

Lewisville Independent School District
District Improvement Plan
2024-2025 Formative Review with Notes

Mission Statement

Engaging and inspiring learners and leaders

Vision

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

Core Beliefs

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

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Goals

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.



Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.



HB3 Goal



Evaluation Data Sources: Teacher feedback

Istation reading and math


Readiness dashboard


Strategy 1 Details	Reviews
<p>Strategy 1: Implement year-long professional learning plan to support high yield instructional strategies and One Vision Framework</p> <p>Redesign TREND form to align with prioritized strategies in curriculum</p> <p>Redesign and implement LEAD evaluation tools to support the learning organization</p> <p>Evaluate efficacy of existing assessment tools used to report and monitor student learning</p> <p>Strategy's Expected Result/Impact: See 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation Human Resources Schools</p>	<p>Nov November Evidence of Progress</p> <p> PL plan is being implemented to support ongoing and intentional structured learning on One Vision Framework. 2 of 5 sessions completed with campus leaders. Plan to build capacity with teachers has begun. Principals developed a comprehensive PL plan as well to support ongoing learning focused on campus priorities.</p> <p>TREND redesign committee and input groups are formed and will begin meeting in December. Alignment of LEAD evaluation tools implemented at BOY.</p> <p>All MS participated in CBAs in fall and data analyzed.</p> <p>Feb February Evidence of Progress</p> <p> Ongoing One Vision framework learning continues with campus leaders. Support implemented for principals as they plan for PL days based on campus priorities and One Vision learning. One Vision walk-through form piloted at two middle schools.</p> <p>The redesign of the Trend form has been completed and is currently being piloted by principals on the committee. The data will be reviewed and feedback provided by the principals later this spring to finalize the form for the 2025-26 SY.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Analyze and act on survey results to improve and streamline curriculum based on recommendations below</p> <p>Revise district curriculum content and format to clearly communication the learning outcomes and clarity in success criteria in each core content area unit (Secondary)</p> <p>Design streamlined overviews for each core content area course to communicate the key curricular goals and learning experiences to both students and teachers (Secondary)</p> <p>Apply consistent formatting to each content PK-5 for teacher efficiency in locating resources (Elementary)</p> <p>Include sample day to day guidance for math teachers to make planning more efficient (Elementary)</p> <p>Strategy's Expected Result/Impact: See 1.1.1, 1.1.3, 1.1.4, 1.1.5 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching School Chiefs</p>	<p>Nov November Evidence of Progress</p> <p> Recommendation completed - ES math sample lesson calendars are complete as requested in survey. Redesigned units are 75% complete. Foundational literacy supports have been added for foundational skill small groups. Secondary content, format, and overview streamlining in progress.</p> <p>Feb February Evidence of Progress</p> <p> Three of the five recommendations have been completed - ES redesigned units are 100% complete. Secondary - content, format, and overview streamlining in process in high enrollment core content areas.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Targeted Support during implementation and execution of plans Collaborative Literacy checkins and data conversations with targeted campuses to identify actions to address needs Monitor readiness rates and implement interventions at campus level Embed dashboard readiness data conversations with campus leaders to identify and support student needs Evaluate local practices that are impacting state CCMR rates and make appropriate adjustments. Work with HS campuses to create campus plans to address CCMR rates</p> <p>Strategy's Expected Result/Impact: See 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8 Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation School Chiefs</p>	<p>Nov November Evidence of Progress</p>  <p>ES HB3 progress monitoring session 1 completed with 19 ES which focus on identified student groups. to drive small group intervention and instruction. Literacy check-ins are underway and DIBELS assessments are being utilized for student reading analysis if at risk on Istation. Increase in coaching sessions due to redesign of supports to focus on higher needs more.</p> <p>Secondary CCMR check-ins are underway for HS campuses. Readiness data from different sources have been curated into a single source to provide suggestions and opportunities by student. Estimated to be coming in around 70% CCMR right now.</p> <p>Feb February Evidence of Progress</p>  <p>ES HB3 progress monitoring session 2 completed with 19 ES which focus on identified student groups to drive small group intervention and instruction. Second round of literacy check-ins are underway and DIBELS assessments are being utilized for student reading and math analysis if at risk on Istation. Data indicates the change in service model is providing high-risk campuses with increased and concentrated support. Dual Language principals have met three times, each time focusing on EB data and strategies to increase language development.</p> <p>Secondary - multiple campuses had follow-up meetings with CTE to ensure Program of Study alignment prior to registration. Will see an increase in student more engaged in CCMR opportunities with MS exploration course in 6th grade next year. Worked with December graduates to complete Industry-Based certification if already met the CTE Concentrator indicator. Estimated to be coming in around 80.5% CCMR right now.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

 No Progress

 Accomplished



 Continue/Modify







 Discontinue

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

Evaluation Data Sources: Readiness dashboard







Strategy 1 Details	Reviews
<p>Strategy 1: Work with campuses and campus leaders to support PLC implementation to set goals and monitor impact Monitor readiness rates and implement interventions at campus level Embed dashboard readiness data conversations with campus leaders to set campus goals Analyze and evaluate programs and their implementation/identification processes in the dashboard to provide targeted interventions Educate and support staff on identifying students in need of targeted and early intervention</p> <p>Strategy's Expected Result/Impact: See 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation Schools</p>	<p>Nov November Evidence of Progress</p>  <p>Dashboard readiness data used during comprehensive needs assessments at campus level to determine priorities. Coaches and admin continue to focus on goals that improve quality of PLCs to center on learning outcomes aligned with curriculum. Fall scorecard check-ins allow for deeper dive into data to identify students in need and collaborate on interventions. Chief meet with L&T regularly to understand data sources to review with principals regarding students in need of intervention.</p> <p>MTSS programming was reframed. Use of SuccessEd and new approaches to integrating data decision-making for evaluations and target interventions in Tier 2 and 3. Principals trained in October.</p> <p>Feb February Evidence of Progress</p>  <p>Dashboard readiness data continues to be analyzed and used during coaching, monitoring meetings, and check-in conversations to monitor progress, identify PLC focus needs, and identify student needs to guide intervention and small instruction. Dashboard readiness data was also reviewed during MOY TPESS meetings with principals.</p> <p>Feedback opportunity regarding MTSS was held in January during AP U. A MTSS task force is being created to identify ways to streamline processes and documentation so the focus can be on student learning instead of paperwork.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Analyze course and program enrollment to determine future actions Monitor and communicate benefits of advanced course enrollment, CTE Certifications earned, Dual Credit hours earned, AP College Credits earned Middle School College and Career Exploration course implementation Fall 24 At the expense of the district, offer an additional opportunity for students to take the TSIA2 English and Math assessments embedded within a course and administered by teachers of the course.</p> <p>Strategy's Expected Result/Impact: See all 1.1 and 1.2 metrics on district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation Schools</p>	<p>Nov November Evidence of Progress</p> <p> CCMR/CTE enrollment meetings conducted Data analysis provided and support for tracking course alignment for future offerings. Conversations continue to align all CTE offering for Program of Study and IBC completion. Adjustments are being considered to help align courses and Program of Study to increase completers. Ex.Fashion design course will move into a Entrepreneurship Program of Study. Identified fall students in need of TSI testing prior to registration for dual credit enrollment.</p> <p>CSW and SPED meet quarterly to collaborate and ensure departments are communicating about opportunities for students served by SPED, including academic pieces such as endorsements, advanced courses, DC and CTE.</p> <p>Fall campus visits ongoing to monitor and observe implementation of career exploration and utilizing the new software.</p> <p>Feb February Evidence of Progress</p> <p> MS Career and College Exploration course is available for all 15 MS for 25-26 course registration. Multiple campuses had follow-up meetings with CTE to ensure Program of Study alignment prior to registration. Worked with December graduates to complete Industry-Based certification if already met the CTE Concentrator indicator.</p> <p>Training provided to all SPED diags on CCMR and enrolling in advanced courses for students served in SPED.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

Evaluation Data Sources: Surveys and input groups

Strategy 1 Details	Reviews
<p>Strategy 1: Implement recommendations based on student and staff input. Focus group of MS/HS stakeholders to audit existing curriculum and processes to make improvement Formalize advisory completion system Continue to work with campuses to develop a system to track CSW curriculum implementation</p> <p>Strategy's Expected Result/Impact: See 2.1.1 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Schools</p>	<p>Nov  November Evidence of Progress MS guidance lessons are embedded in core content classes. Campus counselors manage/support and provide guidance on sensitive topics as was suggested in staff feedback. Feedback indicates a better balance on advisory lesson delivery with the support of counselors as well as to help offset schedule change.</p> <p>Recommendation completed: Campuses are submitting completion logs to ensure implementation of curriculum. For digital platforms, Second Steps, built-in measure provides completion data.</p> <p>Feb  February Evidence of Progress MS advisory lessons are monitored for completion. Core content teachers select topics to deliver in class. A focus group will meet later this spring to audit existing curriculum and processes and make improvements.</p> <p>May May Evidence of Progress Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

Evaluation Data Sources: Surveys
LISD Dashboard

Strategy 1 Details

Strategy 1: Consider student group feedback and student survey results to address building community and belonging

Provide campus administrator with training and resources at INSPIRE and throughout the year at Principal and APU, focused on the One Vision Framework and specifically the Positive Learning Environment components: relationships and belonging, common values and guidelines, and expectations

Support 52 campuses in receiving and implementing Safe and Civil reboot training

District expectation for all classrooms to implement "treatment agreements" or other classroom procedures and expectations in alignment with the One Vision Framework for positive learning environment (Safe and Civil and Restorative Practices)

Focus on building community in the classroom through Restorative Practices and other proactive behavior management practices

Develop a LISD Student Leadership Experience Cohort in partnership with community organizations and nonprofits

Strategy's Expected Result/Impact: See 2.2.1, 2.2.2, 2.2.3, 2.5.1, 2.5.2, 2.5.4 on the district scorecard for targeted outcomes

Staff Responsible for Monitoring: Chief of Staff

Schools

Student Services

Reviews

Nov

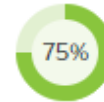


November Evidence of Progress

Leader learning and resources were provided at Inspire and continue at each APU and alternating at Principal U to support the implementation of the One Vision Framework.

52 campuses have started the Safe and Civil training, 9 campuses in Restorative Practices cohort with 2 more on consult. Campuses implementation of Treatment agreement with 83% of students indicating use in the classroom. Additional supports for positive learning environment include a Every Connection Matters book study with over 100 participants and a Love and Logic series on Restorative Practices and Parent Engagement with 237 online participants. The LISD Student Leadership Experience Cohort has begun with 28 Juniors meeting monthly to grow in leadership skills and service through partnerships with community organizations.

Feb



February Evidence of Progress

Continued planned learning sessions at campus leader learning on the positive learning environment of the One Vision framework. Principal-led sessions to share strategies and elevate best practices on proactive behavior management practices. Continued work of the Safe and Civil cohorts and support of restorative practices during implementation. Expectation of athletic coaches on implementing character programs to build community and foster teamwork.


Expectation of coaches to implement character development program to support building community and belonging. Student involvement - 24-25 participation numbers in athletic collected for MS and HS - 1500 in football and over 800 in volleyball for secondary combined. Implementing strategies to ensure performance opportunities at all ES campuses.


May

May Evidence of Progress

Evidence of Progress

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.







Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews
<p>Strategy 1: Through collaboration with campus leaders, create and implement a resource of "Best Practices" of interventions for chronic absenteeism Implement interventions at the time of early indicators for truancy issues at the campus level School Chiefs will partner with Student Services and coach campus leaders on early intervention strategies, with a focus on transition years Provide targeted support to campuses in need of assistance with implementing software Develop materials to educate PreK and Kinder families on the importance of attendance in the learning process</p> <p>Strategy's Expected Result/Impact: See 2.3.1, 2.3.2 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Schools Student Services</p>	<p>Nov November Evidence of Progress</p> <p> Attendance information shared during parent orientation and teachers engaging as part of the early intervention process to check in when students are absent. New administrators provided individualized training on campus truancy data and system to monitor. Training also provided at Inspire and APU and attendance clerks this fall to include ideas and best practices to monitor and respond. Collaborative partnership with Judge with 85 cases filed.</p> <p>Feb February Evidence of Progress</p> <p> Principal-led sessions to share strategies and elevate best intervention practices on addressing attendance. A bank of resources created and shared with principals of effective early interventions for absenteeism. 3,000 loss of credit plans initiated, 274 truancy cases filed with the court.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

Evaluation Data Sources: Safety reports

Strategy 1 Details	Reviews
<p>Strategy 1: Train students, parents, and staff to implement safety reporting tools Monitor Implementation and trends of LISD K9 Detection Program Ensure new campus admin complete the required FEMA NIMS training Complete and submit Campus Emergency Operation Plans to public safety agencies Monitor Stop It App trends Continue implementation the Guardian program to comply with the new HB3</p> <p>Strategy's Expected Result/Impact: See 2.4.1, 2.4.2, 2.4.3, 2.5.1 , 2.5.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Student Services Schools</p>	<p>Nov November Evidence of Progress</p> <p> We are on pace to have all required first semester trainings and drills completed by the end of the semester. Stop It App trends have decreased from last year. K9 detection program being implemented successfully with training adjusted based on trends.</p> <p>Feb February Evidence of Progress</p> <p> 100% completion of all drills for fall. On pace for all required spring semester trainings and drills to be completed. Stop It App trends continue to be monitored. Successful implementation and maintaining of 100% of ES Guardian program. Working with new hires during the onboarding process for compliance training completion.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Evaluation Data Sources: Survey results

LISD Dashboard

Eduphoria Strive reports

Committee report

Strategy 1 Details

Strategy 1: Respond to recommendations from the LISD Student Discipline Leadership Team
Establish district level non-negotiables and/or standardized practices for classroom management - Safe and Civil training to create school wide expectations in shared areas and positive behavior techniques
District-level review and revision of discipline offense codes to improve value and actionability of discipline data
Provide training on positive behavior supports in conjunction with the campus behavior management plans
Provide refresher training in Restorative practices to support campus implementation
Provide training on Positive Learning Environment/BASE to proactively provide interventions as alternatives to more punitive disciplinary actions.
Analyze student group representation at HS level (athletics, fine arts, CTE, ethnic representation, discipline rates of students plugged in)
Support campuses is the use of dashboard data to identify a campus behavior goal to include in CIP
Review current district policies and procedures with use of personal technology and establish district standards that support learning and reduce distractions

Strategy's Expected Result/Impact: See 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.7 on the district scorecard for targeted outcomes

Staff Responsible for Monitoring: Student Services
Schools
Campuses

Reviews

Nov



November Evidence of Progress

Recommendations completed exceeds target for this year. Reviewed current district policy and procedures with use of technology and establish district standards that support learning and reduce distractions. Establish district-level expectation for the use of treatment agreements and alignment of behavior supports and campus goals with campus behavior management plans. Revisiting restorative practices with identified cohort campuses. Reviewed and revised discipline offense codes to improve value and actionability of discipline data.

Positive behavior supports learning has been embedded into campus leader learning. 3 Safe and Civil cohorts implemented this year. Resources are provided to support implementation back on campus. Each ISS aide received training on proactive interventions and ongoing training is being offering to administrators.

2024-25 participation numbers for at HS level are being collected to review and analyze involvements impact on student experience and behavior.

Feb



February Evidence of Progress





Continued review, reflection, and adjustment of dashboard behavior data and practices in alignment with campus behavior goals and management plans. Behavior PLC learning with APs to look at trends in offense codes. Random sampling of offense codes to analyze and support campus leaders.

Collaboration for campus specific needs regarding behavior incorporated in MTSS meetings. Safe and Civil trainings continue with exit ticket data reviewed to monitor implementation of processes of MTSS layered supports and how to best support campuses.


May


May Evidence of Progress

Evidence of Progress

Strategy 2 Details	Reviews
<p>Strategy 2: Utilize LSSPs, Special Ed Counselors, and Behavior Interventions to provide evidence-based MTSS tier 2 small group instruction on social skills and Tier 3 individual behavior interventions to ensure general education students are successful in the general education classroom and to prevent unnecessary Special Education referrals Monitor the implementation fidelity and success of MTSS behavior interventions across LISD campuses. (audit)</p> <p>Strategy's Expected Result/Impact: See 2.5.1, 2.5.2, 2.5.5 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Student Services Schools Campuses</p>	<p>Nov November Evidence of Progress</p>  <p>Continue to reframe MTSS interventions and train on Safe and Civil School strategies. LSSPs, SPED Counselors, and Behavior Interventionists supporting development of Tier 3 student plans during MTSS meetings. Seeing an increase use of targeted and intensive interventions being documents in SuccessEd resulting in slight decrease in behavior offenses.</p> <p>Feb February Evidence of Progress</p>  <p>LPSSs, SPED Counselors and Behavior Interventionists are continuing to serve on MTSS meetings at Tier 3 level including providing behavior intervention and proactive counseling supports. Meetings are ongoing to discuss expert involvement in Tier 2 and streamlining help at each tier.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Implement adjustments to AP role based on study and recommendations to impact time with students Streamline learning to spread the information throughout the year in order to provide continuous support Analyze data on allocation of responsibilities and establish suggested division of responsibilities to balance workload Support assistant principals on organizing and developing processes to manage workload Streamline processes to include MTSS, 504, and Special Education paperwork in one place</p> <p>Strategy's Expected Result/Impact: See 2.5.6 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Campuses</p>	<p>Nov November Evidence of Progress</p>  <p>Learning has been streamlined throughout the year at APU to support the needs of administrators and to address timely topics. Meetings are scheduled with departments for both fall and spring to determine topics of need.</p> <p>Feb February Evidence of Progress</p>  <p>Four recommendations have been completed. Continue to streamline learning and embed critical learning addressing key topics for APs during AP U learning - including supporting organizing and processes to manage workload . APs provided feedback on MTSS process during last meeting and meetings are ongoing to discuss expert involvement in Tier 2 and streamlining help at each tier.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

 No Progress

 Accomplished



 Continue/Modify







 Discontinue

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: Finance reports







Strategy 1 Details	Reviews
<p>Strategy 1: Maximize opportunities for revenue and seek additional revenue options. Conduct annual expenditure projection meetings with key departments related to large-scale programs and add trend report of fill rate assumption Quarterly meetings with contracted services to ensure quality of service and efficiency Work with partners to enhance collaboration and donation systems</p> <p>Strategy's Expected Result/Impact: See 3.1.1, 3.1.2, 3.1.3 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Finance Leadership Team Department leaders</p>	<p>Nov November Evidence of Progress</p>  <p>Made multiple changes in order to decrease expenditures to M&O. Continue to collaborate on revenue options and reduction of expenditures through more efficiency practices. Continue to meet quarterly with contracted services to ensure efficiency without reducing quality.</p> <p>Feb February Evidence of Progress</p>  <p>Continue to decrease expenditures to achieve targets, including retirement of schools and land sales. Seeking new revenue options through grant opportunities.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Until increase to the basic allotment, the district will continue to react to the funding from the state in a strategic approach and strategically advocate on behalf of LISD for an equitable school finance funding system</p> <p>Identify budget reduction aligned to Board Guiding Principles</p> <p>Engaging with Community Efficiency Committee to analyze efficiencies and provide recommendations</p> <p>Strategy's Expected Result/Impact: See 3.1.1, 3.1.2, 3.1.3 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Finance Leadership Team</p>	<p>Nov November Evidence of Progress</p> <p> Convened the Community Efficiency Committee to analyze efficiencies across all district campuses and provided recommendations. Met with Title I principals. Will proceed with budget meetings after the transition in Munis in January.</p> <p>Feb February Evidence of Progress</p> <p> Continued budget and Munis/Skyward conversion trainings with bookkeepers and secretaries, in addition to training leaders. Additional budget training will occur in March and April.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.



Evaluation Data Sources: Finance dashboard
Finance reports







Strategy 1 Details	Reviews
<p>Strategy 1: Create a resource to support staff with best practices and quick Q/A Continue to expand annual finance/budget training for campus/department administrators and budget managers Continue to provide resources to educate staff, families, and community through uniformed messaging and UnRapped Videos Redesign the financial dashboard website Regular internal meetings about Bond projects, progress, and oversight Regular ongoing communication with community about Bond progress, including update meetings with One Vision Taskforce</p> <p>Strategy's Expected Result/Impact: See 3.2.1, 3.2.2 on the district scorecard for targeted outcomes Staff Responsible for Monitoring: Finance Communications Chief of Staff</p>	<p>Nov  November Evidence of Progress Best practices discussed at annual training provided. Additional UnRapped video shared with staff on November 5 to keep them informed and engaged. Working on redesign of financial dashboard website. Regular internal meetings on bond issues and monitor projects. Bond updates included in newsletters and met with One Vision Task Force to provide update.</p> <p>Feb  February Evidence of Progress Starting back up the campus team walks to identify facility needs and persistent problems for capital planning. Continue to have regular internal meetings on bond projects and upkeep of bond issues log and dashboard to track projects. New structure in place for finance dashboard. Website will continue to evolve in collaboration with multiple departments to inform stakeholders.</p> <p>May May Evidence of Progress Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

Evaluation Data Sources: Finance reports
PEIMS reports
Technology reports



Strategy 1 Details	Reviews
<p>Strategy 1: Provide systems that allow data analysis to support identification and measurement of practices to improve efficiency Continue to review purchases to ensure they maximize district funding and meet purchasing guidelines Convene Community Efficiency Committee to study attendance trends and facility efficiencies to bring recommendations to the Board. Continue to evaluate, select, and fully implement admin applications that meet district needs and increase efficiency while maintaining data integrity for TEA submission compliance Continue to evaluate special programs and staffing models through the lens of finance Continue to identify scheduling and coding practices and explore options that lead to increased funding Develop standard operating procedures for all major Human Resources process Increase attendance with PreK and Kinder parent education focus Convene a National Board Certification Cohort for teachers Analyze PK students served in sped funding</p> <p>Strategy's Expected Result/Impact: See 3.3.1 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Finance Accountability and Evaluation, PEIMS Human Resource Chief of Staff</p>	<p>Nov  November Evidence of Progress Recommendation in progress - PEIMS held meetings with SPED staff to identify areas/ verify where coding is impacting funding. SPED staff is investigating and updating as appropriate. Convened CEC to study attendance trends and efficiencies. National Board Certification Cohort for teachers has begun.</p> <p>Feb  February Evidence of Progress Continued work with SPED to analyze PK students served and to align services and PEIMS. Tracking budget requires for post district to identify trends and amounts. Individual meetings with Title I campuses to discuss usage of remaining funds.</p> <p>Implemented a new Asset Tracking System which saves us about 32% annually on software renewals.</p> <p>May May Evidence of Progress Evidence of Progress</p>







Strategy 2 Details	Reviews
<p>Strategy 2: Fully implement IMS notification feature with day notices for devices not being utilized and improve processes for withdraw students to collect iPads</p> <p>Monitor device opt in and usage data as new devices are deployed and new filtering and personal device policies change</p> <p>Continue to monitor Cyber score through Fortify Data</p> <p>Continue to improve overall campus and cybersecurity posture using TX Cyber Framework</p> <p>Adjust device on campus average to September 1 - April 30th to provide best snap shot of usage</p> <p>Metric of daily device use to include both on and off campus use into the daily. Adjust the campus report to show 3 layers, on campus, off campus, and combined percentage</p> <p>Modify weekly campus reports to show who accessed the reports</p> <p>Strategy's Expected Result/Impact: See 3.3.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Technology</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p> 40%</p> <p>IMS notifications is being piloted at three campuses currently. Upon successful implementation we plan to expand this to other campuses. This notifies if an iPad is missing 5, 10 or 15 days from campus. Continue to monitor 1:X device data. Continue to adjust our filtering processes to adjust to the changes of personal cell phone usage in ES and MS. Opt-in % is 97.7% for the month of October. Reports are provided to campus admin regularly as well to monitor usage and accessibility.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p> 80%</p> <p>Expanded the use of IMS notifications on regular basis to tech and campus leader on iPad usage and devices not on campuses for 5, 10, or 15 days. Continue to monitor Cyber score through Fortify Data and scheduled the Texas Cybersecurity Framework audit. Datacenter team completed annual penetration and vulnerability testing and made changes accordingly.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

Evaluation Data Sources: Survey results



Strategy 1 Details	Reviews
<p>Strategy 1: Implement a more consistent, mandated role assignment for certain staff positions across the district Redesign Human Resources website to promote benefits for current and future employees Implement new ERP process</p> <p>Strategy's Expected Result/Impact: See 3.4.1, 3.4.2, 3.4.3 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Human Resources Technology Leadership Team</p>	<p>Nov November Evidence of Progress</p>  <p>With the transition to a new ERP system, Skyward, we have reviewed our role assignments for certain staff positions to ensure that each assignment aligns with the appropriate PEIMS coding to ensure that the district receives appropriate funding. The HR external website was updated this fall to include updated links and buttons as well as highlighting the "Top Ten Reasons" to join LISD. Implementation of new ERP is in progress.</p> <p>Feb February Evidence of Progress</p>  <p>Conversion to new ERP process ongoing with specific trainings based on roles and open labs provided for ongoing support.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>







Strategy 2 Details	Reviews
<p>Strategy 2: Utilize feedback to determine strategies to support employees that are not compensation related Further consideration of streamlining special programs paperwork and processes Consider feedback regarding LPAC as part of the MTSS process Continue to engage stakeholders in the problem-solving process to address staff wellbeing and workload Convene solution group to audit processes/programs that are heavy with paperwork and streamline Continue to analyze district-wide initiatives and individual campus needs to ensure alignment and differentiated approach when needed</p> <p>Strategy's Expected Result/Impact: See 3.4.1, 3.4.2, 3.4.3 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Chief of Staff Leadership Team</p>	<p>Nov November Evidence of Progress</p>  <p>Continued collaboration with input groups to generate strategies and solutions. Provided an update on actions taken based on feedback in the November 5 staff video. Feedback has been positive on the streamlining of district-wide initiatives and alignment to district and campus approaches and ongoing supports.</p> <p>Feb February Evidence of Progress</p>  <p>Recommendations completed: Several measures implemented to assist in streamlining processes including of hiring forms and communication during onboarding process for hiring manager and candidates. Continue collaboration across departments and with staff to align initiatives with priorities - including the work on streamlining and prioritizing summer learning and trade credit options. Implementation of new ERP process.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
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Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: Human Resources Staffing reports
Eduphoria Strive reports







Strategy 1 Details	Reviews
<p>Strategy 1: Collaborate with L&T and utilize social media in recruitment efforts Convene a bilingual staffing task force to address challenges Continue to focus on hard to fill areas through a prioritization of staffing and compensation, bilingual Analyze associate teacher feedback to determine barriers and create a system to increase completion rate in obtaining a certification and retention rate in hard-to-fill teaching positions Identify and collaborate with community partners to create donors for scholarships to support recruitment (paras to teachers, coming home stipend, support teaches to get certified) Attend local college student groups and social media campaign to recruit Reimagine Human Resource website and social media channels highlighting staff to promote LISD Continue to support Grow Your Own Program with college partnerships</p> <p>Strategy's Expected Result/Impact: See 4.1.1, 4.1.2, 4.1.3 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Human Resources Schools Learning and Teaching</p>	<p>Nov November Evidence of Progress</p> <p> Positions are now posted on several different platforms depending on position. A survey will be sent out in December to associate teachers to gather information regarding barriers. Data will be analyzed to determine next steps. Minor change: working through supporting campuses on reviewing locations of two-way dual language to help with staffing models and shortages of certified teachers. Cohort 2 for grow your own with Dallas college. 7 recruitment trips and 9 events for recruitment with many more in spring and a focus on student teachers.</p> <p>Feb February Evidence of Progress</p> <p> L&T continues to work with principals and HR to identify shortages, resignations, and retirement schools for accuracy in placing certified staff, especially bilingual potential candidates. Delay of bilingual task force due to focus on school closure work and accurate placements, working on consolidation of dual language, best usage of resources.</p> <p>Progress on social media "reels" for recruitment efforts. Introductory meetings held with all applicants in high needs areas to increase our capacity to hire when vacancies occur. Minor change: local pre assessment based on TOFL requirements and concepts conducted before associate teachers were placed.</p> <p>Collaboration with LEF on scholarships for employees through the established LISD fellowship program. 10 of the 22 Dallas College Cohort 2 members have already started classes. Updates to HR website have been completed.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Align leadership development and hiring practices to support future leaders Analyze leadership capacity needed moving forward and develop opportunities to build capacity in future leaders on the employee journey</p> <p>Strategy's Expected Result/Impact: See 4.1.4, 4.2.1 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Chief of Staff</p>	<p>Nov November Evidence of Progress</p> <p> An increased number of leadership opportunities have been provided to staff to differentiate on needs and roles. Principal U and APU has been intentionally designed to align learning with district/campus goals while at the same time spacing out the learning.</p> <p>Feb February Evidence of Progress</p> <p> Multiple leadership learning opportunities continue to be provided. Additional spring opportunity added for leaders to participate in providing intentional feedback. Check-in meetings included leadership capacity opportunities on campus. Work on the employee journey will begin in March.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).



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







Strategy 1 Details	Reviews
<p>Strategy 1: Analyze results of exit survey and consider themes to address Analyze and respond to Pulse Check results as part of the district and campus response plan Utilize staff engagement groups to gain input and solutions on key topics Explore childcare options for current and future employees</p> <p>Strategy's Expected Result/Impact: See district scorecard 4.2.1, 4.2.2, 4.2.3 for targeted outcomes</p> <p>Staff Responsible for Monitoring: Human Resources Schools Accountability and Evaluation Chief of Staff</p>	<p>Nov November Evidence of Progress</p> <p> The overall results of the exit survey indicate that the majority of our staff that exit the district are leaving for personal reasons and have had a positive overall experience with the district. We continue to review exit survey and Pulse Check results on a regular basis to identify themes across the district as a whole and specific campuses. Reaching out to other districts to understand requirements and childcare options. Continue to engage with three different cohorts of Brand Ambassadors to gain insight and help find solutions to key topics. Current retention data is coming in on track to last year - 98.6% retention rate at this time last year, 98.3% retention rate currently this year.</p> <p>Feb February Evidence of Progress</p> <p> Exit surveys are reviewed on a regular basis and results shared with appropriate departments. 58 in person exit interviews have been conducted since May 2024. People are complimentary of the district but themes from concerns shared include compensation and lack of funding and appreciation from public. New hire feedback reviewed regularly. Exploring options for childcare have been completed.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

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

Strategy 1 Details	Reviews
<p>Strategy 1: Analyze survey results and consider feedback to address issues with effectiveness and challenges of PL Develop National Board Certification cohort to empower master teachers to connect and grow with others Define SIS roles and required training topics Research PL approach to address current workforce changes</p> <p>Strategy's Expected Result/Impact: See 4.3.1, 4.3.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Chief of Staff Leadership Team</p>	<p>Nov November Evidence of Progress</p> <p> The first National Board Cohort has been established for the school year. There are currently 12 teachers participating in this program.</p> <p>The Professional Learning Survey continues to be analyzed to review impact and feedback. New learning opportunities have been developed to meet the needs of the learner. Other ideas continue to be researched and explored for implementation. In accordance with recommendations from the Student Services audit, the TIS team has provided targeted training opportunities that apply to specific roles throughout the year (e.g. master schedule building, scheduling). Teachers have relevant training documentation provided in their Skyward Educator Access portal. The TIS team also collaborates with the PEIMS team on training provided to attendance clerks and registrars related to Skyward usage.</p> <p>Feb February Evidence of Progress</p> <p> SPED provided intentional training around teacher and staff schedules at the campus as well as provided recordings for on demand access. PL survey results are analyzed. Collaboration with other NTX districts and review of innovative approaches to address current needs are ongoing to inform and support PL structures and topics.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Intentional development of campus leaders (principals and APs) on the capacities included in the principal profile</p> <p>Maximize professional learning time with campus principals and APs in the development of leadership growth to support campus needs and priorities</p> <p>Review principal learning and content prior to learning sessions - Chief of Schools, School Chiefs and Director of Professional Learning</p> <p>Develop structure to support learning with department leaders to inform and engage in district focus areas and key topics</p> <p>Strategy's Expected Result/Impact: See 4.3.1, 4.3.2 on the district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Schools Chief of Staff Leadership Team</p>	<p>Nov November Evidence of Progress</p> <p> Learning has been intentionally streamlined for principals to balance the needs throughout the year and have a greater impact. The leader profile continues to be used during learning sessions with administrator and teacher leaders to support the lens of leadership in LISD. PL, Chief of Schools, and School Chiefs collaborate with departments to prioritize and plan learning for principals.</p> <p>Feb February Evidence of Progress</p> <p> Leader learning topics continue to focus on timely needs and learning that supports campus goals. Input is taken from scorecard check-ins to help determine needs. Principals who have had success on specific priorities are able to present and share successful strategies. AP learning was adjusted this year to all in person and additional time for learning to support job role and challenges.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	







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

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

Evaluation Data Sources: Survey results

Communication reports

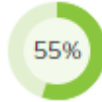

Input group feedback

Strategy 1 Details	Reviews
<p>Strategy 1: Analyze and consider staff and parent survey results to address barriers to effective communication</p> <ul style="list-style-type: none"> Develop advocacy tools aligned with the message Share communication tips with principals and department leaders to increase engagement and share positive stories to create a window into the school Educate campus leaders on the importance of scorecard measures Collaborate with principals on use of BLT and PTA to connect with parents, businesses, and community Expand ambassadors experiences to build capacity and outreach to proactively engage with our elected officials Create The Lewisville Legacy, streamline location for Community Engagement opportunities and Add Informational meetings and events to The Lewisville Legacy Support staff in navigating hot topics in alignment with district board policies Intentional and streamlined communication at the district level - LISD App, Communication Commitments, social media mapping Share stories and celebrate staff recognitions (Recognize Someone, Thank A Teacher) <p>Strategy's Expected Result/Impact: See 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7 on district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Communications Schools Chief of Staff Leadership Team</p>	<p>Nov November Evidence of Progress</p> <p> Continue to use feedback to provide updates to keep stakeholders informed. Provide key messaging and tips to leaders to ensure clear communication. Engaging with 3 cohorts of Brand Ambassadors and Key Communicators to inform and empower to advocate. . Minor change: based on feedback from our ambassadors group, the November 5 staff video was created to provide update on current topics and address clear direction on the Pulse Check survey results.</p> <p>Feb February Evidence of Progress</p> <p> Staff and parent survey results have been reviewed at February check-ins and during MOY TPESS meetings with coaching and feedback provided to ensure strong communication strategies. SMORE newsletter highlighted each week to support learning of useful features in SMORE.</p> <p>Scorecard measures continue to be part of regular conversations around the daily work on campuses. Principals have shared that the scorecard has helped them be more intentional with all aspects of leadership and assist with monitoring and clearly communicating progress with stakeholders.</p> <p>Brand Ambassadors and Key Communicators continue to be very engaged and assisted in the development of advocacy tools and the legislative website has been updated. App downloads at 20K. Minor changes: Visual "stories" have helped see an increase in engagement based on social media mapping. Another staff update video was created for February 14 PL to provide staff with critical updates to keep them informed.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	


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


Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

Evaluation Data Sources: Survey results
Input group feedback

Strategy 1 Details	Reviews
<p>Strategy 1: Develop a campaign with theme for the year Switch from school messenger to Finalsite Analyze and prioritize current surveys to ensure we are receiving feedback on most important topics Create a system to ensure all feedback and survey results are regularly monitored and utilized to guide decisions Create tracking of priorities and response communication plan Implement communication plan when changes are implemented Analyze budget input from staff survey responses to determine future actions Communication plan on ways people can grow as teachers leaders (cohorts, NBCT)</p> <p>Strategy's Expected Result/Impact: See 5.2.1, 5.2.2, 5.2.3 on district scorecard for targeted outcomes</p> <p>Staff Responsible for Monitoring: Communications Chief of Staff Leadership Team</p>	<p>Nov</p> <p>November Evidence of Progress</p>  <p>Everyone themes campaign conducted. Switched over in mass communication systems - from School Messenger to Finalsite. The new tool does not allow us to monitor open rates in the same way as the previous tool so an adjustment has been made to looking at click through rates. System created and implemented to ensure customer service feedback is monitored and campus leaders alerted when new feedback is obtained. Minor Change: The November 5 video provided a follow up to suggestions previously provided by staff for clarity and to inform. Based on feedback received, we now plan to implement this concept again moving forward to ensure staff stay informed and we can provide follow-up to feedback received in the future.</p> <p>Feb</p> <p>February Evidence of Progress</p>  <p>Minor Change: Provided staff critical updates to district priorities and current hot topics in February 14 staff video. Two additional recommendations completed: tracking of priorities and sharing follow up to staff on progress and communicating feedback and when changes are implemented. Work on the employee journey and communication plan to inform staff of pathways and leadership opportunities will begin in March.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Evidence of Progress</p>

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Goal 6: Federal and State Mandates

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



Evaluation Data Sources: Annual Report to the Board of Trustees







Strategy 1 Details	Reviews
<p>Strategy 1: Hold regular meetings of the SHAC throughout the school year in alignment with Texas Education Code.</p> <p>Strategy's Expected Result/Impact: Committee membership will reflect diverse perspectives of the community along with district staff to focus on initiatives that are related to student health and well-being.</p> <p>Staff Responsible for Monitoring: Student Services</p>	<p>Nov November Evidence of Progress</p> <p> SHAC membership was approved at the October 21 meeting. First meeting was held on October 30. Our topic is screentime. We will meet a total of 4 times for this school year.</p> <p>Feb February Evidence of Progress</p> <p> SHAC has met three times, Oct. 30, Dec 4, and Jan 15. Members gave their feedback on technology focusing on the following topics: screen time breaks, focused learning (structured and unstructured time), proper posture and parent partnerships.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 6: Federal and State Mandates

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

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

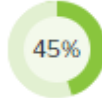




Strategy 1 Details	Reviews
<p>Strategy 1: LISD incorporates and implements trauma informed care practices through:</p> <p>Increasing staff and parent awareness of trauma-informed care by using resources developed by TEA. Counselors are trained on the (Adverse Childhood Experiences Study) ACEs practices which is highlighted as an intervention/awareness practice by TEA.</p> <p>Implementation of trauma-informed practices with Trust Based Relational Intervention (TBRI) and ACES (included in BOY training).</p> <p>Dedicated school counseling staff who are trained in providing support to students experiencing grief and/or in need of trauma support.</p> <p>Training for staff is based on best practice research and evidence based materials. The Substance Abuse and Mental Health Services Administration (SAMSHA) registry is the go to for recommended best practice or evidence-based practice. The Guidance and Counseling team is integrating Trust Based Relational Intervention (TBRI) in all campus counselor training at the local level. This practice does meet the criteria for evidence based.</p> <p>LISD staff receive Mental Health Awareness training. In addition to district partnerships with local resources like MHMR and other ancillary mental health authorities, the district has invested in experts on staff to ensure comprehensive school program and trauma informed care mandates are met.</p> <p>Strategy's Expected Result/Impact: Eduphoria Strive keeps track of professional learning and hours earned by staff in trauma informed care and mental health and wellness learning.</p> <p>Staff Responsible for Monitoring: Schools</p>	<p>Nov</p> <p> 50%</p> <p>November Evidence of Progress</p> <p>All staff received 24-25 BoY training on trauma informed care. All newly on-boarded LISD staff received mental health awareness as a part of the on-boarding process.</p> <p>Feb</p> <p> 60%</p> <p>February Evidence of Progress</p> <p>Continued Professional Learning opportunities for staff both at the district level as well as on campuses.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team presents staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parent notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: Schools</p>	<p>Nov  November Evidence of Progress All staff and students trained on signs and reporting mechanisms for dating violence.</p> <p>Feb  February Evidence of Progress Review of reporting procedures for staff and students</p> <p>May May Evidence of Progress Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 6: Federal and State Mandates

Performance Objective 3: Continuous Improvement resulting in equitable access



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



Strategy 1 Details	Reviews
<p>Strategy 1: Through Title I Instructional Coaches, build instructional capacity of campus staff in high-need schools through job-embedded professional learning, lesson modeling, data disaggregation, and actionable feedback immediately and onsite, throughout the year.</p> <p>Evaluate and utilize staff model to ensure high quality staff and meet campus needs.</p> <p>Continuous analysis and monitoring of student growth and progress during check ins and PLC progress. Provide interventions and staff training when necessary.</p> <p>Strategy's Expected Result/Impact: Maintain levels of experienced and certified teachers in high-need schools</p> <p>Staff Responsible for Monitoring: Learning & Teaching School Chiefs Human Resources</p>	<p>Nov</p> <p> November Evidence of Progress</p> <p>The T1-funded instructional coaches have been providing support at Central, Lakeland, Camey, Peters Colony, Southridge, Vickery, Lillie Jackson, Independence, Lewisville ES, Parkway and Mill Street not just since the beginning of the year, but in many cases, throughout the summer.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p>Title coaches have supported teachers through, collaborative planning, professional learning, co-teaching, modeling and conferencing.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Goal 6: Federal and State Mandates

Performance Objective 4: Federal and State Program Strategies

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

Strategy 1 Details	Reviews
<p>Strategy 1: The Federal Programs administrator (1 FTE, Title I-funded) and secretary (1 FTE, Title I-funded) will support the federal grant programs, and provide services for campuses operating a schoolwide Title I program. The Title I Secondary Math Learning Facilitator (1 FTE, Title I-funded) will provide math support for secondary, Title I campuses (job-embedded coaching and individual support for teachers, support for campus, grade-level, and/or department PLCs, model research-based instructional strategies, etc.). Title I grant support employees (<0.5 temp employees, Title I-funded) will provide program support to the Title I grant program. The Restorative Coach/Student Mentor (<0.5 temp employee, Title I-funded) will support students with the greatest need at campuses that request assistance.</p> <p>All Title I campuses will receive training and regular support from the federal programs administrator, who will attend trainings to ensure that all LISD federal programs are in compliance. Training materials, office supplies, Title I Crate software, travel expenditures, and other administrative costs are expected; approximately \$66,500 in T1 expenditures are anticipated for this initiative.</p> <p>The Title I administrator will ensure that federally required equitable services are provided to participating private/nonprofit schools; approximately \$17,000 in Title I expenditures are anticipated.</p> <p>School attendance areas for Title I funding purposes will use Free or Reduced Lunch eligibility for poverty criteria.</p> <p>Strategy's Expected Result/Impact: Schools with 40% or more of students receiving Free or Reduced Lunch will receive federal funding through the Title I program. All expenditures will be supporting a need identified by a comprehensive needs assessment, supporting a goal in the campus or district improvement plan, necessary and reasonable, evaluated by the end of the grant period, and providing an upgrade to the entire educational program.</p> <p>Staff Responsible for Monitoring: Human Resources</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p> 25%</p> <p>The Notice of Grant Award for this program was received on 8/7/24 and funding was made available to campuses on 9/1/23 (after the start of the fiscal year, for accounting purposes). Provided ongoing training and support to Title I campuses by completing learning sessions for principals and front office staff. Completed 32 campus conversations in the first 9 weeks that resulted in campuses allotting funds based on campus goals and developing a deeper understanding of documentation practices. Monitored and evaluated the effectiveness of Title I programs and interventions. 40+ Title I family/ parent meetings have taken place to engage parents and families in the education process.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p> 55%</p> <p>The spending of 24-25 funding is underway. Title 1 compliance documentation has been complete and uploaded to the Title 1 crate by 25 campuses. Eligibility and applications for Free & Reduced applications closed on January 21. 36% percent of students in the district qualifies for free and reduced rates. Over \$300 TI dollars have been provided to participating private/nonprofit schools.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: The Title II administrator (1 FTE, Title II-funded) will provide professional learning services, district-wide, to support campus staff in growth and practices in alignment with DIP and CIP goals. A review process is in place to ensure that the learning carried out under Title II is aligned with the State academic standards and Title II guidelines. Multiple committees, including the District Advisory Council, the Learning and Teaching leadership team and the school chiefs, discuss and advise on the priorities for Title II fund spending as part of an ongoing process based on data.</p> <p>Federally required equitable services will be provided to participating private/nonprofit schools; approximately \$36,000 in Title II expenditures are anticipated.</p> <p>District initiatives approved for Title II funding support mentor/induction of teachers and principals, recruitment and retainment using teacher leaders, support school climate and address school culture, provide educators with knowledge and skills to enable students to succeed in a well-rounded education to meet the challenging state academic standards. Initiatives include but are not limited to Restorative Practices and Safe and Civil Schools, Professional Learning Communities, recruitment and induction mentors, cultural competence, differentiation and other instructional practices aligned with LISD curriculum to support district and campus goals. Funds are prioritized to serve schools with high needs and areas identified based on needs assessments.</p> <p>Strategy's Expected Result/Impact: Increased professional learning opportunities for Lewisville ISD staff aligned with needs assessment results; decrease in disciplinary occurrences (Restorative, Safe and Civil); increase in staff support based on unique needs (mentors); increase in student learning and increase in collective efficacy with use of data (PLC work)</p> <p>Staff Responsible for Monitoring: Professional Learning, Human Resources</p>	<p>Nov November Evidence of Progress</p> <p> Title II continues to provide support for new teachers through year 4. We currently have 217 mentors providing support on campus in addition to intentional learning sessions that are provided. Title II has funded coaching experiences for teachers and administrators, behavior management support, culture development, etc.. At this time, approximately \$350,000 has been allocated for use.</p> <p>Feb February Evidence of Progress</p> <p> Grant spending is underway and is being spent in accordance with local, state, and federal guidelines. Over 200+ teachers are receiving mentoring support and over 15 Title II requests have been approved to support instruction, leadership development, and teacher retention. Over \$12,000 in Title II funds have been provided to participating private/nonprofit schools.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: The Title III specialists (5 FTE, Title III-funded) will provide services to support students who are identified as English Learners in PEIMS. The Title III secretary (1 FTE, Title III-funded) will provide program support to the Title III grant program.</p> <p>District initiatives for Title III funding include but are not limited to the summer language enrichment programs (SOAR, NISA, Spanish Academies, and other opportunities), and supplemental resources and materials purchased to support English Learners' academic success.</p> <p>Additional funds are allocated to campuses. These funds primarily meet the needs of individual students, by providing resources and materials directly to English Learner classrooms across the district.</p> <p>Estimated Title III, Part A-ELA grant costs are 90% for district initiatives which directly target supporting English Learners based on campus needs as determined by student achievement levels, and 10% for campus-level expenditures targeting individualized needs.</p> <p>Strategy's Expected Result/Impact: Program enrollment and student achievement will reflect language acquisition.</p> <p>Staff Responsible for Monitoring: Learning and Teaching, Human Resources</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p> This year Title III receives Title III-ELA and Title III-IMM funds. The district receives Title III-IMM funds in the amount of \$151,478, which is a decrease 53,388 from the 23-24 SY. Language Acquisition Specialists received professional development through Secondary ELA funds. In addition a Multicultural Information Nights have been organized in collaboration with campuses.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p> Grant spending is underway and is being spent in accordance with local, state, and federal guidelines. At this time we are supporting around 11,300 students/ 24 percent of LISD students who have been identified as English Language learners. This number has continued to increase over the last three years.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 4 Details

Strategy 4:

The Title IV program will support the ACE Partnership Plan with CISNT, facilitating the after-school programs at four campuses identified by percentage of students served by the free or reduced lunch program, percentage of students identified as at-risk, and student achievement. Approximately \$72,000 in Title IV expenditures are anticipated for this program. These expenditures specifically target the support of safe and healthy students.

Federally required equitable services will be provided to participating private/nonprofit schools; approximately \$24,000 in Title IV expenditures are anticipated.

Every STEM Academy will be supported by Title IV funds, including but not limited to the STEM certification process, STEM-specific instructional supplies and materials, and items to support the professional learning of educators who are employed at the STEM academy, specific to STEM-centered instruction and curriculum. Approximately \$254,100 in Title IV expenditures are anticipated for this program. The Title IV facilitator (1 FTE, Title IV-funded) will provide STEM program support and drive the STEM van to elementary campuses that don't currently have STEM enrichment through STEM specials programs or the STEM academy program. These expenditures specifically target the support of well-rounded educational opportunities for students.

Strategy's Expected Result/Impact: Campuses with a high population of students who are at-risk of dropping out of school will be provided with after-school opportunities to engage in academic enrichment, and additional activities that are designed to help them meet the state's rigorous standards.

STEM Academy teachers will be trained and certified, and the opportunity for Lewisville ISD students to participate in a stem-based education will increase because of additional spots available for students.

Staff Responsible for Monitoring: Learning & Teaching, Human Resources

Reviews

Nov



November Evidence of Progress

Spending for this grant is supporting the Safe and Healthy Students initiative per grant guidelines, LISD expenditures for this include the partnership agreement with the ACE program, which supports multiple elementary and middle school campuses. Title IV also funds the districts threat assessment coordinator.

Title IV funds the Project Lead the Way curriculum for secondary STEM elective courses, supplies needed for the courses, and professional learning for teachers. Title IV funding provided the elementary programs with LEGO robotics kits and Engineering is Elementary Resources. Job-embedded professional learning on the engineering curriculum was provided to the STEM Academy and STEM specials program by the Title IV funded STEM coordinator.

Feb









February Evidence of Progress

Grant spending is underway and is being spent in accordance with local, state, and federal guidelines. Over 17 elementary and secondary teachers have completed their STEM certifications which allows them to support STEM-centered instruction and curriculum. The CISNT Afterschool Program is running programs at 2 elementary and 2 middle school. This program supports students by providing academic enrichment and mentoring. Over \$11,500 Title IV dollars have been provided to participating private/nonprofit schools.

May

May Evidence of Progress

Evidence of Progress







Strategy 5 Details	Reviews
<p>Strategy 5: Lewisville ISD receives additional state and federal funding from other programs, including but not limited to Perkins V, SPED Consolidated (IDEA-B), and TCLAS, programs. These sources of funding provide resources for the district in meeting our goals, and in honoring our promise to students, staff, parents, and the communities we serve - all students are confident, equipped with the knowledge and skills to thrive and adapt for their future.</p> <p>Strategy's Expected Result/Impact: Efficient use of funding to support student needs</p> <p>Staff Responsible for Monitoring: Human Resources, Finance Department</p>	<p>Nov November Evidence of Progress</p> <p> 20%</p> <p>All LISD recurring annual grant programs have received NOGAs and are actively spending to support student achievement in their specific program areas; the TCLAS grant decision point 4 (GYO) closed in May of 2024. Perkins funding has been used to supplement and enhance our CTE programs with curriculum and industry standard technology.</p> <p>Feb February Evidence of Progress</p> <p> 60%</p> <p>Spending of special allotments is underway for the 24-25 school year, both in compliance with state requirements for these funds and following the district's budget plan. Funds allocated for contracted services have been used to provide services such as a private duty nurse and speech services, translations and transcripts thus ensure all students unique needs are met.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 6: Federal and State Mandates

Performance Objective 5: Homeless Children and Youth Strategies.

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

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

Strategy 1 Details	Reviews
<p>Strategy 1: Enroll students who seek to enroll and do not have the required enrollment documents. Students are referred to the counselor in order that the counselor can discern if they are entitled to be served under McKinney-Vento. If so, the counselor works to get services set up.</p> <p>Students and families who come to enroll, and disclose a homeless status, are referred to the counselor for wrap-around services to be initiated.</p> <p>Through collaboration with campus admin and attendance clerks, students served by McKinney-Vento who have attendance concerns, are referred to the counselor in order for the counselor to meet with the student and work with the families to overcome any attendance obstacles. Interventions range from individual counseling to connection to community resources.</p> <p>Strategy's Expected Result/Impact: Overall Success Students served through McKinney-Vento work with campuses to ensure their needs are met. This can range from participation in the free breakfast and lunch program, assistance with materials/uniforms/fees for extracurricular activities to assistance with AP testing fees.</p> <p>Staff Responsible for Monitoring: Chiefs of Schools, Counseling and Social Work Department</p>	<p>Nov  November Evidence of Progress All staff trained on signs and federal qualifications to be served by the McKinney-Vento Act. All families who qualify service through McKinney-Vento are contacted within the first 4 weeks of school to discern any support services needed.</p> <p>Feb  February Evidence of Progress In collaboration with campus counselors, the social workers make quarterly calls to all families coded under McKinney-Vento to ensure all available services are applied as needed as well as check ins with both campus admin and attendance clerks.</p> <p>May May Evidence of Progress Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 6: Federal and State Mandates

Performance Objective 6: Migrant PFS Action Plan

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



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









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

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

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

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







Strategy 1 Details	Reviews
<p>Strategy 1: Monitor the progress of MEP students who are PFS. Monthly, run TX-NGS Priority for Service reports to identify migratory children and youth who require priority access to MEP services. Before the first day of school, develop a PFS action plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p> <p>Strategy's Expected Result/Impact: NGS generated reports signed plan reviewed by ESC MEP staff</p> <p>Staff Responsible for Monitoring: Human Resources, Title Coordinator, MEP</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p> Priority for Service(PSF) plan has was created and submitted. A timeline of actions and documentation to be submitted has been communicated to parents and program administrators. Two monthly reports have been submitted to support in identifying students who are able to receive MEP services. At this time we have 3 students in LISD who qualify for MEP services.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p> Continued to submit monthly reports to support in identifying students who are able to received MEP services. At this time LISD has a total of 3 students who qualify for MEP services.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Communicate the progress and determine needs of PFS migrant students. Provide campus principals and appropriate staff information on Priority of Service criteria and updated TX-NGS Priority for Service reports. Provide parents of PFS students information on the PFS criteria. Make individualized virtual, home, and/or community visits to update parents on the academic progress of their children. During Parent Advisory Council, parents will be invited to communicate feedback to ESC MEP on student needs.</p> <p>Strategy's Expected Result/Impact: Documentation of reports, activity log.</p> <p>Staff Responsible for Monitoring: Human Resources, Title Coordinator</p>	<p>Nov November Evidence of Progress</p> <p> The first nine week report and face-to-face check in has been completed for the 3 students receiving MEP services. All students are receiving support needed to be successful in the classroom.</p> <p>Feb February Evidence of Progress</p> <p> Second nine week reports and face-to-face check ins have been completed. All students are being successful in the classroom. Two of the identified students were December graduates.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide services to PFS migrant students. Use PFS reports to give priority placement to these students in migrant education program activities. Ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. Determine what federal, state, or local programs service PFS students. Access to community resources at region Parent Advisory Council meetings</p> <p>Strategy's Expected Result/Impact: Activity logs, sign in sheets.</p> <p>Staff Responsible for Monitoring: Human Resources, Title Coordinator</p>	<p>Nov November Evidence of Progress</p> <p> Region Parent Advisory meeting took place at Region 11 to share information about community services with parents. PFS reports have been used to ensure students are receiving free and reduced lunch and appropriate instructional services.</p> <p>Feb February Evidence of Progress</p> <p> Region PFS family event to place at region 11. Communication was sent home to the parents to ensure they were made aware of the services provided.</p> <p>May May Evidence of Progress</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

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

Strategy 1 Details	Reviews
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation</p>	<p>Nov  November Evidence of Progress Campuses receive support from multiple departments on data analysis for both state and local assessments.</p> <p>Feb  February Evidence of Progress Campuses continue to receive support on state and local accountability initiatives. Mid year reports have been supplied to HS regarding CCMR and additional data has been provided to campuses as needed.</p> <p>May May Evidence of Progress Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Early Childhood Literacy Board Outcome Goal

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

Closing the Gaps Student Groups Yearly Targets

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

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

Early Childhood Math Board Outcome Goal- Istation Math

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

Closing the Gaps Student Groups Yearly Targets

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

Board Outcome Goal- District: CCMR Goal

CCMR Board Outcome Goal Option 3

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

Closing the Gaps Student Groups Yearly Targets

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