

January 13, 2025

Targeted Improvement Plans 2024 - 2025

Chief of Schools



Federal Accountability Ratings

LISD has:

Comprehensive Progress- 2 campuses

Comprehensive Identified- 1 campus

- Campuses that are Comprehensive Progress were identified as Comprehensive campuses in prior years and have shown improvement. The campuses are eligible to exit comprehensive in August 2025 pending accountability results in 2024-25.
- In 2024-25, these 3 campuses are required to engage in School Improvement activities and submit Board approved Targeted Improvement Plans to TEA

DeLay Middle School

DeLay Middle School will build teacher capacity through observation and feedback cycles to support learning and teaching. Through the use of LISD’s One Vision Framework and the implementation of research-based instructional strategies that have a proven high effect size, as highlighted in John Hattie’s work, timely feedback will be used to improve teaching and learning for a diverse population of learners and impact overall student achievement.

Collaborate with Director of Learning and Teaching and Chief of Middle Schools to create One Vision Classroom observation instrument used to provide feedback and collect data based on a continuum of proficiency.

Work closely with the Executive Director of Learning & Teaching, the DCSI, the Chief of Middle Schools and the district facilitators, to conduct monthly classroom observations and calibrate feedback to staff.

District learning facilitators will assist with research-based instructional strategies that increase academic clarity, academic conversations, academic ownership, and academic evidence in all ELAR and Math classrooms.



This multi-faceted approach allows us to build capacity across the school, create consistency in high-quality instruction, and ultimately drive meaningful, measurable improvements in student learning outcomes.

Southridge Elementary School

Southridge Elementary is focused on school improvement, leveraging the district lesson planning framework founded in John Hattie's Work. The LISD OneVision framework aligns instructional strategies with research-based methods that have a proven high effect size. Strategies are embedded within the practice of a highly functioning professional learning community (PLC) using Solution Tree Principles.

Work with the Director of Professional Learning to design PLCs to foster collaborative planning, data-driven decision-making, and a shared commitment to continuous improvement.

Work closely with the Executive Director of Learning & Teaching, the DCSI, the Chief of Elementary Schools and the district facilitators, utilizing their expertise to refine lesson designs and instructional approaches.

Thorough ongoing observation and feedback, Southridge will ensure the implementation of research-based strategies is effective and that teachers receive constructive feedback to further strengthen best practices.



This multi-faceted approach allows us to build capacity across the school, create consistency in high-quality instruction, and ultimately drive meaningful, measurable improvements in student learning outcomes.

Mill Street Elementary School

Mill Street Elementary is focused on school improvement by leveraging our district's lesson planning framework, LISD OneVision, aligning instructional strategies with research-based methods that have a proven high effect size, as highlighted in John Hattie's work, embedding these strategies within the structure of a high-functioning professional learning community (PLC), guided by the principles outlined by Solution Tree. Teachers are supported by continuous cycles of job-embedded training, observation, and feedback.

Work with the Director of Professional Learning to design PLCs to foster collaborative planning, data-driven decision-making, and a shared commitment to continuous improvement.

Work closely with the Executive Director of Learning & Teaching and district facilitators, utilizing their expertise to refine lesson designs and instructional approaches.

Through ongoing observation and feedback, ensure that the implementation of these strategies is effective and teachers receive constructive guidance to further enhance their practice.



This multi-faceted approach allows us to build capacity across the school, create consistency in high-quality instruction, and ultimately drive meaningful, measurable improvements in student learning outcomes.

Next Steps:

- **Bring information for TIP to the School Board on January 13th for Board Information**
- **TIP Board Approval - February 10th**
- **Final TIP submission uploaded in ISAM - Due February 28th**

Questions