

District Strategic Plan



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Academic Excellence Plan 2026-2030

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What is a Strategic Plan?

- DOI plan was revised last year to create a district Strategic Plan in place of a District Improvement Plan (DIP)
- Campus Improvement Plans mirror the same format
- The Focus: What do we need to do to become an “A” district.



LVISD Academic Excellence Plan

Purpose

- Outlines LVISD's commitment to improving student outcomes across all campuses by aligning instruction, systems, and supports to the Texas A-F accountability framework. The plan focuses on increasing achievement, accelerating growth, closing gaps, and ensuring operational excellence through solid relationships.



Four Key Pillars

- Intentional Instruction
- Exemplary Staff
- Strong Relationships
- Smart Systems



Intentional Instruction

A-F Accountability System

- Domain 1: Student Achievement
 - Improve overall student achievement and CCMR
- Domain 2-A: School Progress- Academic Growth
 - Every student demonstrates at least one year of academic growth annually
- Domain 2-B: School Progress- Relative Performance
 - Improve district standing relative to peer districts (eco dis)
- Domain 3: Closing the Gaps
 - Ensure equitable outcomes for all student groups

*Campus plans are linked at the bottom of this section which you can view the live link



Exemplary Staff

- Build a culture of continuous improvement through coaching, feedback, and collaboration
- Strengthen instructional effectiveness to impact student outcomes through professional development and valuable training.
- Includes: All administration (Campus/District), Teachers, Paraprofessionals, Support Staff



Strong Relationships

- Foster trust, belonging, and engagement across students, staff, families, and community
- Strengthen partnerships across programs and stakeholder groups
- Includes: Athletics, Fine Arts, Career/Technology, Special Programs, Communications, Stakeholders



Smart Systems

- Implement efficient, data-driven systems to remove barriers and support campuses
- Maximize operational efficiency to protect instructional time
- This section was just completed by department leaders
- Includes: Health, Business, Human Resources, Facilities/Maintenance, Transportation, Nutrition, Safety & Security, and Technology

[Example- Goal Setting Template](#)



Plan Status

- Many working parts for plan development
- Academic Excellence and Smart Systems are complete
- Next Steps include Exemplary Staff (prof dev.) and Strong Relationships
- [Academic Excellence Plan - DRAFT](#)

DRAFT La Vernia Independent School District - Academic Excellence Plan 2026-2030

Pillar	Objectives	Category	District Strategic Goals	Strategic Actions	Progress Monitoring	25-26	26-27	27-28	28-29	29-30
INTENTIONAL INSTRUCTION	Increase student achievement across all grade levels through high-quality Tier I instruction, instructional rigor, and aligned curriculum.	Domain 1 Student Achievement	G1.1 Increase STAAR/NWEA MAPS Meets and Masters performance in grades K-3... by 10% by June 2026. (HB 3)	<ul style="list-style-type: none"> Strengthen Tier I instruction through aligned curriculum and pacing Implement district-wide PLCs focused on data analysis and re-teaching Create MTSS groups based off of student performance and needed intervention Professional Development and coaching on differentiated instructional strategies Expand CCMR pathways including AP, Dual Credit, CTE, and military enlistment 	<ul style="list-style-type: none"> STAAR results and interim/unit assessments MAP/RGR Growth BOY, MOY, EOY TTSS Data (observation/walk-throughs) MTSS progression monitoring 					
			G1.2 Increase Math and RLA STAAR performance in the Meets, and Masters categories by 3-5% by June 2026.							
			G1.3 Increase CCMR outcomes including graduation rate, TSI readiness, AP/Dual Credit success by 3-5% improving the CCMR rating by 5-9% by June 2026. (HB 3)							
			G1.4 Increase the number of military enlistments by 6% by June 2026.							
	Ensure year-to-year academic growth for all students through effective MTSS and accelerated learning systems.	Domain 2.A School Progress Academic Growth	G2A.1 Increase percentage of students (grades K-2) meeting or exceeding projected RIT growth targets in reading and/or Math to 80% by June 2026. (HB 3)	<ul style="list-style-type: none"> MAP/RGR Data Analysis and planning during PLC's Create MTSS groups based off of student performance and needed intervention 	<ul style="list-style-type: none"> Maps/RGR data BOY, MOY, EOY RGR data BOY, MOY, EOY 					
			G2A.2 Increase the percent of students demonstrating at least one year of growth in RLA and Math by 8-13% by June 2026.							
	Increase district relative to similar districts.	Domain 2.B School Progress Relative Performance	G2B.1 Increase percentage of students performing on the STAAR assessment in the categories Meets and Masters by 6-9% by June 2026.	<ul style="list-style-type: none"> Provide protected intervention and enrichment time Implement a consistent district-wide MTSS framework Use multiple data sources to create flexible instructional groups. Provide professional development for differentiated instructional strategies. Strengthen Tier I instruction by increasing depth of knowledge and instructional rigor through professional development. Expand enrichment and advanced coursework opportunities Data reviews focused on performance of sub-populations during PLC's 	<ul style="list-style-type: none"> Panorama intervention tracking and progress monitoring. MAP Data BOY, MOY, EOY Unit Assessment Data STAAR Benchmark Data MTSS placement discussions (Tiered Instruction) TTSS Walk-throughs MAP Data BOY, MOY, EOY RGR Data BOY, MOY, EOY STAAR/Unit Assessments MTSS progress monitoring 					
			G2B.2 Increase percentage of students performing on the STAAR assessment in the categories Meets and Masters by 6-9% by June 2026.							
	Reduce achievement gaps for High Focus student groups through targeted instruction and supports.	Domain 3 Closing the Gaps	G3.1 Decrease the gap between All students and the High Focus Groups (SE, Eba, Dis, Mobility) by 8-10% as measured by the STAAR assessment.	<ul style="list-style-type: none"> Analyze subgroup data in all data review Differentiated supports through co-teaching, push-in, and small group instructional models Provide professional development in culturally responsive teaching and language scaffolds Encourage parent involvement 	<ul style="list-style-type: none"> STAAR results and interim assessments MAP/RGR Growth BOY, MOY, EOY Parent attendance at events Lesson planning Student discussions at PLC's Instructional Walk-throughs 					

