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

Table of Contents

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	
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 **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 **Staff Responsible for Monitoring:** Learning and Teaching Accountability and Evaluation Schools	**Nov**	**November Evidence of Progress** 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.
	Feb	**February Evidence of Progress**
	May	**May Evidence of Progress**
		Evidence of Progress

Strategy 2 Details	**Reviews**

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)
    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
    Staff Responsible for Monitoring: Learning and Teaching
	Nov **November Evidence of Progress**
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	        Evidence of Progress

Strategy 3 Details	**Reviews**

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
    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
    Staff Responsible for Monitoring: Learning and Teaching
    Schools
	Nov **November Evidence of Progress**
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	        Evidence of Progress

○ 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

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
 	
    Strategy's Expected Result/Impact: 1.2 scorecard measures
    Staff Responsible for Monitoring: Learning and Teaching
Accountability and Evaluation
Schools
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	        Evidence of Progress

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 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	

Strategy 1: Monitor implementation of changes made based on focus group feedback
    Strategy's Expected Result/Impact: See 2.1.1 on scorecard
    Staff Responsible for Monitoring: Schools
	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.
	Feb	**February Evidence of Progress**
	May	**May Evidence of Progress**
		Evidence of Progress

◯ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue

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

Performance Objective 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	

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
Focus on building community in the classroom through proactive behavior management practices
Collaborate with Student Leadership Experience cohort and HS Student Advisory to lead initiatives that build community and student ownership of the school experience
 	
    Strategy's Expected Result/Impact: See 2.2 measures on the scorecard
    Staff Responsible for Monitoring: Student Services
Schools
Chief of Staff
	Nov	**November Evidence of Progress**
		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.

	Feb	**February Evidence of Progress**
	May	**May Evidence of Progress**
		Evidence of Progress

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

    Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews

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
    Strategy's Expected Result/Impact: See 2.3 measures on the scorecard
    Staff Responsible for Monitoring: Student Services
Schools
Communications
	Nov **November Evidence of Progress**
	
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	        Evidence of Progress

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

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

   Evaluation Data Sources: Safety reports

Strategy 1 Details	Reviews

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
 	
    Strategy's Expected Result/Impact: See 2.4 measures on the scorecard
    Staff Responsible for Monitoring: Student Services
    Schools
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	        Evidence of Progress

No Progress Accomplished Continue/Modify Discontinue	

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

Performance Objective 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

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 form 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
    Strategy's Expected Result/Impact: See 2.5 measures on the scorecard
    Staff Responsible for Monitoring: Student Services
    Schools
	Nov **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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	           Evidence of Progress

Strategy 2 Details	Reviews
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 **Strategy's Expected Result/Impact:** See 2.5 measures on the scorecard **Staff Responsible for Monitoring:** Schools Student Services Technology Digital Learning	**Nov** **November Evidence of Progress** 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. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: Finance reports

Strategy 1 Details	Reviews

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
 	
    Strategy's Expected Result/Impact: See. 3.1 measures on the scorecard
    Staff Responsible for Monitoring: Finance
Leadership Team
Departments
	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. 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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	          Evidence of Progress

Strategy 2 Details	Reviews

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
 	
    Strategy's Expected Result/Impact: See 3.1 measures on the scorecard
    Staff Responsible for Monitoring: Finance
    Technology
    Leadership Team
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	             Evidence of Progress

◯ 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 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

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
 	
    Strategy's Expected Result/Impact: See 3.2 measures on the scorecard
    Staff Responsible for Monitoring: Finance
Communications
	Nov **November Evidence of Progress**
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	         Evidence of Progress

○ 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
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 **Strategy's Expected Result/Impact:** See 3.3.1 on the scorecard **Staff Responsible for Monitoring:** Finance Accountability and Evaluation, PEIMS Schools	**Nov** **November Evidence of Progress** 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. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

Strategy 2 Details	**Reviews**
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) **Strategy's Expected Result/Impact:** See 3.3.2 on scorecard **Staff Responsible for Monitoring:** Technology	**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. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

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	

Strategy 1: Implement a more consistent, mandated role assignment for certain staff positions across the district
Continue recognition programs to highlight staff (ONE awards, Thank a Teacher, Culture Champions, Recognize Someone)
Utilize newsletter polling to gather feedback to determine strategies to support employees
Review current LISD Connect events and continue to build and enhance events
ERP streamlining admin staff time and services
Prioritize learning and implement year-long professional learning plan to support while building capacity in teacher leaders
Continue to advertise and inform opportunities to stakeholders regarding non-compensation perks that are available
 	
   Strategy's Expected Result/Impact: See 3.4 on the scorecard
   Staff Responsible for Monitoring: Human Resources
Communications
Leadership Team and departments
	Nov	**November Evidence of Progress**

		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.
	Feb	**February Evidence of Progress**
	May	**May Evidence of Progress**
		Evidence of Progress

○ 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
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 **Strategy's Expected Result/Impact:** See 4.1 measures on the scorecard **Staff Responsible for Monitoring:** Learning and Teaching Human Resources Schools	**Nov** **November Evidence of Progress** 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. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

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

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
    Strategy's Expected Result/Impact: See 4.2 measures on the scorecard
    Staff Responsible for Monitoring: Human Resources
    Schools
    Accountability and Evaluation
    Chief of Staff
	Nov **November Evidence of Progress**
	
	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%.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	    Evidence of Progress

◯ 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

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
 	
    Strategy's Expected Result/Impact: See 4.3 measures on the scorecard
 	
    Staff Responsible for Monitoring: Schools
    Technology
    Leadership Team
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	    Evidence of Progress

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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
 	
    Strategy's Expected Result/Impact: See 5.1 measures on the scorecard
    Staff Responsible for Monitoring: Communications
    Schools
    Technology
    Leadership Team
	Nov **November Evidence of Progress**
	
	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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	        Evidence of Progress

     ○ 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	

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
 	
  Strategy's Expected Result/Impact: See 5.2 measures on the scorecard
  Staff Responsible for Monitoring: Communications
  Leadership Team
		Nov	**November Evidence of Progress**
			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 poll sto gather input.

		Feb	**February Evidence of Progress**
		May	**May Evidence of Progress**
			Evidence of Progress

○ 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

Strategy 1: Hold regular meetings of the SHAC throughout the school year in alignment with Texas Education Code.
 	
    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.
    Staff Responsible for Monitoring: Student Services, SHAC leads
	Nov **November Evidence of Progress**
	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 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.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	          Evidence of Progress

      ⚪ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 6: Federal and State Mandates

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

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

Strategy 1 Details	Reviews

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
	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**
	
	May **May Evidence of Progress**
	
	       Evidence of Progress

Strategy 2 Details	Reviews

Strategy 2: Dating Violence
 	
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.
    Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.
    Staff Responsible for Monitoring: Schools
	Nov **November Evidence of Progress**
	All students trained on signs and symptoms of relationship/dating violence. All campus websites have anonymous reporting tool.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	Evidence of Progress

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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
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 **Strategy's Expected Result/Impact:** Maintain levels of experienced and certified teachers in high-need schools **Staff Responsible for Monitoring:** Learning and Teaching Schools Human Resources	**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. **Feb**　　**February Evidence of Progress** **May**　　**May Evidence of Progress** **Evidence of Progress**

Strategy 2 Details	Reviews
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 Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. 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. **Strategy's Expected Result/Impact:** 4.1 and 4.2 measures on scorecard **Staff Responsible for Monitoring:** Human Resources Schools	**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. **Feb**　　**February Evidence of Progress** **May**　　**May Evidence of Progress** **Evidence of Progress**

No Progress   Accomplished   Continue/Modify   Discontinue

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	Reviews

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
	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 Pricipal one-on-one conversations in the first 9 weeks that resulted in campuses alloting funds based on campus goals and developing a deeper understadning 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**
	
	May **May Evidence of Progress**
	
	                       Evidence of Progress

Strategy 2 Details	**Reviews**
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. Federally required equitable services will be provided to participating private/nonprofit schools. 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. **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) **Staff Responsible for Monitoring:** Professional Learning, Federal Programs	**Nov** **November Evidence of Progress** 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 hight needs in addition to any other mentoring services that are being provided. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

Strategy 3 Details	**Reviews**
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. 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. 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. 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. **Strategy's Expected Result/Impact:** Program enrollment and student achievement will reflect language acquisition. **Staff Responsible for Monitoring:** Learning and Teaching, Finance	**Nov** **November Evidence of Progress** Title III continues to support students who are aquiring a second langauge. 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. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

Strategy 4 Details	Reviews
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	**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 middles 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** **May** **May Evidence of Progress** **Evidence of Progress**

Strategy 5 Details	**Reviews**
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. **Strategy's Expected Result/Impact:** Efficient use of funding to support student needs **Staff Responsible for Monitoring:** Human Resources, Finance	**Nov** **November Evidence of Progress** 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. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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
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. Students and families who come to enroll, and disclose a homeless status, are referred to the counselor for wrap-around services to be initiated. 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. **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. **Staff Responsible for Monitoring:** Schools, Counseling and Social Work	**Nov** **Feb** **May**	**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. **February Evidence of Progress** **May Evidence of Progress** **Evidence of Progress**
No Progress Accomplished Continue/Modify Discontinue		

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
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	**Nov** **November Evidence of Progress** PFS plan has been submitted and created. A timeline of actions and documenation to be submitted has been communicated to parents and program adminstrators. Two monthly reports have been submitted to support in indetifying students who are able to recive MEP services. At this time we have 0 studnets in LISD who qualify for MEP services. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

Strategy 2 Details	Reviews
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. **Strategy's Expected Result/Impact:** Documentation of reports, activity log. **Staff Responsible for Monitoring:** Federal Programs, Region Center	**Nov** **November Evidence of Progress** At this time we have 0 identified migrant students. **Feb** **February Evidence of Progress** **May** **May Evidence of Progress** **Evidence of Progress**

Strategy 3 Details	Reviews

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
    Strategy's Expected Result/Impact: Activity logs, sign in sheets from Region PAC meetings
    Staff Responsible for Monitoring: Federal Programs, Counseling, Region Center
	Nov **November Evidence of Progress**
	At this time we have 0 identified migrant students
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	       Evidence of Progress

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

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. .
 	
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.
    Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
    Staff Responsible for Monitoring: Learning and Teaching
    Schools
    Accountability and Evaluation
	Nov **November Evidence of Progress**
	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.
	
	All campus administrators have access to Aware, Edugence, and campus shared data folders.
	
	Additional data conversations will be held throughout the year regarding long range plan targets and student academic performance.
	
	Feb **February Evidence of Progress**
	
	May **May Evidence of Progress**
	
	    Evidence of Progress

No Progress Accomplished Continue/Modify Discontinue	