7	**5,018,468.00**	**.00**	**-224,052.16**	**4,794,415.84**
Fund Code 511 / 7 - DEBT SERVICE FUND				
5700 REVENUE-LOCAL AND INTERMEDIATE	36,727,427.00	.00	-398,161.10	36,329,265.90
5800 STATE PROGRAM REVENUES	4,143,131.00	.00	.00	4,143,131.00
Subtotals for Fund 511 / 7	**40,870,558.00**	**.00**	**-398,161.10**	**40,472,396.90**
Grand Totals	**135,388,930.00**	**.00**	**-2,532,442.46**	**132,856,487.54**

End of Report

Little Elm Independent School District
General Operating Cash Flow Statement
FY 2025-2026

	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	TOTAL
Beginning Cash Balance in Bank	10,682,108.53	8,410,195.21											10,682,108.53
RECEIPTS													
Tax Collections	0.00	0.00											-
Interest	14,614.90	13,800.75											28,415.65
Other Local Revenue	125,129.38	142,800.50											267,929.88
State Revenue - Available School	-	707.67											707.67
State Revenue - Foundation	331,378.00	639,155.00											970,533.00
State Revenue - Debt Service	-	-											-
State Revenue - Misc	-	-											566
SHARS Receipts	35,982.00	951,879.70											987,861.70
Federal Program Revenue	-	1,321,199.92											1,321,199.92
Federal Program Revenue 240	3,262.56	-											3,262.56
Lunch Revenue - local 240	5,492.99	162,464.09											
Payroll Deposits	-	2,728.40											2,728.40
Transfers from Debt Service	-	-											-
Transfers from Investment Acct	7,000,000.00	10,353,352.67											17,353,352.67
Total Revenue	7,515,859.83	13,588,088.70	-	-	-	-	-	-	-	-	-	-	21,103,948.53
DISBURSEMENTS													
Payroll Checks	4,539,501.75	4,453,066.25											8,992,568.00
Accounts Payable Checks	3,715,879.74	2,346,114.92											6,061,994.66
TRS	1,280,816.39	1,287,079.73											2,567,896.12
Recapture		1,612,143.00											
IRS	518,221.97	500,483.93											1,018,705.90
Bank Charges/ NSFs/Bk Trans	-	-											-
Total Expenditures	10,054,419.85	10,198,887.83	-	-	-	-	-	-	-	-	-	-	20,253,307.68
Cash Transfer to TEA													-
Cash Transfer to Debt Service													1,097,913.28
Transfers to Investment Accounts													-
In Transit	(266,646.70)	(124,914.16)											(391,560.86)
Total Expenditures & Transfers	9,787,773.15	10,073,973.67	-	-	-	-	-	-	-	-	-	-	19,861,746.82
Net Change in Cash	(2,271,913.32)	3,514,115.03	-	-	-	-	-	-	-	-	-	-	1,242,201.71
Ending Cash Balance	8,410,195.21	11,924,310.24	-	-	-	-	-	-	-	-	-	-	11,924,310.24
Beginning Cash Balance Lone Star	20,607,315.87	17,168,586.12											20,607,315.87
Beginning Cash Balance TexStar	1,744,254.56	1,749,618.52											1,744,254.56
Beginning Cash Balance Texas Class	54,318,807.86	47,665,547.59											54,318,807.86
Beginning Cash Balance TX Class UMB	178,575,755.51	179,165,489.41											178,575,755.51
Interest Earned Lone Star	58,192.86	52,565.54											110,758.40
Interest Earned TexStar	5,363.96	5,431.74											10,795.70
Interest Earned TexasClass	150,168.19	119,374.23											269,542.42
Misc Earned TxClass UMB	177,734.38	(8,576,080.03)											(8,398,345.65)
Transfers in	621,751.12	156,590.23											778,341.35
Transfers out	(10,510,102.67)	(13,642,051.97)											(24,152,154.64)
In Transit	51,973.59	28,065.01											28,065.01
Ending Cash Balance Invested	245,801,215.23	223,893,136.39	-	-	-	-	-	-	-	-	-	-	223,893,136.39
TOTAL CASH AVAILABLE	254,211,410.44	235,817,446.63	-	-	-	-	-	-	-	-	-	-	235,817,446.63

Little Elm Independent School District
Debt Service Cash Flow Statement
FY 2025-2026

	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	TOTAL
Beginning Cash Balance in Bank	43,328.88	43,398.85											43,328.88
RECEIPTS													
Tax Collections													-
Interest	69.97	70.09											140.06
Bond Issuance/Refunding													-
Transfer from General Operating													-
Transfers from Investment Acct													-
Total Revenue	69.97	70.09	-	-	-	-	-	-	-	-	-	-	140.06
DISBURSEMENTS													
Wire Bond Issuance Fees			-	-	-	-	-			-	-		-
Bank Charges/ NSFs/Bk Trans		-	-	-	-	-	-	-		-	-		-
Total Expenditures	-	-	-	-	-	-	-	-	-	-	-		-
Transfers to Investment Accounts													-
Transfer to General Operating													-
Total Expenditures & Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Cash	69.97	70.09	-	-	-	-	-	-	-	-	-	-	140.06
Ending Cash Balance in bank	43,398.85	43,468.94	-	-	-	-	-	-	-	-	-	-	43,468.94
Statement Beg Cash Balance TexPool	20,049,952.41	20,234,232.28											20,049,952.41
Interest Earned TexPool	62,381.20	23,851.02											86,232.22
Transfers in	121,898.67	9,094,925.34											9,216,824.01
Transfers out		(29,070,592.00)											(29,070,592.00)
In Transit	31,961.07	17,396.14											17,396.14
Ending Cash Balance Invested	20,266,193.35	299,812.78	-	-	-	-	-	-	-	-	-	-	299,812.78
TOTAL CASH AVAILABLE	20,309,592.20	343,281.72	-	-	-	-	-	-	-	-	-	-	343,281.72

0001 - GENERAL OPERATING

Cash		Cash Starting Balance	4,360,240.06
	164 / 6		.00
	199 / 6		1,160,334.02
	211 / 6		-107,049.93
	224 / 6		679,841.17
	225 / 6		-2,277.14
	240 / 6		-488,229.68
	244 / 6		52,061.32
	255 / 6		-33,842.73
	263 / 6		112,580.45
	289 / 6		-3,060.43
	385 / 6		-5,838.00
	429 / 6		-88,217.19
	461 / 6		-22,732.39
	499 / 6		-39,725.21
	511 / 6		-14,964.94
	656 / 6		1,045,837.98
	657 / 6		.00
	679 / 6		8,777.41
	720 / 6		-12,677.88
	817 / 6		-4,295.83
	865 / 6		24,776.24
	866 / 6		525.00
		Cash Ending Balance	6,622,062.30
		Group 0001 Ending Balance	**6,622,062.30**

0002 - PAYROLL CLEARING

Cash		Cash Starting Balance	9,829.05
	163 / 6		1,241.60
		Cash Ending Balance	11,070.65
		Group 0002 Ending Balance	**11,070.65**

0003 - DEBT SERVICE

Cash		Cash Starting Balance	43,261.27
	511 / 6		67.61
		Cash Ending Balance	43,328.88
		Group 0003 Ending Balance	**43,328.88**

0004 - CREDIT CARD

Cash		Cash Starting Balance	203,294.32
	199 / 6		-11,299.32
	240 / 6		-115,291.03
	461 / 6		-23,958.34
	499 / 6		2,343.50
	865 / 6		-6,113.55
		Cash Ending Balance	48,975.58
		Group 0004 Ending Balance	**48,975.58**

0005 - ECR

Cash		Cash Starting Balance	4,000,000.00
	199 / 6		.00
		Cash Ending Balance	4,000,000.00
		Group 0005 Ending Balance	**4,000,000.00**

0006 - LONESTAR

Cash		Cash Starting Balance	20,544,941.12
	199 / 6		26,265.70
	679 / 6		-2,378,922.61
	696 / 6		18,424.66
		Cash Ending Balance	18,210,708.87
		Group 0006 Ending Balance	**18,210,708.87**

0007 - TEXSTAR

Cash		Cash Starting Balance	1,739,077.95
	199 / 6		5,176.61
		Cash Ending Balance	1,744,254.56
		Group 0007 Ending Balance	**1,744,254.56**

0008 - TEXAS CLASS

Cash		Cash Starting Balance	243,683,884.65
	199 / 6		-6,634,120.81
	511 / 6		65,088.56
	656 / 6		-4,852,690.33
	657 / 6		798,819.46
	679 / 6		-107,873.34
		Cash Ending Balance	232,953,108.19
		Group 0008 Ending Balance	**232,953,108.19**

0009 - TEXPOOL

Cash		Cash Starting Balance	19,859,127.23
	511 / 6		227,095.68
		Cash Ending Balance	20,086,222.91
		Group 0009 Ending Balance	**20,086,222.91**

TOTALS

Cash Ending Balance	**283,719,731.94**
Add Investment Balance	**.00**
Totals	**283,719,731.94**

End of Report

Cash Position by Bank Account
LITTLE ELM I.S.D
As of August

0001 - GENERAL OPERATING		
Cash Ending Balance:		1,096,776.14
Add Investment:		
	Total:	**1,096,776.14**
0002 - PAYROLL CLEARING		
Cash Ending Balance:		-1,572.32
Add Investment:		
	Total:	**-1,572.32**
0003 - DEBT SERVICE		
Cash Ending Balance:		140.06
Add Investment:		
	Total:	**140.06**
0004 - CREDIT CARD		
Cash Ending Balance:		146,997.89
Add Investment:		
	Total:	**146,997.89**
0005 - ECR		
Cash Ending Balance:		.00
Add Investment:		
	Total:	**.00**
0006 - LONESTAR		
Cash Ending Balance:		-3,389,145.61
Add Investment:		
	Total:	**-3,389,145.61**
0007 - TEXSTAR		
Cash Ending Balance:		10,795.70
Add Investment:		
	Total:	**10,795.70**
0008 - TEXAS CLASS		
Cash Ending Balance:		-25,636,585.32
Add Investment:		
	Total:	**-25,636,585.32**
0009 - TEXPOOL		
Cash Ending Balance:		-19,786,410.13
Add Investment:		
	Total:	**-19,786,410.13**

TOTALS	
Cash Ending Balance	**-47,559,003.59**
Add Investment Balance	**.00**
Totals	**-47,559,003.59**

End of Report

Denton County Tax Office

Run Date: 9/1/2026 10:39:45AM **Distribution Summary 2 Report**

Deposit Date from 8/1/2026 to 8/31/2026 and Tax Units = 60

S10- LITTLE ELM ISD

Cur. Levy M&O	91,217.92	Del. Levy M&O	26,495.32
Cur. Interest M&O	3,322.71	Del. Interest M&O	3,907.73
Cur. Penalty M&O	6,526.70	Del. Penalty M&O	956.79
Cur. Rendition Penalty M&O	111.13	Del. Rendition Penalty M&O	143.35
Total Current M&O	101,178.46	Total Delinquent M&O	31,503.19
Cur. Levy I&S	56,769.60	Del. Levy I&S	14,926.70
Cur. Interest I&S	2,062.98	Del. Interest I&S	1,968.11
Cur. Penalty I&S	4,053.20	Del. Penalty I&S	579.82
Cur. Rendition Penalty I&S	0.00	Del. Rendition Penalty I&S	0.00
Total Current I&S	62,885.78	Total Delinquent I&S	17,474.63
Cur. Levy S1	0.00	Del. Levy S1	0.00
Cur. Interest S1	0.00	Del. Interest S1	0.00
Cur. Penalty S1	0.00	Del. Penalty S1	0.00
Cur. Rendition Penalty S1	0.00	Del. Rendition Penalty S1	0.00
Total Current S1	0.00	Total Delinquent S1	0.00

Cur. Levy	147,987.52	Del. Levy	41,422.02
Cur. Interest	5,385.69	Del. Interest	5,875.84
Cur. Penalty	10,579.90	Del. Penalty	1,536.61
Cur. Rendition Penalty	111.13	Del. Rendition Penalty	143.35
Total Current	164,064.24	Total Delinquent	48,977.82

Grand Total M&O	132,681.65
Grand Total I&S	80,360.41
Grand Total S1	0.00
Total Due to Jurisdiction	213,042.06
Total Due to Delq Tax Atty	20,249.76

School Fund Coding Totals (if applicable)

M&O Current Year	199-5711	91,217.92
M&O Prior Years	199-5712	26,495.32
M&O Penalty & Interest	199-5719	14,968.41
I&S Current Year	599-5711	56,769.60
I&S Prior Year	599-5712	14,926.70
I&S Penalty & Interest	599-5719	8,664.11

Little Elm ISD

Engage Equip Empower

Capital Projects Update as of June 30, 2026 Bond 2022 Status

High School Renovations

Budgeted $164,550,000

Expended $ 89,915,437

52.4%

Safety/Technology/Building Upgrades

Budgeted $32,250,000

Expended $ 20,784,375

63.7%

$289,500,000

Bond Package

95.5%

Lakewood Elementary

Budgeted $50,400,000

Expended $48,143,929

0%

Miscellaneous Projects

Budgeted $42,300,000

Expended $ 0

Little Elm ISD

Engage Equip Empower

Capital Projects Update as of June 30, 2026 Bond 2022 Status

Safety & Security

Budgeted $9,500,000

Expended $10,213,964

105.3%

Technology

Budgeted $7,000,000

Expended $1,149,727

16.0%

$32,250,000

Safety/Technology/Building Upgrades/Transportation

54.2%

Interior/Exterior Upgrades

Budgeted $15,445,000

Expended $ 8,368,968

344.8%

Transportation

Budgeted $305,000

Expended $1,051,716

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-19-2026**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	

Subject:	**SB13 ACQUISITION OF LIBRARY BOOKS**
Presenter or Contact Person:	Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning
Policy/Code:	EFB (LEGAL)
Strategic Plan Goal:	We will communicate with the LEISD community to build trust, support, and involvement. LEISD will engage 100% of students in learning experiences that lead to college, career, and/or military opportunities to ensure all of our students are post-secondary ready upon graduation.
Summary:	As a result of SB13 from the 89th Legislative Session, we are required to have a process for library acquisition in place and post potential books for acquisition on the website for 30 days prior to the Board approving the purchase of the books. The Board may deny any book on the list for purchase based on community values and the developmental appropriateness of the material.
Financial Implications:	There is no financial impact to the budget.
Attachments:	Elementary Book Acquisition List posted September 16. 2026 Middle School Book Acquisition List posted September 16, 2026 High School Book Acquisition List posted August 31, 2026

Recommendation:	**The Administration recommends the Board approve the proposed library book acquisitions posted on the website for public input on September 16, 2026 and August 31, 2026 to align with legislation.**
Motion:	**I move the Board approve the proposed library book acquisitions posted on the website for public input on September 16, 2026 and August 31, 2026 to align with legislation as presented.**

Book Title	Author	Date Entered	Note
Yarn is everything! (Jasper Rabbit Creepy Tales)	Aaron Renyolds	9/16/2026	
The pug who wanted to be a bunny	Bella Swift	9/16/2026	
The pug who wanted to be a pumpkin	Bella Swift	9/16/2026	
The pug who wanted to be a reindeer	Bella Swift	9/16/2026	
The pug who wanted to be a unicorn	Bella Swift	9/16/2026	
Diary of a Wimpy Kid: Sprinkle in Time	Dav Pilkey	9/16/2026	
How to Catch a Bookworm	Alice Walstead	9/16/2026	
Switch play! (Soccer 'Cats, Book 9)	Stephanie True Peters	9/16/2026	
Operation baby-sitter (Soccer 'Cats, Book 2)	Stephanie True Peters	9/16/2026	
Soccer GOATs : the greatest athletes of all time (Sports Ill	Capstone Press, a Capstone	9/16/2026	576
Sports Illustrated Kids: Día de Juego (Game Day!) Delante	Capstone Press, a Capsto	9/16/2026	
The submarine pitch (Matt Christopher Sports Classics)	Little Brown	9/16/2026	
Catch that pass! (Matt Christopher Sports Classics)	Matt Christopher	9/16/2026	
Soccer Scoop: Who's making a fool of Mac? (Matt Christopher	Matt Christopher	9/16/2026	
Slam dunk (Matt Christopher Sports Classics)	Robert Hirschfield	9/16/2026	
On the court with-- LeBron James (Matt Christopher Spor	Stephanie True Peters	9/16/2026	
Los Tipos Malos en la elegida?! (Bad Guys, Book 12)	Aaron Blabey	9/16/2026	
Los Tipos Malos en cortar por lo sano (Bad Guys, Book 1	Aaron Blabey	9/16/2026	
Los Tipos Malos en los tienes detrazzz (Bad Guys, Book	Aaron Blabey	9/16/2026	
The Stinky Wonky Donkey	Craig Smith	9/16/2026	

Dr. Pompo's Nose	Saxton Freymann	9/16/2026
Unlovable	Dan Yaccarino	9/16/2026
Desastre en el musica	Jessica Gunderson	9/16/2026
El dilema de la primera cita	Jane B Mason	9/16/2026
El dilema de la primera cita	Jane B Mason	9/16/2026
El gran chisme	Simonson, Louise	9/16/2026
Cinderella outgrows th eGlas Sliper and other Zany Fractu	Scholastic	9/16/2026
The Wonderful Wizard of Oz fir Kids	Bredan Kelso, ed.	9/16/2026
Yarn is Everything! (Creepy Tales)	Aaron Reynolds	9/16/2026
Dog Man: A Sprinkle in Time (Dog Man #15)	Dav Pilkey	9/16/2026
A Day off School	Oliver Jeffers	9/16/2026
Pete the Cat and the Cookie Catastrophe	James Dean	9/16/2026
Dionsaur Destruction (Who Would Win?)	Jerry Pallotta	9/16/2026
Amari and the Metalwork Menace	B.B. Alston	9/16/2026
Stubby: A Pencil's Journey	Sydra Mallery	9/16/2026
Agents of S.U.I.T.: Sew Much Trouble	John Patrick Green	9/16/2026
This Is Not a Christmas Book: This is a Book About Rocks	Jory John	9/16/2026
Pug Goes to Hollywood (Diary of a Pug # 15)	Kyla May	9/16/2026
The Sweater	Larissa Theule	9/16/2026
Owl by Myself	Pete Oswald	9/16/2026
All the Ways We Learn	Chloe Ito Ward	9/16/2026
I'm So Happy You're Here: A Celebration of Library Joy	Mychal Threets	9/16/2026

All the Books	Hayley Rocco	9/16/2026
Millie Fluer's Worst Day Ever	Christy Mandin	9/16/2026
Incredibly Fast and Not At All Fun	Tadgh Bently	9/16/2026
Strays	Gia Gordan	9/16/2026
The Gingerbread Monster	Dan Gemeinhart	9/16/2026
Roar	Varsha Bajaj	9/16/2026
Nando	McCall Hoyle	9/16/2026
Take It Apart	Katey Howes	9/16/2026
Graffe's Book is Missing a Story	DK Ryland	9/16/2026
Rock and Roll	Ruby Amy Thompson	9/16/2026
How to Catcha Bookworm	Alice Walstead	9/16/2026
Help! I'm Being Eaten by a Bear!	Neil Sharpson	9/16/2026
Because	Mo Willems	9/16/2026
The Pumkin Thief	Alice Hemming	9/16/2026
The Sun Thief	Alice Hemming	9/16/2026
Millie Fluer's Pumpkin Problem	Christy Mandin	9/16/2026
Capybara: A First Field Guide	Julia Mata	9/16/2026
The Toast of the Town	Jory John	9/16/2026
Bravepaw and the Heartstone of Alluria	Doogie Horner	9/16/2026
The Hunt for the Kraken	Kathryn Butler	9/16/2026
That You are Here is No Small Thing	Traci N. Todd	9/16/2026
Good Morning Crayons	Drew Daywalt	9/16/2026

The Littlest Elephant: A One and Only Ruby Story	Katherine Applegate	9/16/2026	
The Last Comics on Earth #4	Max Braillier	9/16/2026	
Star Stories (Orris and Timble)	Kate DiCamillo	9/16/2026	
Fifth Grade Top Dogs	Jerry Spinelli	9/16/2026	
I Am Not Happy!	Caroline L. Perry	9/16/2026	
Gray Squirrel Loses It!	Cassandra Federman	9/16/2026	
At the mountains of madness	Jacopo della Quercia	9/16/2026	
Big Bigfoot's secret vacation	Katherine Factor	9/16/2026	
Chupacabra	Cristin Bishara	9/16/2026	
Curse of Great Winter Academy	Jessika Fleck and Brian A	9/16/2026	
Fairy House	James Preller and Norm (	9/16/2026	
The Flight of the Unicorn	Deborah Lerme Goodmar	9/16/2026	
The Ghost on the Mountain	Kyandreia Jones	9/16/2026	
Glitterpony Farm	Tina Connolly	9/16/2026	
Minecraft: The Manga 1	Kazuyoshi Seto	9/16/2026	
Minecraft: The Manga 2	Kazuyoshi Seto	9/16/2026	
Minecraft: The Manga 3	Kazuyoshi Seto	9/16/2026	
Minecraft: The Manga 4	Kazuyoshi Seto	9/16/2026	
Minecraft: The Manga 5	Kazuyoshi Seto	9/16/2026	
Minecraft: The Manga 6	Kazuyoshi Seto	9/16/2026	
Stowaway	Griffin McElroy	9/16/2026	
Your Very Own Robot	Montgomery, R. A.	9/16/2026	

Newton and Me	Lynne Mayer	9/16/2026	
Rube Goldberg's Simple Normal Humdrum School Day	Jennifer George	9/16/2026	
Rube Goldberg's Simple Normal Definitely Different Day O	Jennifer George	9/16/2026	
Not a Box City	Antoinette Portis	9/16/2026	
Red is a Dragon	Roseanne Thong	9/16/2026	
A Universe of Rainbows: Multicolored Poems for a Multic	Jamey Christoph	9/16/2026	

Book Title	Author	Date Entered	Note
150 Great American Events	William Bennett	9/16/2026	
The Wonder You See	Joanna Gaines	9/16/2026	
I Am the Spirit of Justice	Jemar Tisby	9/16/2026	
Five Chapter Books, Step 2	Pamela Brookes	9/16/2026	

Book Title	Author	Date Entered	Note
Hawthorne's Short Stories	Nathaniel Hawthorne	8/31/2026	For use in Literary Criticism HS UIL
The Works of Anne Bradstreet	Anne Bradstreet	8/31/2026	For use in Literary Criticism HS UIL
American Colossus: The Triumph of Capitalism	H.W. Brands	8/31/2026	For use in Social Studies HS UIL
Quantum Supremacy: How the Quantam Computer Revolution Will Change Everything	Michio Kaku	8/31/2026	For use in Science HS UIL
Physics of the Impossible	Michio Kaku	8/31/2026	For use in Science HS UIL

			583
