

Lewisville Independent School District
District Improvement Plan
2025-2026 Formative Reviews 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.

Value Statement

- 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
Reading and Math assessments
Readiness dashboard

Strategy 1 Details	Reviews
<p>Strategy 1: Design and deliver professional learning modules for the One Vision Framework and provide continued support to teachers and leaders throughout the year. Intentional collaboration on One Vision Framework and respond to the data in PLCs Draft, train, and implement instructional continuum on identified high needs campuses with instructional look fors aligned with framework Assist leaders at identified campuses with walk and feedback to staff Collaborative literacy check-ins and data conversations with targeted campuses to identify actions to address needs Support campus leaders in implementation of One Vision Framework to increase use of high yield strategies and student engagement Implementation of the district curriculum to support listening, speaking, reading, writing, in all subject areas PK-12</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 Schools</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p>Designed and facilitated trainings on One Vision Framework (OVF) for teachers and campus leaders. Providing ongoing learning and support through PLCs and instructional walks to look for implementation. Extensive intro training to ES staff on iReady instrument. All ES campuses completed fall literacy check-in. Increased amount of campuses receiving concentrated coaching with teachers and development principal feedback through Lead4Ward trainings. Academic conversations, feedback cycles and writing across subjects at MS. Integration of OVF into SPED team learning, focused on both academic and behavioral interventions.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p>Completed 3 of 3 OVF trainings with learning to support February PL day. Following collection of MOY data, follow-up i-Ready training being provided to campuses focused on action and personalized instruction. Leadership walks were held with all Assistant Principals to focus on best instructional practices in classrooms. CTE collaborated with secondary department to provide extended OVF learning on academic conversations. Secondary math instructional materials adoption process has officially</p>

launched in a committee. Aligning SDI to grade level curriculum with (RBIS) Research-Based Instructional Strategies

May







May Evidence of Progress





All campuses received two follow up visits from iReady trainers to ensure that teachers were equipped to get good data and use the personalized pathways for student intervention. EOY data has been collected. Collaboration across departments to redesign school improvement walk form. Development of scope and sequence and instructional materials in the resource setting. Dyslexia screening completed through iReady for all Kinder students with results used to ensure early reading intervention. Creation of Leadership Essentials Playbook to define and align leadership actions. A total of 15,847 walks completed this year. Adoption of new math materials.




Evidence of Progress


EOY data shows good gains and improvement., exceeded scorecard measures. Will focus on supporting implementation of curriculum and consistent use of high-yield instructional practices through instructional walks, targeted leadership actions, and continuous monitoring for improvement. Implementation of Project RISE. Adoption of new math materials.

Strategy 2 Details	Reviews
<p>Strategy 2: Implementation of feedback from curriculum survey Emphasize and continue to expand explicit instructional strategies in the curriculum to support language acquisition (Elementary & Secondary) Work to include examples of summative and formative assessment in the district curriculum (Secondary) Include more direction around the course design for Honors courses in the district curriculum (Secondary)</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</p>	<p>Nov November Evidence of Progress</p> <p> Progress made on embedding cross-linguistic strategies in curriculum with alignment to One Vision Framework. Assessment work prioritized due to work with improvement schools and embedded in PLC conversations.</p> <p>Feb February Evidence of Progress</p> <p> Secondary: Built a design plan for Honor courses focused on assessment clarity. Assessment work in curriculum being prioritized based on campus need and tested subjects. Elementary RLA worked to clarify foundational curriculum for Mono/Dual language teachers.</p> <p>May May Evidence of Progress</p> <p> ES: Support documents being created for new Amplify HQIM. Science and ELA continue to refine and expand resources available with cross-linguistic strategies and increased teacher clarity. Secondary: Progress made on embedding linguistic strategies. Math revises for resources underway. Multiple content areas working to revise for clarity and align with new new adopted materials.</p> <p> Evidence of Progress</p> <p>Completion of recommendations for curriculum adjustments. School improvement process shifted instructional priorities. Systems and supports in response to new adopted materials and takeaways from school improvement process will provide increased clarity and monitoring of impact.</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Develop 4 year plans with 8th graders prior to entering HS so students have maximum opportunities to complete CCMR and endorsement requirements Support and monitor expansion of Middle School Career and College Exploration course to be available at all MS campuses in Fall Analyze course and program enrollment to determine future actions Monitor and communicate benefits of advanced course enrollment, CTE Certification earned, Dual Credit hours earned, AP College Credits earned</p> <p>Strategy's Expected Result/Impact: See 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 Schools</p>	<p>Nov November Evidence of Progress</p>  <p>Offered Career and College Exploration course on most MS campuses. In progress for 4 year plans for 8th graders. Series of CCMR newsletters sent to families and embedded in monthly communications. Analyzed the 2025-30 Industry-based certification list. Team worked to identify costs, register vendors, and start the software approval process. CTE enrollment reports shared to all main campuses through CCMR update meetings - including student analysis of pathway completion and opportunities.</p> <p>Feb February Evidence of Progress</p>  <p>Aligned courses across the district following new state documents, met with all secondary campus admin to share new CTE program alignments. Held data meetings to discuss progress with Class of '25, CCMR data, student completion needs by class, and discuss next steps - short and long term. TSIA testing implementation as part of course completion for English 3 and Algebra 2. MS CTE explorations course launched at all MSs, 2 HS CTE courses offered at every MS to start the path to program completion. TECC tours for 8th graders.</p> <p>May May Evidence of Progress</p>  <p>Scaffolded guidance model implemented across MS levels to identify career clusters of interest and culminated in 8th grade with finalizing comprehensive 4-year plan. All 9th grade counselors met with 8th graders to explain and complete plan. Collaborative reviews to align student interest requests with program capacity for main-campus CTE offerings. Deep-dive analysis of enrollment trends, utilizing data insights to identify gaps and establish strategic next steps. "From Little Learners to Big Future" A Journey through LISD" shared by all ES two times this spring, spotlighting pathways students in each feeder pattern have explored.</p> <p>Evidence of Progress</p>  <p>Significant gains CCMR due to continued tracking of IBC, monitoring certification results, and feedback loop with counselors. Exceeded scorecard measures.</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: Regularly monitor campus readiness rates to reflect on impact of individual campus level strategies and facilitate changes as approved by board. Deliver professional learning for the Early Warning System to allow campuses to take actions as necessary Track and monitor the offering of an additional opportunity for students to take the TSIA2 English and Math assessments embedded within a course and administered by teachers Identify and address barriers that are limiting student performance on TSIA2, SAT, and ACT Expose and educate principals at all levels to other campuses to gain a diverse perspective on offerings at each level Collaborate and discuss different options to help with back to school forms to ensure that parents are completing Increase communication to elementary families regarding future pathways and opportunities</p> <p>Strategy's Expected Result/Impact: 1.2 scorecard measures Staff Responsible for Monitoring: Learning and Teaching Accountability and Evaluation Schools</p>	<p>Nov  November Evidence of Progress Monitor of readiness data and early warning system ongoing through check-in meetings at all levels and embedded in fall scorecard check-ins. Principal and counselor sessions for all HS with a focus on CCMR data and test prep opportunities, discuss multiple actions to take per campus. Increased communication about pathways and opportunities to ES and MS through newsletters, informed principals, principal walks.</p> <p>Feb  February Evidence of Progress Impact for Learning PLCs are being conducted with identified campuses to analyze data and determine strategies for driving meaningful campus-level improvements. In addition, these campuses were invited to participate in Lead4ward training, which provided focused learning on using targeted data to identify instructional needs and inform decision-making. ES dashboard updated in Edugence to reflect IREADY to monitor growth and readiness. Monitored campus CTE registration cards for program alignment and entered updated IB Certification data to support informed course registration. Opportunities for students to take TSIA2 English and Math assessment has impacted % of students engaging in CCMR to 90% and closing some of our gaps in the past.</p> <p>May  May Evidence of Progress Delivered CTE coloring books to all 3rd grade students in district to increase awareness of CTE programs and inspire early discovery. Created resources to share with students and parents. Spole at multiple ES career weeks and career day programs. MS Special Education Programming Audit conducted for all students transitioning from 5th to 6th grade.</p> <p> Evidence of Progress Exceeded scorecard measures for readiness. College Prep math teachers will receive training on TSIA2 and content expectations as we shift to TSIA2 due to college prep no longer counting for CCMR.</p>

 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 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: Monitor implementation of changes made based on focus group feedback</p> <p>Strategy's Expected Result/Impact: See 2.1.1 on scorecard</p> <p>Staff Responsible for Monitoring: Schools</p>	<p>Nov  November Evidence of Progress All MS content updated as of summer 2025. HS Advisory structure updated summer 2025. Both updates initiated based on campus user input. Updates made based on Focus Group input.</p> <p>Feb  February Evidence of Progress</p> <p>May  May Evidence of Progress</p> <p> Evidence of Progress</p>
<p>  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
Dashboard

Strategy 1 Details	Reviews
<p>Strategy 1: Monitor implementation of district expectations of treatment agreements and other classroom procedures and expectations in alignment with One Vision Framework and the positive learning environment</p> <p>Focus on building community in the classroom through proactive behavior management practices</p> <p>Collaborate with Student Leadership Experience cohort and HS Student Advisory to lead initiatives that build community and student ownership of the school experience</p> <p>Strategy's Expected Result/Impact: See 2.2 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Student Services Schools Chief of Staff</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p>Extensive focus and support on implementation of One Vision Framework with support for academic and behavioral interventions. Conversation and discussion of strengths and areas of need, collaboration on plans and strategies for next steps. Campus supports differentiated into 5 cohorts, each cohort meeting to learn, review data, and discuss next steps. Regular collaboration with student leaders on initiatives to build campus culture and community.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p>Continued regular collaboration with student leadership groups to discuss the student experience. Student survey data reviewed by campus administrators, 86% indicate treatment agreement in place and 83% indicate positive learning environment which is up from last year. Continuously building resources that align with the One Vision positive learning environment framework to support campuses on proactive practices and behavioral interventions.</p> <p>May</p> <p>May Evidence of Progress</p> <p>Continued focus on relationship building and proactive PLE strategies resulted in increase of students feeling comfortable talking to staff. Safe and Civil cohort learning and collaboration continued. Collaboration with student leadership groups to build culture and community on campuses. Several members participated on multiple district committees to provide student perspective.</p> <p>Evidence of Progress</p> <p>Continued increase in students comfortable talking to staff and steady numbers for positive learning environment.</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 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: Reduce parent notes to 5; implement a pre-planned absence form similar to pre-COVID regarding 5 absences for pre-planned trips Implement Attendance Matters campaign and utilize content created to promote Present for the Future Share Present for the Future materials at parent orientations Attendance intervention support for identified campuses Recognize campuses with improvement in attendance</p> <p>Strategy's Expected Result/Impact: See 2.3 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Student Services Schools Communications</p>	<p>Nov November Evidence of Progress</p> <p> Reduction of parents notes to 5 with implementation of pre-planned absence form. Implemented Present for the Future campaign with parent resources and materials provided during BOY parent orientations. Recognition of attendance improvement on campuses at monthly principal u in collaboration with effective strategies. 93 truancy cases filed. Meeting with targeted campuses regularly to discuss procedures and attendance cases.</p> <p>Feb February Evidence of Progress</p> <p> Attendance Matter flyers distributed to early childhood families to increase aware of impact attendance has on learning. Continued intervention support for campuses. 277 truancy cases filed. Loss of credit plans created and implemented to ensure students are on track for graduation. Chronic absence update at Principal U. Merisow report indicates LISD #6 lowest chronic absenteeism and attendance rate out of 100 largest Texas districts.</p> <p>May May Evidence of Progress</p> <p> Continued focus on Present for the Future. Highlighted Campus of the Month recognition for improvements in attendance. Attendance focus with specific campuses to help with interventions. Chronic absence hit lowest % in years at 6.26%. Attendance committee meetings, loss of credit meetings finishing up at HS and MS. 412 EOY total truancy filings.</p> <p> Evidence of Progress</p> <p>Big celebrations with 95.8% attendance and 6.26% chronic absences. Planning ahead for 26/27 parent education events to support families with early interventions.</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 Implement the Armed Screener program Continue to implement the Guardian program to have 100% compliance with HB3</p> <p>Strategy's Expected Result/Impact: See 2.4 measures on the scorecard Staff Responsible for Monitoring: Student Services Schools</p>	<p>Nov  November Evidence of Progress Campus emergency operations plans submitted to public safety agencies. Armed Screener program implemented with declining alarm rates. Guardian program met 100% compliance with HB 3. First semester drills on progress to be completed by winter break. Monitor of Stop It app and conversations with student leaders for feedback on implementation and awareness of tool.</p> <p>Feb  February Evidence of Progress Armed Screener program continues to improve processes with declining alarm rates. Currently hovering around 5-6%, well below the normal industry rate of 8%. First semester drills completed. The bulk of 2nd semester drills to be completed prior to spring break.</p> <p>May  May Evidence of Progress Continued monitoring of implementation of program initiatives. Discussion on StopIT App usage with student advisory group and trends with leadership.</p> <p>Evidence of Progress  Safety drills 100% completed. Compliance training rate at 99%.</p>
<p>  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
 Dashboard
 Eduphoria Strive reports
 Committee report









Strategy 1 Details	Reviews
<p>Strategy 1: Align supports and collaborate on the implementation of the One Vision Framework for positive learning environments Year 2 implementation of Safe and Civil Schools with 3 cohorts created to provide targeted support Provide training on positive behavior supports in conjunction with the campus behavior management plans Provide refresher training on Restorative practices and monitor implementation through campus visits Implement Behavior PLCs in APU to support campus focus on positive learning environments and support intentional implementation of processes Respond to recommendations from the LISD Student Discipline Leadership Team to work with campuses to re-evaluate and restructure BTG transition meetings and support behavior PLCs on the campus level Ensure that teachers new to LISD are provided appropriate learning opportunities and support for effective classroom management, with the assumption that new and even existing teachers may lack this capacity and we must develop their skill and capacity in this area Update LEAD/teacher evaluations to more narrowly focus on implementation of high-yield, best practice instructional strategies and district standardized classroom management practices</p> <p>Strategy's Expected Result/Impact: See 2.5 measures on the scorecard Staff Responsible for Monitoring: Student Services Schools</p>	<p>Nov</p>  <p>November Evidence of Progress Campuses participating in ongoing positive learning environment (PLE) learning and supports through 5 cohorts to support Safe and Civil and Restorative Practices. Development of campus behavior management plans and campus behavior goals based on data analysis during first PLE learning. 50% of campuses completed refresher on restorative practices. 13 sessions provided on Restorative Practices, 39 campus visits. Ongoing discussions held on status and work of Safe and Civil and Restorative on campus, discipline data reviewed. Learning in APU on behavior-focused PLCs, aimed at leveraging data to inform campus goals and strategies. Realigned onboarding of new staff with One Vision Framework, academic and behavioral. Restructured BTG meetings back on campus.</p> <p>Feb</p>  <p>February Evidence of Progress During AP behavior PLCs, explored and discussed codes with disciplinary offenses to ensure consistency and accurate use. Discipline leadership team met in December to discuss offenses, actions, and codes and CBC collaboration. Continued support and learning through Safe and Civil cohorts, utilizing data to implement interventions. PL provided to high need teachers on best practices in social skills support.</p> <p>May</p>  <p>May Evidence of Progress Behavior PLCs focused on challenges and strategies to support. Last round of Safe and Civil trainings completed for all cohorts. All campuses have now</p>

participated in 6 days of Safe and Civil trainings. ISS staff attended 3 trainings to support One Vision framework for PLE. Continued collaboration and disaggregating data to determine trends and patterns to address in behavior. Ongoing support for campuses with intense behavioral challenges.



Evidence of Progress





Strengthened alignment and proactive strategies aligned to Safe and Civil and Restorative Practice implementation. Exceeded scorecard measures. Will tighten up campus behavior goals based on data. Will measure effectiveness in different way with new scorecard.









Strategy 2 Details	Reviews
<p>Strategy 2: Utilize stakeholder input to further streamline processes to include MTSS, 504, and Special Education paperwork located in one place Analyze participation data of athletics/fine arts and compare courses/program offerings in Athletics and fine arts with surrounding districts Implement 2-Words Character Development program in athletics for coaches and teams to implement Support implementation of digital health guidelines and usage of personal devices Continue implementation of digital citizenship education, educating on parental controls, and implementing filtering practices to promote online safety</p> <p>Strategy's Expected Result/Impact: See 2.5 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Schools Student Services Technology Digital Learning</p>	<p>Nov November Evidence of Progress</p> <p> The MTSS task force has continued to meet and review forms and processes. An MTSS behavior intervention plan has been created and implemented for students in T3 for behavior. Training has been provided to campus MTSS coordinators. MTSS collaboration meetings (4X/yr) offered to coordinators to support streamlined district processes, as well as campus based procedures for implementation of tiered supports for students. Implemented Device Health and Safety guidelines developed in coordination with School Health Advisory Counsel. Teachers received mandatory training on the guidelines through the LISD Essentials course. Developed community support documents to increase the school to home partnership in digital citizenship.</p> <p>Feb February Evidence of Progress</p> <p> MTSS task force continue to meet to provide updates and collaborate on MTSS processes to meet individual campus needs. SuccessEd document review shows a 100% increase in the number of students served. Analyzed participation data of athletics and fine arts. 99% ES students enrolled in fine arts. MS up 2.3%, HS down 1.8%. A total of 10,036 secondary students participate in athletics, 38% of the total enrollment. Digital Learning supported 30 campuses in renewing their Common Sense Media recognition, focusing on digital citizenship instruction.</p> <p>May May Evidence of Progress</p> <p> MTSS Admin and Coordinators conducted quarterly meetings to continue to streamline MTSS processes. Continued implementing filtering practices to promote online safety.</p> <p>Evidence of Progress</p> <p></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 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 Until increase to the basic allotment, the district will continue to react to the funding from the state in a strategic approach and strategically advocate on behalf of LISD for an equitable school finance funding system Identify budget reduction aligned to Board Guiding Principle Strategically advocate aligned with board legislative advocacy plan on behalf of LISD Implement collaborative communication and engagement efforts to ensure all understand and are equipped to support efforts to address revenue loss resulting from enrollment decline</p> <p>Strategy's Expected Result/Impact: See. 3.1 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Finance Leadership Team Departments</p>	<p>Nov November Evidence of Progress</p> <p> First Report received, highest score received by district (98/100), including one indicated that measured staff alignment with enrollment decline. Continue to inform and update engagement groups on funding challenges and budget reduction. Bringing contracted services in-house helped with backflow inspections, and repairs as a cost saving measure. Currently reviewing pest control. Working with Perdue Brandon on property value audits to correct property values (T2 values) which has state funding implications.</p> <p>Feb February Evidence of Progress</p> <p> Learning Acceleration Support Opportunities (LASO) grants/allotment awarded for multiple program opportunities. Surplus properties currently on the market, and evaluating proposals. Ongoing meetings with key departments and making progress with data entered in skyward to track a trend of the fill rate. Board Program and Budget Review Committee met to review staffing for Fine Arts, Counseling, and Athletics. Working with Moak Casey on advocacy in an attempt to provide additional FY27 funding.</p> <p>May May Evidence of Progress</p> <p> Meetings conducted with key departments such as SPED, transportation, and L&T. Additional long-term investment with TS2, ECSE grant awarded for professional learning for early childhood. Staying up-to-date on TEA requirements for SPED funding related to HB2. In-depth analysis of the impact of property tax and funding allotment changes from 89th session.</p> <p>Evidence of Progress</p> <p> Met CE Local and <1% of budget. Added 2 indicators to monitor for financial stability indicators.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Right size and repurpose technology, furniture, and equipment from retirement campuses and bond projects Report yearly on efficiency assessment results to monitor enrollment decline and facility usage Continue to align central office and campus staffing levels in alignment with enrollment decline Continue to look for opportunities to reduce our operational costs due to budget reductions over the past several years - adjusting per student licensing, right sizing our fleet of devices, implementing or developing new or different software, etc. Review technology standards to determine need before replacement, use data to determine staff iPad usage, reference bond tracker</p> <p>Strategy's Expected Result/Impact: See 3.1 measures on the scorecard Staff Responsible for Monitoring: Finance Technology Leadership Team</p>	<p>Nov  November Evidence of Progress First Report received, highest score received by district (98/100), including one indicated that measured staff alignment with enrollment decline. Updated facility assessment document and presented at November board meeting. Efficiency assessment data being reviewed and updating now for January board meeting.</p> <p>Feb  February Evidence of Progress Annual efficiency update provided in December. School retirement savings realized in FY26 of \$2.9M. Estimated on-going savings of \$3.3M as we will no longer have utilities or insurance after the properties are sold. Continue to align central office and campus staffing levels to decline. Purposeful procurement of technology and/or repurpose as we reach equipment lifecycle.</p> <p>May  May Evidence of Progress Purposeful procurement of technology and/or repurpose as we reach equipment lifecycle. Looking for opportunities to reduce operational costs due to budget reductions, adjusting per student licensing, right sizing our fleet of devices, implementing or developing new or different software. Completed 4 Technology Advisory Committee (TAC) meetings. Provided input on new initiatives, the instructional impact of technology configuration changes, and workforce trends.</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: Continue UnRapped videos to inform and provide uniformed message Continue to expand finance/budget training for campus/department administrators and budget managers Regular internal meetings about Bond projects, progress, and oversight Continue to update Bond tracking resources with stakeholders Regular ongoing communication with community about Bond progress, including meetings with One Vision Taskforce Utilize facility assessment and campus walks/facility review process to review capital project needs, include departments on capital outlay requests</p> <p>Strategy's Expected Result/Impact: See 3.2 measures on the scorecard Staff Responsible for Monitoring: Finance Commuincations</p>	<p>Nov</p>  <p>November Evidence of Progress</p> <p>Held One Vision Task Force fall meeting to update committee. Continued regular internal meetings to review progress on bond projects and oversights. Bond updates in monthly newsletters and updates on the bond tracking dashboard. Tracking bond dollars allocated toward retired campuses and repurposing furniture and equipment. CFO conducting campus visits to secondary campuses to discuss campus budgets. Provided budget training to new bookkeepers and secretaries on budgets and federal funding requirements. Updated facility assessment document and presented at November board meeting. Minor change: Launch UnRapped videos on updated finance information post Legislative session.</p> <p>Feb</p>  <p>February Evidence of Progress</p> <p>Budget training opportunities are being offered to new bookkeepers, secretaries, principals, and key departmental staff, covering account coding best practices and budget preparation. Additionally, the CFO is visiting secondary campuses to discuss budgets and financial concerns, while the Federal Programs coordinator is meeting with all Title I campus administrators. An updated version of "Breaking Down the Dollar" UnRapped video, along with other financial updates are being added to the LISD website for financial transparency with stakeholders. Internal bond tracking meetings are being held with key departments to continue to update progress and to address any questions or concerns. Additionally, bond newsletter is being distributed by communication to keep stakeholders informed. Working to resume campus walks/facility review process in the Spring. The facilities team performed ice storm preparations to ensure our campuses would withstand the cold</p>

temperatures and provide for a safe

May



May Evidence of Progress

Regular internal bond meetings to discuss bond projects and timelines. Continue to update bond tracking resources and included update in April newsletter. Monthly secretary and bookkeeper meetings. Utilize facility assessment to submit the newly required facility report to TEA. This is the new report that requires us to submit capacities vs enrollment along with overall square footage and do we own the facilities and what all purposes are facilities used for. Embedded updates and information items in communications to keep stakeholders informed.



Evidence of Progress

Increase in financial dashboard visits by over 4,000, with a total of 7,311 visits this year. Increased engagement with groups to input and provided more intentional updates in communications with families.

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 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: Follow direction provided by the School Board committee regarding program evaluation and budget saving opportunities Continuously evaluate and refine current revenue generation methods to ensure maximum efficiency and return. This includes streamlining processes, improving communication, and leveraging technology Continue to expand the P-Card program to increase efficiency Continue to expand the use of vendors that will help generate rebates Explore accounts Receivable billing into Skyward to more effectively ensure that all funds are received Continue to review purchases to ensure they maximize district funding and meet purchasing guidelines Collaborate with Special Education about SHARS collections Look for opportunities to standardize on course catalog, naming, etc. Continue to identify high cost students to request high cost fund (HCF) reimbursement from TEA</p> <p>Strategy's Expected Result/Impact: See 3.3.1 on the scorecard</p> <p>Staff Responsible for Monitoring: Finance Accountability and Evaluation, PEIMS Schools</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p> LASSO grant requirements being reviewed and considered by multiple departments. Working to increase revenue through new investments and increase to facility rental rates. Expansion of the p-card program for campuses and departments to help improve the efficiency of small dollar purchases. Will receive rebate through the use of Choice Partners Cooperative. Amazon expenditures are being tracked and paid online via a portal. We receive savings on our Amazon purchases. Savings are tracked monthly and yearly. Skyward Q has a great Accounts Receivable program. LISD could invoice/bill/run aging reports for all types of incoming revenue. Currently, our sponsors, facility service rentals, JJAEP, and advertising are utilizing this program. Even though SHARS revenue has been declining, and many districts have discontinued the program, LISD has continued to partner with Houston ISD to maximize reimbursement. Continue to review all purchasing guidelines to ensure compliance.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p> The expansion of the p-card program for campuses and departments has helped improve the efficiency of small dollar purchases. We continue to work on the timeliness of posting transactions. Continue to review alternatives to increase vendor rebates. Efficiencies identified with new ERP implementation, such as year-end close process, payroll budgeting process through staff planning, budget adoption, p-card process, and going paperless in accounts payable. Received HCF reimbursement from TEA</p> <p>May</p> <p>May Evidence of Progress</p>

	 Board budget review committee recommendations implemented. Reviewed fine arts and athletics staffing. Collaborate with SPED about SHARS collections. Continue to identify high cost students to request high cost fund (HCF) reimbursement from TEA. Explore accounts Receivable billing into Skyward. Continuously evaluate and refine current revenue generation methods to ensure maximum efficiency and return, real estate management.  Evidence of Progress Implementation of 4 recommendations to increase district funds - reviewed fine arts and athletics staffing, considered HS counseling allocation of student assistance counselors, reduced parent letters to 5, LASO grant, increase comms to ES families regarding future pathways.
Strategy 2 Details	Reviews
<p>Strategy 2: Continue using the IMS notification processes to identify devices not coming to campus. Calculate Device Usage Sept. 1- April 30. Implement priority items from TX Cyber Framework audit Expand system efficiency- optimize ERP and move to Q for SIS Implement Bond projects that will help with our cyber security posture to reduce M/O cyber insurance (Firewalls, Application Delivery Controllers, Security ELA, other)</p> <p>Strategy's Expected Result/Impact: See 3.3.2 on scorecard Staff Responsible for Monitoring: Technology</p>	<p>Nov November Evidence of Progress  Continue to use IMS notification processes to support campuses in identifying devices. Implemented fire walls. Security ELA up for approval in December. Implementation of Skyward time tracking. Transitioned to CyberNut for cyber security training.</p> <p>Feb February Evidence of Progress  Continue to implement IMS notification processes to support campuses. Security Enterprise Licensing Agreement Renewed. Optimizing the move from SIS to Q. Implementation of Cybernut fully implemented.</p> <p>May May Evidence of Progress  Device status identified in Inventory Management System. Device usage at end of April was 91.89%. Optimizing the move from SIS to Q. Exploring AI enhancements with existing software vendors to assess operational efficiency. Implement bond projects that will help with cyber security posture to reduce M/O cyber insurance.</p> <p>Evidence of Progress  Maintained % of students logging into district devices while continuing to balance use of technology in the classroom to 50% of time during walks.</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 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</p> <p>Continue recognition programs to highlight staff (ONE awards, Thank a Teacher, Culture Champions, Recognize Someone)</p> <p>Utilize newsletter polling to gather feedback to determine strategies to support employees</p> <p>Review current LISD Connect events and continue to build and enhance events</p> <p>ERP streamlining admin staff time and services</p> <p>Prioritize learning and implement year-long professional learning plan to support while building capacity in teacher leaders</p> <p>Continue to advertise and inform opportunities to stakeholders regarding non-compensation perks that are available</p> <p>Strategy's Expected Result/Impact: See 3.4 on the scorecard</p> <p>Staff Responsible for Monitoring: Human Resources Communications Leadership Team and departments</p>	<p>Nov</p>  <p>November Evidence of Progress</p> <p>With the transition to a new ERP system, Skyward, role assignments reviewed to ensure that each assignment aligns with the appropriate PEIMS coding to ensure that the district receives appropriate funding. Monthly meetings with PEIMS, Finance and HR to work through and ensure that processes are consistent among role assignments. Recognition programs implemented. Fall LISD Connect events conducted with over 420 participants. Employee Perks website updated as opportunities become available and is frequently viewed, linked in newsletter. Recommendations completed to increase communication to ES families regarding future pathways and Present for the Future campaign.</p> <p>Feb</p>  <p>February Evidence of Progress</p> <p>We have reviewed role assignments for certain staff positions to ensure that each assignment aligns with the appropriate PEIMS coding so district receives appropriate funding. Monthly meetings with PEIMS, Finance and HR continue to work through and ensure that processes are consistent among role assignments. Employee Perks LISD Connect websites updated as opportunities become available. Inclusion of polling in newsletters to provide timely feedback, data shared with LRP committee. Recs completed: address MTSS processes, dual language program adjustments, prioritize leader learning.</p> <p>May</p>  <p>May Evidence of Progress</p> <p>Collaborating with Google on AI usage to increase efficiency. Exploring the creation of GEMS to assist in accurate information. In progress of mapping out new processes for ERP to streamline staff time and services. Exceeded 11,700 Recognize Someones and 23,200</p>


Thank a Teacher cards. Employee perks maintained a top click from the Rapp Up throughout the year.




Evidence of Progress

Implementation of 3 recommendations for streamlining initiatives - implementing feedback from MTSS task force, prioritized learning and implement of year-long PL to support leaders, considering how AI can streamline staff processes.

 No Progress

 Accomplished



 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: Human Resource Staffing Reports
Eduphoria Strive Reports

Strategy 1 Details	Reviews
<p>Strategy 1: Collaborate with L&T and utilize social media in recruitment efforts Convene Bilingual staffing task force to address challenges and understand certification barriers staff face Monitoring dual language enrollment to streamline and increase efficiency in bilingual staffing 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 increase the retention rate in hard-to-fill teaching positions Attend local college student groups and social media campaign to recruit Continue to highlight/promote LISD through social media channels for recruitment Continue to support Grow Your Own Program with college partnerships Analyze leadership capacity needed moving forward and develop opportunities to build capacity in future leaders Align leadership development and hiring practices to support future leaders Continue to work with associate teachers in developing a plan to gain their certification alongside their mentors Get information regarding current staff who are getting their masters in order to help support and guide them through next steps in their employee journey</p> <p>Strategy's Expected Result/Impact: See 4.1 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Learning and Teaching Human Resources Schools</p>	<p>Nov</p>  <p>November Evidence of Progress</p> <p>Analysis of bilingual programs is underway to increase efficiency in bilingual staffing to impact student experience. UNT Master and Doctoral meeting hosted an informational meeting for interested staff. Multiple leadership cohorts designed to support the development of future leaders, providing over 30 cohorts for various staff with over 900 participants this semester to strengthen collaboration and bridge the gap between levels of leadership. All teacher coaches and mentors collaborate with associate teachers to intentionally plan and organize the completion of their program. Multiple test-preparation sessions are offered and new support for high-need campuses. We have 31 Paraprofessionals enrolled in the Dallas College Para to Teacher Cohort. We have 1 Paraprofessional in her residency year. Positions posted on multiple recruitment platforms to maximize visibility and broaden pool of candidates.</p> <p>Feb</p>  <p>February Evidence of Progress</p> <p>Multiple leadership cohorts and learning experiences continue to support development of leaders, building leadership capacities in over 1,000 employees this year. In addition, each campus leader identifies staff to build capacity for leadership on campus. Coaches and mentors continue to work closely with associate teachers to provide ongoing support and guidance as they complete their pathway. To date, 18 associate teachers have transitioned into full teaching roles. We have 31 Paraprofessionals enrolled in the Dallas College Para to Teacher Cohort. We have 1 Paraprofessional in her residency year. Next year we have 6 Paraprofessionals starting their Adaptive Residency. We have been working with UNT and</p>

Dallas College to establish Resident Teacher program. Reconfigure dual language program to increase efficiency and address barriers.

May




May Evidence of Progress


Increased efficiency in bilingual staffing with restructure of dual campuses. Work on realigning program expectations continues. 28 principals attended Courageous 1 or Courageous 2 training this year. To date, 1,031 employees have engaged in leadership development initiatives and expanded roles, directly strengthening our capacity. Special Education offering a Certified Academic Language Practitioner training and credentialing opportunity to LISD dyslexia interventionists. 1/3 of the team will be participating this summer. Coaching and mentoring for associate teachers through the pathway has resulted in 15 teachers transitioning into full teaching roles. Prioritization of staffing and compensation with stipends and program RISE. Prep grant received with LASO. UNT interns and Dallas College Acceptance day.




Evidence of Progress

Maintained within top of market group. Certified staff (97.31%) and hard to fill positions (91%) continue to be a challenge. Implementing changes through compensation plan and Project RISE.

 No Progress

 Accomplished





 Continue/Modify

 Discontinue


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


Performance Objective 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
 Focus 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 Brand Ambassadors to gain input and solutions on key topics Identify substitute leaders to engage with for checking-in on how systems are going Create a specific Substitute pulse check survey for getting their feedback</p> <p>Strategy's Expected Result/Impact: See 4.2 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Human Resources Schools Accountability and Evaluation Chief of Staff</p>	<p>Nov November Evidence of Progress</p> <p> Consistently review exit surveys for themes, main themes seeing include different fields of work, location, and personal reasons. Response plans from pulse check developed as part of Scorecard check-ins. Collecting feedback from lead subs, will collect data from all subs after 6 months in the new system. Data indicates we are on pace with last year with retention rates. Current 25-26 retention rate is 98.7%. 2024-25 retention rate at this time was 98.3%.</p> <p>Feb February Evidence of Progress</p> <p> Continue to review exit surveys for themes. Conducted with listening circles with 10 stakeholder groups with over 250 participants to gain perspectives and insights to inform the Long Range Planning Committee work. Utilizing feedback from lead subs to develop plan from the full sub pool.</p> <p>May May Evidence of Progress</p> <p> Analyzed results of exit surveys to consider themes to address. Administer survey specific to substitutes to gather feedback. Discusses with Brand Ambassador on hot topics and current challenges. Navigated the challenge of SB12. Learned from Listening circles - will implement with select teacher groups next year, as well as expand the Brand Ambassador program with intentional outputs.</p> <p> Evidence of Progress</p> <p>Progress towards measures - Implementing changes through compensation plan and Project RISE. Will implement new set of listening circles with targeted group of teachers.</p>

 No Progress

 Accomplished









 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: Survey results
Eduphoria Strive reports

Strategy 1 Details	Reviews
<p>Strategy 1: Utilize trade credit structure to build expertise Review principal learning and content prior to learning sessions Develop structure to support learning with department leaders to inform and engage in district focus areas and key topics Maximize professional learning time with campus principals and APs and specialized departments in the development of leadership growth to support campus needs and priorities Role based training with roll out of SIS and reset for bigger topics like gradebook, canvas integration Training for SIS implementation the summer of 2026 Bond training for Technologies purchased- ex. IFPs, staff iPads, etc. iPad Admin Training- including module in Canvas course to re-enforce notifications and no shows... support 1:1 WebEx quarterly</p> <p>Strategy's Expected Result/Impact: See 4.3 measures on the scorecard Staff Responsible for Monitoring: Schools Technology Leadership Team</p>	<p>Nov  November Evidence of Progress Developed differentiated training through online, in-person, and coaching support on Canvas for various roles. Trade credit courses are offered by different departments based on staff needs, district initiatives, and role learning. Leader learning prioritized based on campus needs and check-in data. iPad training provided to campus leader to support 1:1 implementation.</p> <p>Feb  February Evidence of Progress Trade credit courses offered by different departments based on staff needs, district initiatives, and role learning. Continuing to work with technology to streamline bookkeeper and secretary learning to support their roles. Leader learning prioritized and focused on campus needs, adding a partnership with Lead4Ward for instructional walks and coaching conversations. New Administrator Bootcamp was implemented midyear to support the growing number of administrators hired during the school year. Ongoing communication and support are also provided through monthly WebEx meetings and Chief's Chatter to ensure administrators receive timely and relevant information.</p> <p>May  May Evidence of Progress District PLCs for MS math and ELAR teachers for school improvement campuses to provide targeted PL for campuses. 21 principals utilized the work from Leverage Leadership to refine their instructional oversight. District teams conducted classroom walks, engaging leaders in high-level coaching conversations on integration of instructional changes.</p> <p>Evidence of Progress  Exceeded measures and maintained high % of participation in and reporting out of quality and impact of effective training.</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: Know your school history for new principals Connecting to sharing our stories, look at what legacy committee input and share ideas at Principal U to use their voice to share the message Highlight milestone campus birthdays for campuses Highlight stories to emphasize longevity of public schools Welcome to LISD video for new families Highlight for district messaging and reinforce content calendar topics in chiefs chatter Educate campus leaders on the importance of scorecard measures Share stories and celebrate staff recognitions Collaborate with principals on use of BLT and PTA to connect with parents, businesses, and community High schools share information that elementary and middle and 9/10s to include highlights and achievements in their newsletters Define touchpoints and the message - Apps, Computers, Digital Signage, Digital Kiosks, Webpages, athletics, LHUB landing page, etc Proactive SIS Parent Portal communication in the Summer of 2026 Addressing competition - over delivering on as district and campus</p> <p>Strategy's Expected Result/Impact: See 5.1 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Communications Schools Technology Leadership Team</p>	<div data-bbox="1276 464 1381 597"> <p>Nov</p> </div> <p>November Evidence of Progress</p> <p>The One Choice and overdelivers kicked off at Inspire and have been reinforced with leaders each month and embedded in newsletters and socials. Content checklist created for campus leaders to support impactful content to share throughout the year. Principals collaborated on ways to utilize and connect with parents, BLT, PTA and brand ambassadors. Campus milestones shared with principals and included in feeder pattern newsletters and socials. Stories highlighting overdelivers, LISD spotlights, and longevity of LISD shared as reels. Engagement data continues to show high levels of engagement on social media platforms, fastest time taken to get to 1M impressions post-COVID. Seeing 17.2% engagement rates, compared to 15% in 2024 and 8% in 2023.</p> <div data-bbox="1276 980 1381 1114"> <p>Feb</p> </div> <p>February Evidence of Progress</p> <p>The One Choice and overdeliver messaging continues with Why Choose LISD series with testimonies and student voice clips highlighting CTE programs posted on socials. Sharing suggested content in the Chiefs Chatter in alignment with the Content Toolkit. Ongoing Enrollment campaign with targeted marketing with mailer and socials. Engagement numbers continue to be very high with 22M impressions compared to 11.6M last year at this time and 2.3M engagement compared to 1.5M last year.</p> <div data-bbox="1276 1344 1381 1477"> <p>May</p> </div> <p>May Evidence of Progress</p> <p>Highlighted two more campus milestones. Continued to highlight district messaging with content calendar topics with emphasis on overdelivers. Shared another</p>

round of feeder pattern newsletters. Provided updates to impacted groups on multiple initiatives (compensation, program relocation, Project RISE). Kicked off LISD Alumni Share Your Shine form to gather alumni stories to highlight. Connected with real estate groups and senior citizen centers to provide information and share ways to connect with the district. Hosted a small group of Lewisville Thrive at TECC-W. Maintained open rate of newsletters that exceeds industry standard.




Evidence of Progress

Exceeded majority of measures. Increased engagement with newsletters compared to last year. Increased engagement numbers on socials. Considering feedback gathered as adjust newsletter and survey formatting with the rollout of Imagine 2030.

 No Progress

 Accomplished





 Continue/Modify

 Discontinue


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: Encourage and model seeking and acting on feedback with leaders Close the feedback loop and explain how feedback will be used Share how past feedback influenced decisions Identify trends from multiple feedback channels One Choice theme going with visuals and testimonials throughout the year</p> <p>Strategy's Expected Result/Impact: See 5.2 measures on the scorecard</p> <p>Staff Responsible for Monitoring: Communications Leadership Team</p>	<p>Nov</p>  <p>November Evidence of Progress</p> <p>Feedback loop check-in in Rapp newsletters, using surveys, polls, and Lunch with Lori to identify themes. Conducting Listening Circles with various groups to gain insights and perspectives to inform LRP committee. Gathered feedback from Brand Ambassadors on feedback loop ideas to increase staff awareness of actions from input. One Choice testimonials began with more to come on monthly basis - posted on socials and why choose webpages. Minor change: Provide Long Range Plan milestones and highlights in newsletters, implement brand ambassador input on feedback loop, along with polls to gather input.</p> <p>Feb</p>  <p>February Evidence of Progress</p> <p>Intentional follow-up with staff on December and January poll results. Testing out AI bot on website to provide insights to strengthen resources. Results from last year's award survey were used to revamp recognition award this year, including TOY reception held in February. Recs completed: conducted listening circles, provide LRP process and updates, included polls in newsletters for specific feedback.</p> <p>May</p>  <p>May Evidence of Progress</p> <p>Closed the feedback loop with follow-up on newsletter results. Assisted principals with messaging to share with staff and in newsletters.</p> <p>Evidence of Progress</p>  <p>Exceeded majority of measures. Implementing restructure of staff feedback formatting with the rollout of Imagine 2030.</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, SHAC leads</p>	<p>Nov November Evidence of Progress</p> <p> Meetings and topics have been scheduled for the year. Membership was approved by the School Board. Implemented Device Health and Safety guidelines developed in coordination with School Health Advisory Council. Teachers received mandatory training on the guidelines through the LISD Essentials course. Developed community support documents to increase the school to home partnership in digital citizenship.</p> <p>Feb February Evidence of Progress</p> <p> As of our last meeting we have reviewed how our district utilizes and supports each of the required components of SHAC to support the health and well-being of our students. We have covered health education and health promotion for students and staff, healthy school environment and safety, legislative updates related to the SHAC tenets and will be looking at counseling and support updates in March.</p> <p>May May Evidence of Progress</p> <p> The School Health Advisory Council (SHAC) convened four times over the course of the year. During these meetings, the council reviewed and discussed how the district implements and supports each of the required SHAC components to promote the health and well-being of all students.</p> <p>Topics addressed included health education and health promotion for both students and staff, the development and maintenance of a safe and healthy school environment, and relevant legislative updates aligned to SHAC requirements. In addition, the council reviewed updates related to counseling and student support services.</p> <p>Evidence of Progress</p> <p> Overall, SHAC has maintained a comprehensive and aligned approach to supporting student wellness across the district.</p>
<p>  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

Strategy 1: LISD incorporates and implements trauma informed care practices through: 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. Implementation of trauma-informed practices with Trust Based Relational Intervention (TBRI) and ACES (included in BOY training). Dedicated school counseling staff who are trained in providing support to students experiencing grief and/or in need of trauma support. 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. 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.

All goals related to counseling services will be reviewed and revised based on SB12 when the new state counseling framework is provided.

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

Staff Responsible for Monitoring: Schools

Reviews

Nov



November Evidence of Progress

All staff trained at BoY in state mandated topics including: trauma informed care. All new employees completed the mental health awareness course at on-boarding.

Feb



February Evidence of Progress

Completion of the annual yearly compliance course continues to be monitored. As new employees are hired, they are also required to complete this training. Continued Professional Learning opportunities for staff both at the district level as well as on campuses. Whole Child Series for staff and parents (to date)includes training that reflects mandated topics such as: trauma, suicide prevention, drugs and alcohol and trafficking.

May










May Evidence of Progress

All mandatory and optional staff trainings completed.



Evidence of Progress





LISD successfully implemented and sustained trauma-informed care practices throughout the school year through required staff training, counselor professional learning, and ongoing collaboration with community partners. All staff and new employees completed mandated mental health awareness and trauma-informed care training, while counselors received continued support in evidence-based practices including TBRI and other best practice interventions. District and campus professional learning opportunities, including the Whole Child Series, reinforced awareness and prevention related to trauma, suicide prevention, substance abuse, and trafficking. Overall, LISD met the outlined goals for training, awareness, and implementation of trauma-informed care practices in support of student well-being.









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 students trained on signs and symptoms of relationship/dating violence. All campus websites have anonymous reporting tool.</p> <p>Feb  February Evidence of Progress Review of reporting procedures for staff and students. February is Dating Violence Prevention month. Campuses planning healthy friendship/relationship lessons/content along with companion parent information in cooperation with SB9 legislation.</p> <p>May  May Evidence of Progress All mandatory training for staff and student education on topic of dating violence completed.</p> <p>Evidence of Progress LISD successfully implemented districtwide dating violence awareness and prevention efforts through required staff and student training, ongoing review of reporting procedures, and campus-based education aligned with SB9 legislation. Students received instruction on recognizing signs and symptoms of unhealthy relationships, while staff continued training on reporting responsibilities and district protocols for responding to outcries. Anonymous reporting tools remained accessible on all campus websites, and all mandatory training requirements related to dating violence prevention were completed by year's end.</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. Evaluate and utilize staff model to ensure high quality staff and meet campus needs. 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 and Teaching Schools Human Resources</p>	<p>Nov  November Evidence of Progress Coaches trained in the One Vision Framework and participating in improvement plan walks to support implementation on campuses. Ongoing monitoring of student growth through check-ins and PLC data progress reviews. Targeted staff training provided as needed.</p> <p>Feb  February Evidence of Progress Title I Instructional Coaches continue to meet monthly with Learning Facilitators to develop coaching skills and collaborate on instructional best practices. Ongoing monitoring of student growth through check-ins and PLC data progress reviews.</p> <p>May  May Evidence of Progress Title I Instructional Coaches continue to meet monthly with Learning Facilitators to develop coaching skills, disaggregate data, and collaborate on curriculum and instructional best practices.</p> <p> Evidence of Progress Title I coaches will be joining the L&T team as Instructional facilitators which will allow for greater focus on high-need campuses and increased service from the L&T team.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas</p> <p>Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs.</p> <p>Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports.</p> <p>Strategy's Expected Result/Impact: 4.1 and 4.2 measures on scorecard Staff Responsible for Monitoring: Human Resources Schools</p>	<p>Nov  November Evidence of Progress CNA data reviewed and campus priorities identified. Collaborative effort to design campus comprehensive PL plans with ongoing reflection and review as data is available for upcoming PL days. Continue to support teachers obtaining appropriate certification through test-prep resources, mentoring and district partnerships. Trend walk and student data utilized to plan for campus leader learning each month.</p> <p>Feb  February Evidence of Progress Utilize data to plan for February professional learning day. Data dashboards reviewed with leaders to assist in campus PLC focus and collaboration on instructional improvement.</p> <p>May  May Evidence of Progress District Advisory Council provided feedback on federal programs as part of CNA in planning for next year. Creation of Project RISE to address recruiting and retention of highly effective staff at Title I campuses. Continued support for teachers obtaining certification through test-preo resources and mentoring.</p> <p> Evidence of Progress EOY scorecard check-ins with departments and campuses have identified celebrations in progress made towards majority of measures. Check-ins also serve as comprehensive needs assessment for district and campus, helping identify gaps, refine priorities, and determine areas for continued support and growth. Launch of Project RISE and restructure of instructional coaches position key drives for strengthening instruction and building campus capacity to accelerate student outcomes.</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: 2025-2026 Every Student Succeeds Act (ESSA) Application for Federal Funding, other LISD grant applications and compliance submissions

Strategy 1 Details

Strategy 1: 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.

The Title I administrator will ensure that federally required equitable services are provided to participating private/nonprofit schools in collaboration with Region XI.

School attendance areas for Title I funding purposes will use Free or Reduced Lunch eligibility for poverty criteria..

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. 28 campuses will be served through the SchoolWide model

Staff Responsible for Monitoring: Federal Programs

Reviews

Nov



November Evidence of Progress

The Notice of Grant Award for this program was received on 8/7/25 and funding was made available to campuses on 9/15/25 after campus funding summaries were completed. Provided ongoing training and support to Title I campuses by completing learning sessions for principals and front office staff. Completed 28 Title 1 Principal one-on-one conversations in the first 9 weeks that resulted in campuses allocating funds based on campus goals and developing a deeper understanding of documentation practices. 50+ Title I family/ parent meetings have taken place to engage parents and families in the education process.

Feb



February Evidence of Progress

30% of Title 1 Funds have been Expended. All Title 1 campuses have completed at least 1 parent and family educational night. Parent conferences were held at all T1 elementary campus. The purpose of these conversations is to update parents on their children's academic progress and provide information and ideas to support their educational success the remainder of the year. Eligibility and applications for Free and Reduced lunch closed on 1/15. 34% percent of students in LISD qualify for free or reduced rates. 20+title 1 Principal one-on-one conversations in the third 9 weeks resulting in reviews of current budgets, intentional planning for the remainder of the school year and review of documentation submitted.

May




May Evidence of Progress





60% of Title 1 Funds have been Expended. We have exceeded the 1% threshold for Parent engagement activities. 8 elementary Title 1 campus will be offering a summer jump start program to support student academic achievement. The 25-26 ESSA grant closes on September 30th, 2026



Evidence of Progress

District Advisory Council provided feedback on federal programs as part of CNA in planning for next year. Creation of Project RISE ensure highly effective staff at Title I campuses.

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.</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, 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, Federal Programs</p>	<p>Nov</p>  <p>November Evidence of Progress</p> <p>Title II continues to provide support for new teachers through year 4. We currently have over 200+ 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 \$98,400.00 have been prioritized to campuses with high needs in addition to any other mentoring services that are being provided.</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. Over 200+ teachers are receiving mentoring support. At this time, approximately \$76,000 of the prioritized funds have been expended to support campuses with high needs. Over \$50,000 Title II dollars have been provided to participating private/nonprofit schools.</p> <p>May</p> <p>May Evidence of Progress</p> <p>60% of Title II funds have been expended. \$81,786.00 have been expended for prioritized to campuses with high needs. Approximately 50,000 have been budgeted for summer learning sessions. Over 200+ teachers are receiving mentoring support throughout this school year. Around 21,000 Title II dollars have been expended to participating private/nonprofit schools.</p> <p>Evidence of Progress</p>  <p>Title II program goals and budget are being developed in alignment to the new long range plan and ensure services provided are supplemental learning and resources. Also working to establish a new student teacher pathway as a recruitment and retention strategy.</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, Finance</p>	<p>Nov November Evidence of Progress</p>  <p>Title III continues to support students who are acquiring a second language. Funds have been allotted at both the elementary and secondary level to support students on campus. In addition at least 4 community engagement events have been organized in collaboration with campuses. Title III have been prioritized to campuses with high needs to support students acquiring a second language.</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. At this time, we are supporting around 10,671 students/23 percent of LISD students who have been identified as English Language Learners. This number has is slightly decreased from the 24/25 SY. 74 languages represented in LISD with 73 percent of those students whose first language is Spanish.</p> <p>May May Evidence of Progress</p>  <p>Title III grant funding has been spent in accordance with local, state, and federal guidelines. 40% of the allotment has been spent. Approximately \$25,000 Title 3 funds have been allotted for supplemental summer learning sessions at the elementary and secondary level. Title III will continue to support summer programs at both elementary and secondary students.</p> <p>Evidence of Progress</p>  <p>Title III program goals and budget are being developed in alignment to the new long range plan and ensure services provided are supplemental learning and resources.</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 and Teaching, Finance

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 Academies 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 35% of the Title IV funds have been expended. Around 22 elementary and 9 secondary teachers have completed their STEM certifications which allows them to support STEM-centered instruction and curriculum. The CISNT Afterschool Program are running programs at both the elementary and secondary level. This program supports students by providing academic enrichment and mentoring. Over \$14,662 Title IV dollars have been provided to participating private/nonprofit schools.









May



May Evidence of Progress

Evidence of Progress

District Advisory Council provided feedback on federal programs as part of CNA in planning for next year.









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</p>	<p>Nov November Evidence of Progress</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> Spending of special allotments is underway for the 25-26 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> Expenditures for all federal grant programs have followed their planned budgets and are in accordance with all local, state, and federal rules. 95% of Perkins Funds has been expended on industry Standard Equipment, Curriculum/resources, Middle school CTE Explorations. 75% of IDEA B funds have been expended on SPED contracted services and salaries to ensure all students unique needs are met.</p> <p> Evidence of Progress</p> <p>District Advisory Council provided feedback on federal programs as part of CNA in planning for next year.</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: Schools, Counseling and Social Work</p>	<p>Nov  November Evidence of Progress All staff trained on Federal McKinney-Vento law as well as LISD protocols for serving students and families who qualify for these services. Campus counselors initiate seeking for any gaps in services and provide community resources to families.</p> <p>Feb  February Evidence of Progress In collaboration with campus counselors, the Student Assistance Counselors (SACs) create quarterly newsletters sent 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. Additionally, our McKinney-Vento liaison is attending counseling team meetings across the district to train and discuss specific best practices.</p> <p>May   May Evidence of Progress All families who qualified for McKinney-Vento services received 4 contacts this year to ensure all eligible McKinney-Vento services were provided.</p> <p>Evidence of Progress LISD successfully implemented procedures to identify and support students and families qualifying for McKinney-Vento services through collaboration among counselors, campus administration, attendance clerks, and the district McKinney-Vento liaison. Staff received training on federal McKinney-Vento requirements and district protocols to ensure eligible students were enrolled and connected to appropriate wrap-around supports and community resources. Ongoing monitoring of attendance concerns and regular family outreach, including quarterly newsletters and direct contacts, helped ensure barriers to school success were addressed. By the end of the school year, all identified McKinney-Vento families received consistent communication and support to ensure access to all eligible services.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	









Goal 6: Federal and State Mandates

Performance Objective 6: Migrant Education Program


Identify and provide services to for students who qualify for Migratory Education Program.


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

Strategy 1 Details	Reviews
<p>Strategy 1: Monitor the progress of Migrant Education Program (MEP) students who are Priority for Service . Run monthly reports to identify migratory children and youth who require priority access to MEP services. Develop a Priority for action plan for serving MEP students. Strategy's Expected Result/Impact: NGS generated reports Signed plan reviewed by Region 11 MEP staff Staff Responsible for Monitoring: Federal Programs Coordinator</p>	<p>Nov November Evidence of Progress  PFS plan has been submitted and created. 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 0 students in LISD who qualify for MEP services.</p> <p>Feb February Evidence of Progress  PFS plan has been submitted and created. A timeline of actions and documentation to be submitted has been communicated to parents and program administrators. Five monthly reports have been submitted to support in identifying students who are able to receive MEP services. At this time we have 0 students in LISD who qualify for MEP services.</p> <p>May May Evidence of Progress Continued to submit monthly reports to support in identifying students who are able to receive MEP services. At this time LISD has a total of 1 student who qualify for MEP services.</p> <p> Evidence of Progress Continued partnership with Region 11 to support the the identification of migrant students. We will continue to partner with campuses across the district to ensure services are provided for students identified as migrant.</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 and resources. 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: Federal Programs, Region Center</p>	<p>Nov  November Evidence of Progress At this time we have 0 identified migrant students.</p> <p>Feb  February Evidence of Progress At this time we have 0 identified migrant students</p> <p>May  May Evidence of Progress We have 1 identified student. Region 11 hosted a Parent Advisory Meeting and event this spring. Parents were notified of the event. Collaborating with the campus to ensure student receives priority services.</p> <p> Evidence of Progress Continued partnership with Region 11 to support the the identification of migrant students. We will continue to partner with campuses across the district to ensure services are provided for students identified as migrant.</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 from Region PAC meetings</p> <p>Staff Responsible for Monitoring: Federal Programs, Counseling, Region Center</p>	<p>Nov  November Evidence of Progress At this time we have 0 identified migrant students</p> <p>Feb  February Evidence of Progress At this time we have 0 identified migrant students</p> <p>May  May Evidence of Progress We have 1 identified migrant student in LISD. Priority Services were provided for this student. Reports and data tracking has been shared with Region 11 to add to MEP profile.</p> <p> Evidence of Progress Continued partnership with Region 11 to support the the identification of migrant students. We will continue to partner with campuses across the district to ensure services are provided for students identified as migrant.</p>

 No Progress

 Accomplished









 Continue/Modify

 Discontinue

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 Schools Accountability and Evaluation</p>	<p>Nov</p> <p>November Evidence of Progress</p> <p> Campus administrative teams received training on accountability and accessing data during Principal U as well as follow up training on local data sources and how to access results.</p> <p>All campus administrators have access to Aware, Edugence, and campus shared data folders.</p> <p>Additional data conversations will be held throughout the year regarding long range plan targets and student academic performance.</p> <p>Feb</p> <p>February Evidence of Progress</p> <p> We continue to support campuses with analyzing data and providing training on accessing and utilizing data to close gaps.</p> <p>We have integrated IReady into Edugence. The elementary dashboard are not fully functioning.</p> <p>May</p> <p>May Evidence of Progress</p> <p>  Campuses and district departments received data and data system support throughout the year in order to analyze relevant data and take necessary actions.</p> <p>Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	