

Board Workshop  
Wednesday, September 17, 2025 5:00 PM

Carrie L. Lovejoy Child Development Center:  
Room C113 (Closed Session) & Library (Open  
Session)  
256 Country Club Road  
Allen, TX 75002

## Agenda

1. Call to Order  
**Presenter:** Julie McLaughlin, President
2. Roll Call and Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law  
**Presenter:** Julie McLaughlin, President
3. Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act  
**Presenter:** Julie McLaughlin, President
  - 3.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
  - 3.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
  - 3.C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
  - 3.D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
    - 3.D.1. Evaluation of employees.
  - 3.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
  - 3.F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.
  - 3.G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter

is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.

3.H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.

3.I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.

4. Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session

**Presenter:** Julie McLaughlin, President

5. Pledges and Recognition of Patriots' Day for September 11, 2025

**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

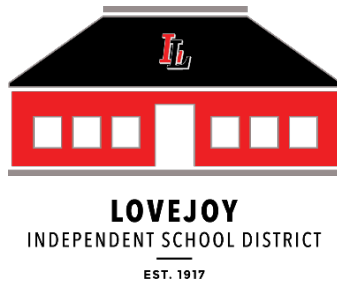


**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	September Workshop Pledge
<b>Presented For</b>	Board Action    X Report/Review Only
<b>Supporting Documents</b>	X None    Attached    Provided Later
<b>Administrator Responsible</b>	Katie Kordel, Superintendent
<b>Executive Summary</b>	
We will begin the meeting by engaging in the Pledge of Allegiance followed by the Texas Pledge.	

6. Public Comments Related to September 17, 2025 Board Workshop Agenda Items  
**Presenter:** Julie McLaughlin, President



## **School Board Public Comments Sign In - Workshops**

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at [lovejoyisd.net](http://lovejoyisd.net).

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at [lovejoyisd.net](http://lovejoyisd.net).

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with the intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

**\*\*Failure to Complete the Form in Its Entirety will result in you not being able to speak\*\***

**First and Last Name:**

---

**Relationship to Lovejoy ISD (Choose one):**

Resident       Parent/Guardian       Non-resident

**Designate the Item as an agenda item and provide a brief description of the topic in 3 – 5 words.**

agenda item #: \_\_\_\_\_  
\_\_\_\_\_

**Email Address:**

---

**Phone:**

---

**Organization and Campus(es) your student(s) attend (if applicable):**

---

- I acknowledge I read, understand, and agree to the public comment procedures and regulations, particularly as it relates to disruptive behavior.
- I understand non-agenda items may be moved to the end of the meeting, , if necessary for effective meeting management, and are only permitted at regular meetings
- I reviewed the form in its entirety and understand that a failure to complete this form will result in my inability to speak at today's meeting.

**Print:**

**Signature:**

**Date:**

---

7. Presentation: Foundation for Lovejoy Schools Annual Report  
**Presenter:** Katie Kordel, Superintendent



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	Foundation for Lovejoy Schools Annual Report
<b>Presented For</b>	Board Action    X Report/Review Only
<b>Supporting Documents</b>	None    X Attached    Provided Later
<b>Administrator Responsible</b>	Katie Kordel, Superintendent



### Executive Summary

The Foundation for Lovejoy Schools will provide the Board of Trustees with an annual report.

### Fiscal Implications

No fiscal implications. Report only.

### Administrator Recommendation

No administrator recommendation. Report only.

### District Priority

**Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.





**CLASSROOM ENHANCEMENTS**

**\$445,225.59**

**SAFETY AND SECURITY**

**\$134,743.00**

**TOTAL GIVEN TO LOVEJOY ISD**

**\$579,968.59**



# UPCOMING EVENTS

- **North Texas Giving Day-** September 18, 2025
- **Lovejoy Ladies' Night-** October 22, 2025
- **Lovejoy Tour of Homes-** November 8, 2025
- **Taste of Fairview-** March 6, 2026
- **Denim & Diamonds-** March 7, 2026
- **Men's Cornhole Tournament-** Spring 2026

8. Presentation: Parent Communication and Engagement Update

**Presenter:** Anna Koenig, Executive Director of Human Resources and Communications



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	Parent Communication and Engagement Update
<b>Presented For</b>	Board Action    X Report/Review Only
<b>Supporting Documents</b>	None    X Attached    Provided Later
<b>Administrator Responsible</b>	Anna Koenig, Executive Director of Human Resources  Kimberly Steiner, Coordinator of Communications



### Executive Summary

The Communications Department has implemented a new unified communication tool that streamlines communications between teachers, parents and students. The new platform enhances instructional communication and parent engagement.

- Creating a dedicated space in the Lovejoy ISD mobile app for parents to receive classroom announcements, updates, and direct messages.
- Introducing an aligned newsletter tool that has expanded access to more than 70 teachers in Grades PreK-4 - 4, enabling them to produce and share classroom newsletters.
- Uniting District email, text, voicemail, social media, website, and app messaging for faster, more efficient emergency communications.

Ongoing training and support are being provided to teachers, campuses, and parents by the Communications Department and Aptegey software provider.

### Fiscal Implications

No fiscal implications. Report only.

**Administrator Recommendation**

No administrator recommendation. Report only.

**District Priority**

**Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.



# Parent Communication and Community Engagement Update

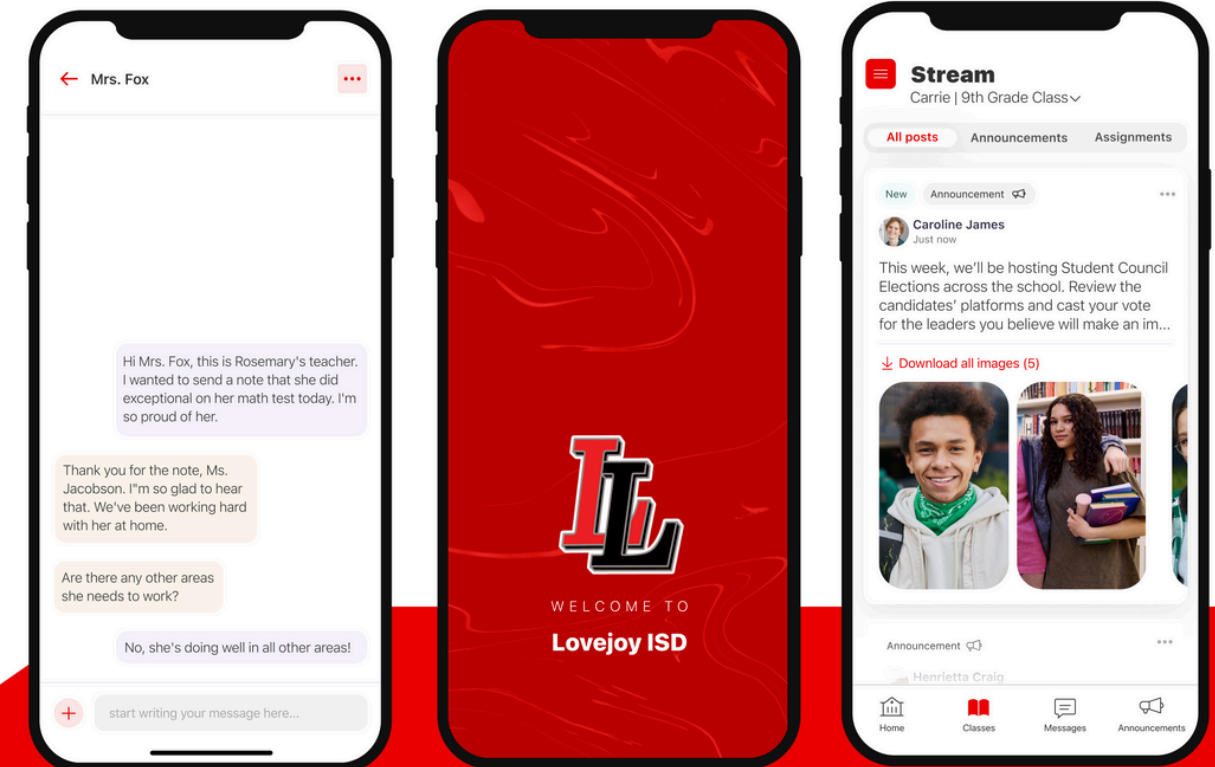
Anna Koenig  
Executive Director of Human Resources and Communications

Kim Steiner  
Coordinator of Communications

Molly Dodge  
Communications and Marketing Specialist

**September 17, 2025**

## Say "hello" to Parent-Teacher Chat



Download the **Lovejoy ISD** app from the iOS App Store or Android Play Store and enable Notifications.

# District & Board Priorities

## DISTRICT MISSION

TO PROPEL EVERY PERSON TO PERSONAL EXCELLENCE.

## CORE VALUES



## DISTRICT PRIORITIES

- 01** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.
- 02** Lovejoy ISD will value employees as our greatest asset in serving students.
- 03** Lovejoy ISD will prioritize community, connection, and communication.
- 04** Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.

## BOARD PRIORITIES

### 01 : Safety

The Lovejoy ISD Board of Trustees will support a safe and secure environment for all students and staff by ensuring appropriate policies, resources, and oversight are in place.

### 02: People

The Lovejoy ISD Board of Trustees will support and equip the Superintendent to lead the district effectively, and will foster an environment and culture that attracts and retains top talent.

### 03: Learning

The Lovejoy ISD Board of Trustees will champion academic excellence by prioritizing rigorous instruction, monitoring student outcomes, and supporting continuous improvement.

### 04: Culture of Progress

The Lovejoy ISD Board of Trustees will foster a culture of progress by supporting our educators' pursuit of new and effective ways to enhance student opportunity and meet the evolving needs of students and staff.

### 05: Governance

The Lovejoy ISD Board of Trustees will prioritize transparency and communication, and will operate in a governance role.

# Superintendent Goals

Culture of Progress	
04 Foster a Culture of Progress	4.3 Implement Unified Stakeholder Communication Tool
<p>LOVEJOY 2030 Strategic Plan <i>Strategic Target 3.1: Lovejoy ISD will promote an engaged community with partnerships tht promote the investment of time and resources.</i></p>	<p>Key Performance Indicator</p> <ul style="list-style-type: none"><li>• The District will implement a new unified communication tool supporting streamlined communication for teachers, parents and students.</li></ul>

# Communications Timeline

## New Website, Mobile App & Social Media

Unify website and social media platforms.  
Add Lovejoy ISD Mobile App

Migrate the District, six campuses, fine arts and athletics websites to new Thrillshare platform

Summer  
2024

## Anchor Sponsors, Trademarks & Bond Planning

Communications takes over the Anchor Sponsor Program which generates \$155,000/annually toward general fund

LISD Trademark registration approval

Bond Planning Committee

Fall/Winter  
2024

## Bond 2025, Who We Are & NSPRA Awards

May 3, 2025 voters approve 98.36% (\$271,645,000) of the 2025 Bond

Who We Are Magazine

LISD Communications Department receives three National Awards

Spring  
2025

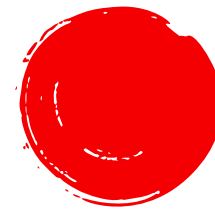
## Thrillshare Rooms, Alerts, Engage Newsletters & Absence Reporting

Implementation and Launch new Thrillshare Communications platforms:

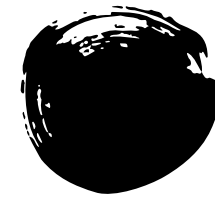
- **Rooms** 2-way Instructional Communication between teachers and parents/students via Thrillshare and the Lovejoy ISD Mobile App
- **Alerts** unified email, text, voicemail notifications system improves safety communication
- **Engage** newsletter platform provides all teachers access to newsletter software and unified Pk4-4 grade-level newsletters
- **Absence** Reporting and alerts alignment districtwide

Summer/Fall  
2025

# Understanding the Change



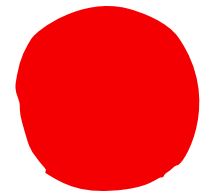
Focus on **regular, intentional instructional communication** between teachers, parents and students



Equips ALL teachers and coaches with District approved, **safe, secure way to instant message** students and guardians



**User-friendly, efficient** two-way communication with more features like read receipts and message translations

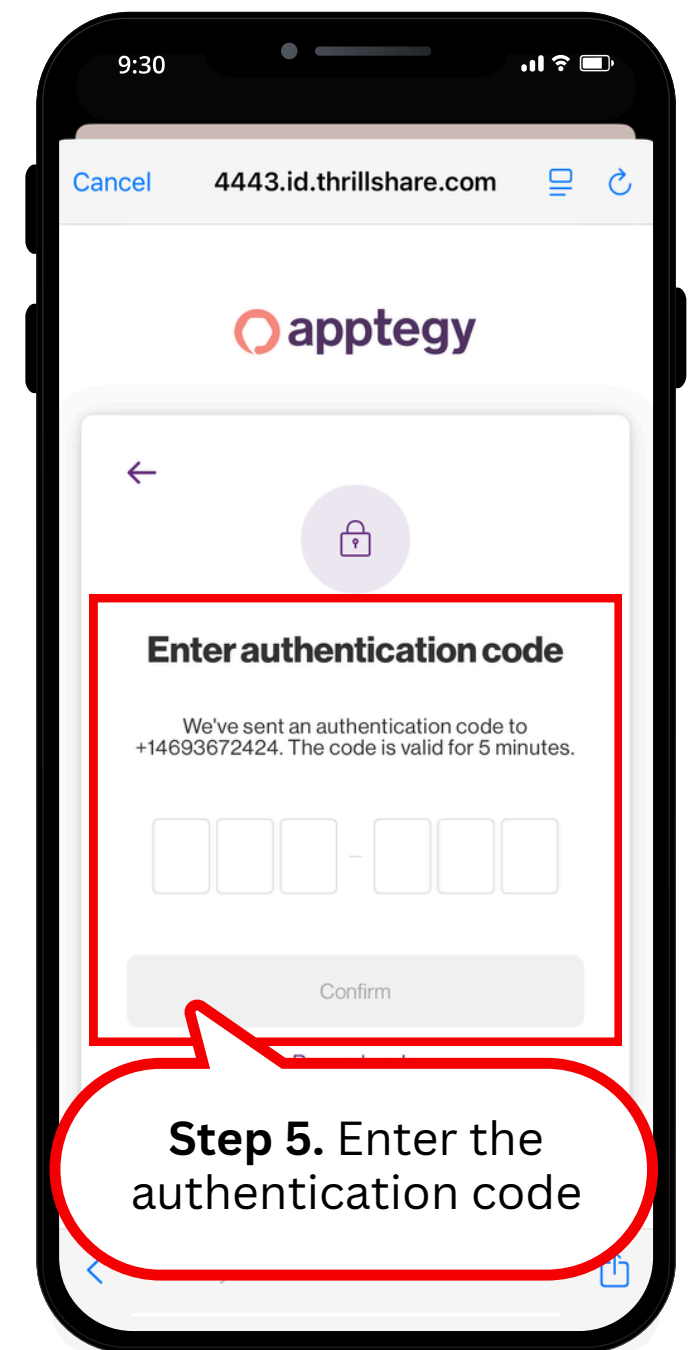
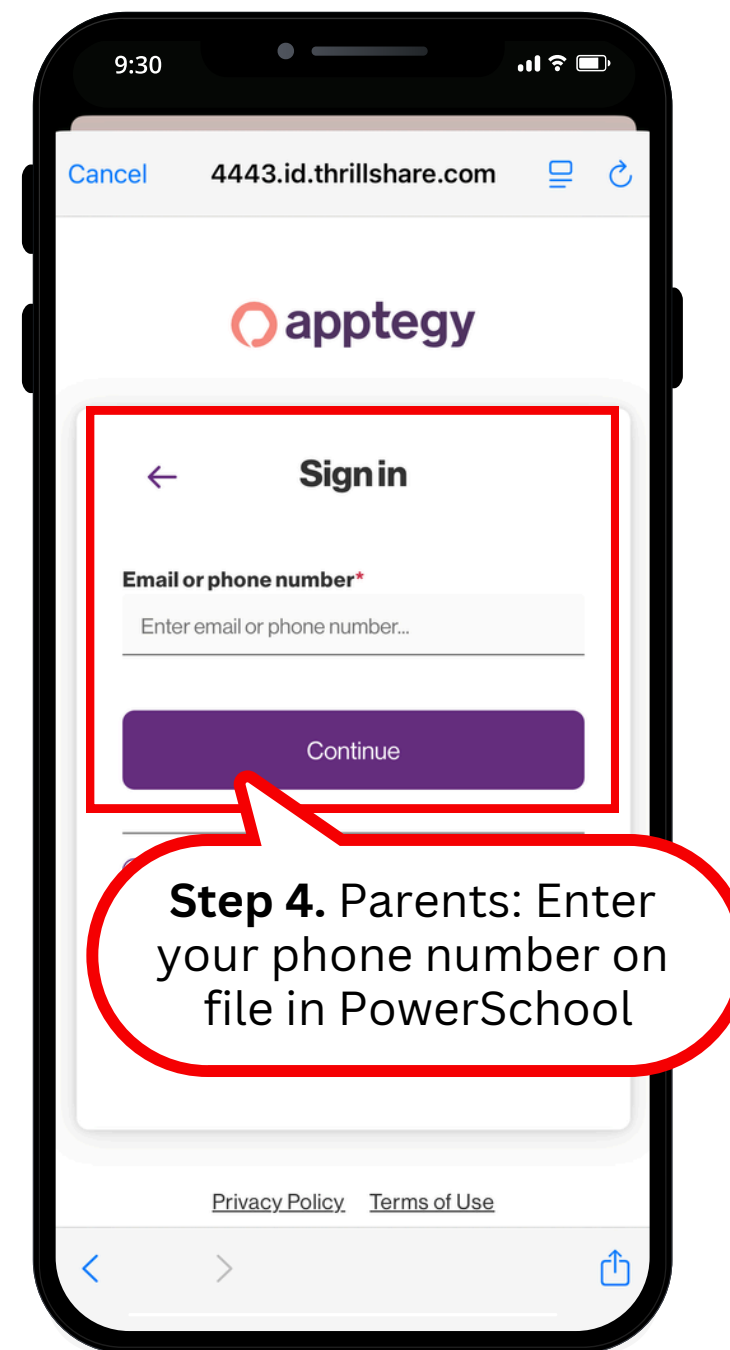
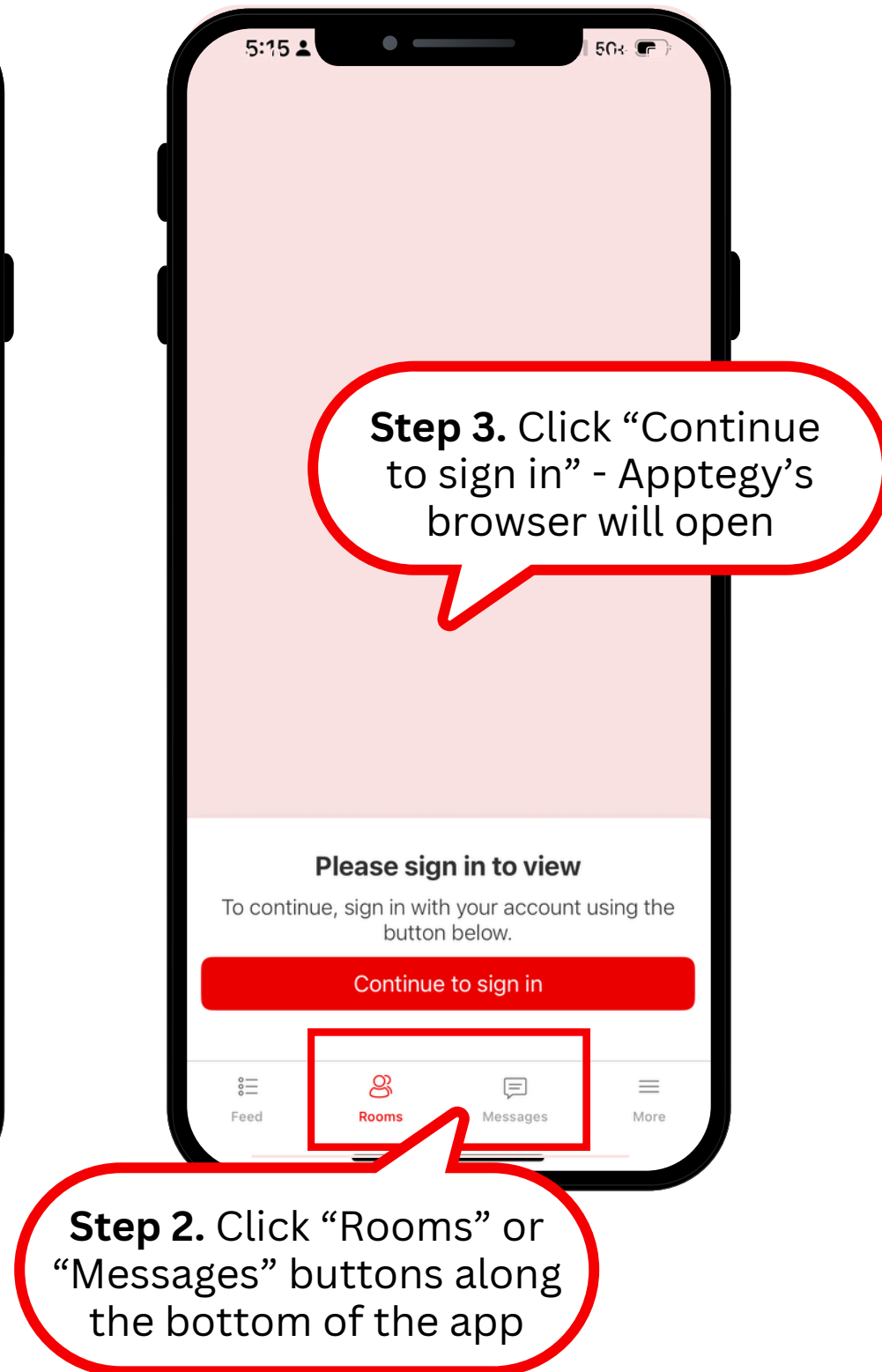
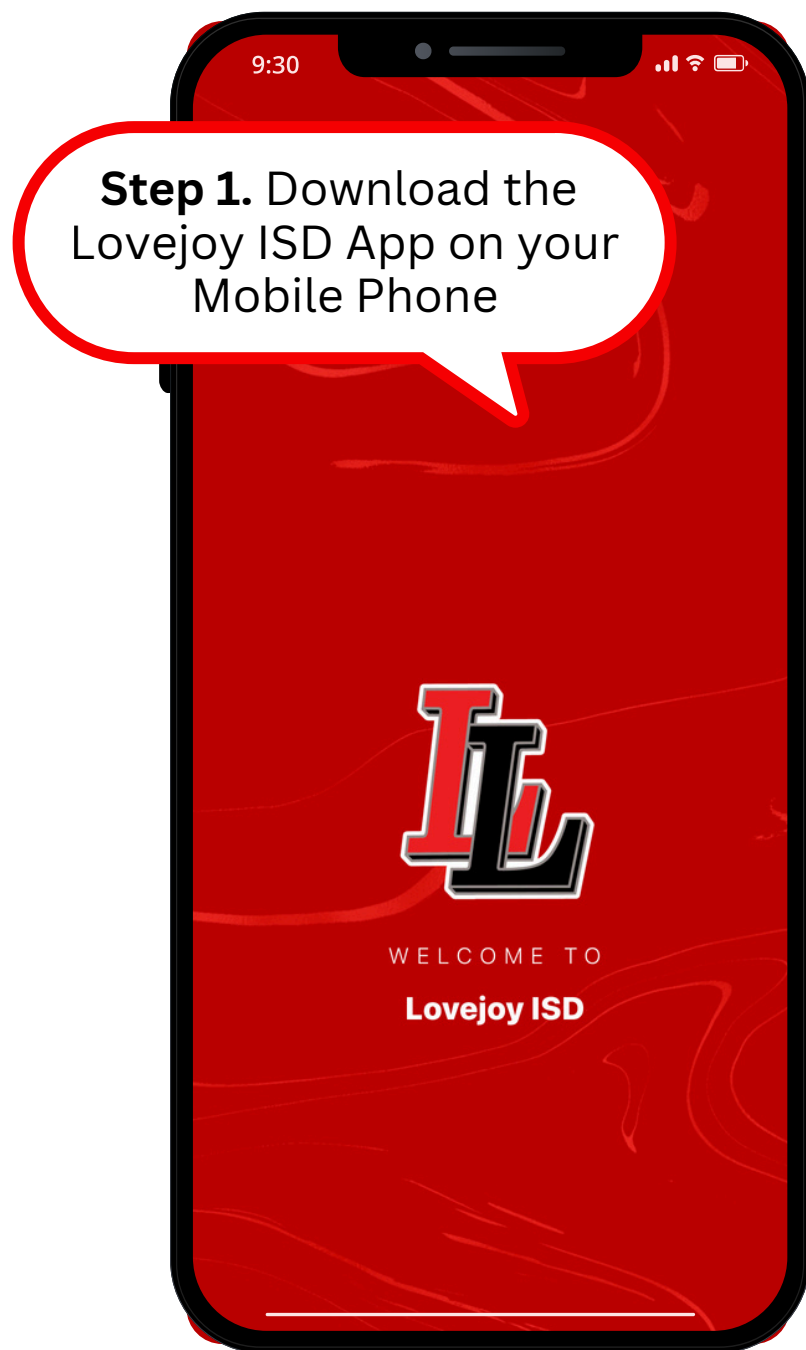


**Modernizes and streamlines** communications between teachers, parents and students



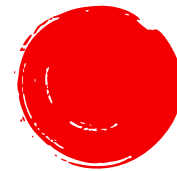
**Compliance** with electronic recordkeeping requirements

# Parent Instructions LOVEJOY ISD APP

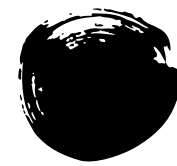


# Communication Hub

Say “hello” to  
**Parent-Teacher Chat &  
Classroom Updates**



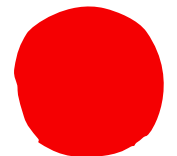
Lovejoy ISD Mobile App creates a **unified communication hub** for parents and students



Receive **classroom announcements**, instructional information, pictures and more!



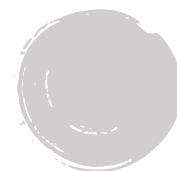
**Modern, two-way** instant message style conversations with teachers and staff



Parents with multiple children can easily **track communications for each student across all campuses**



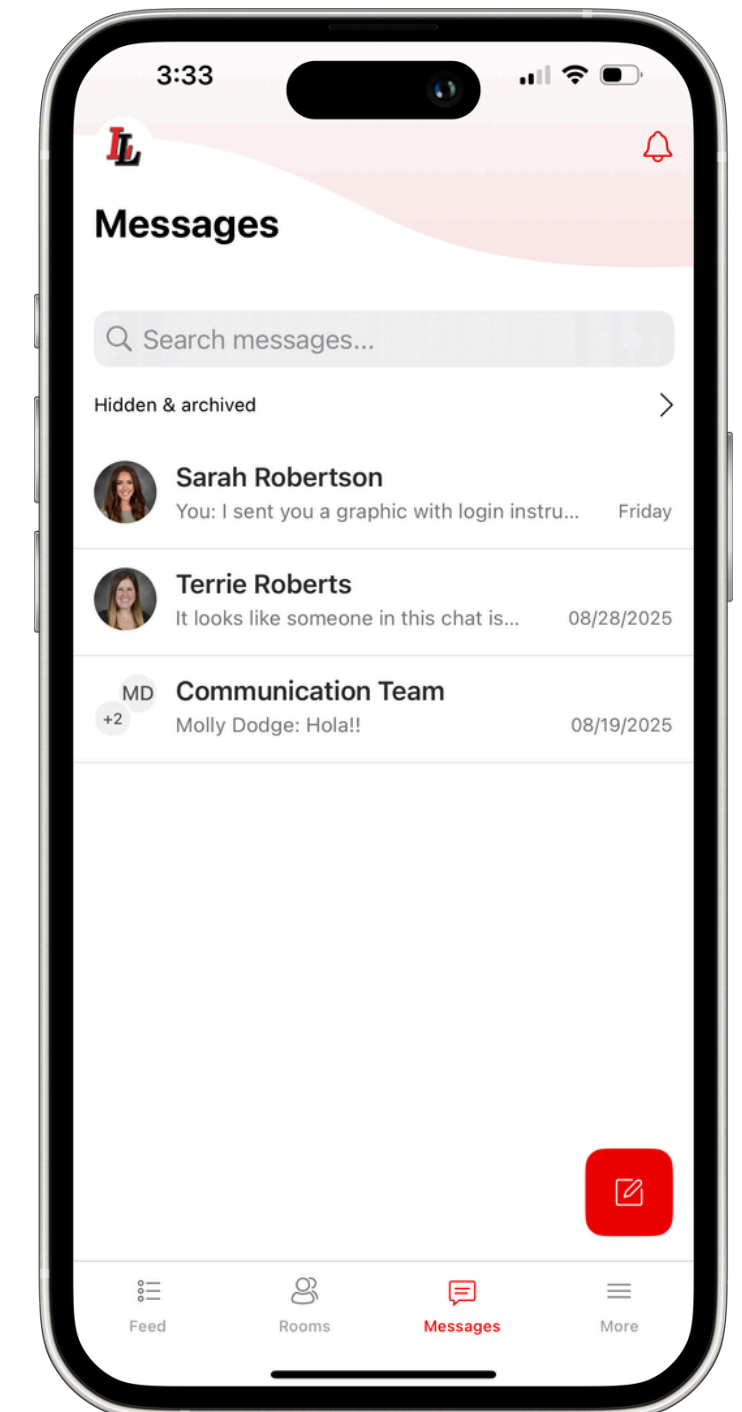
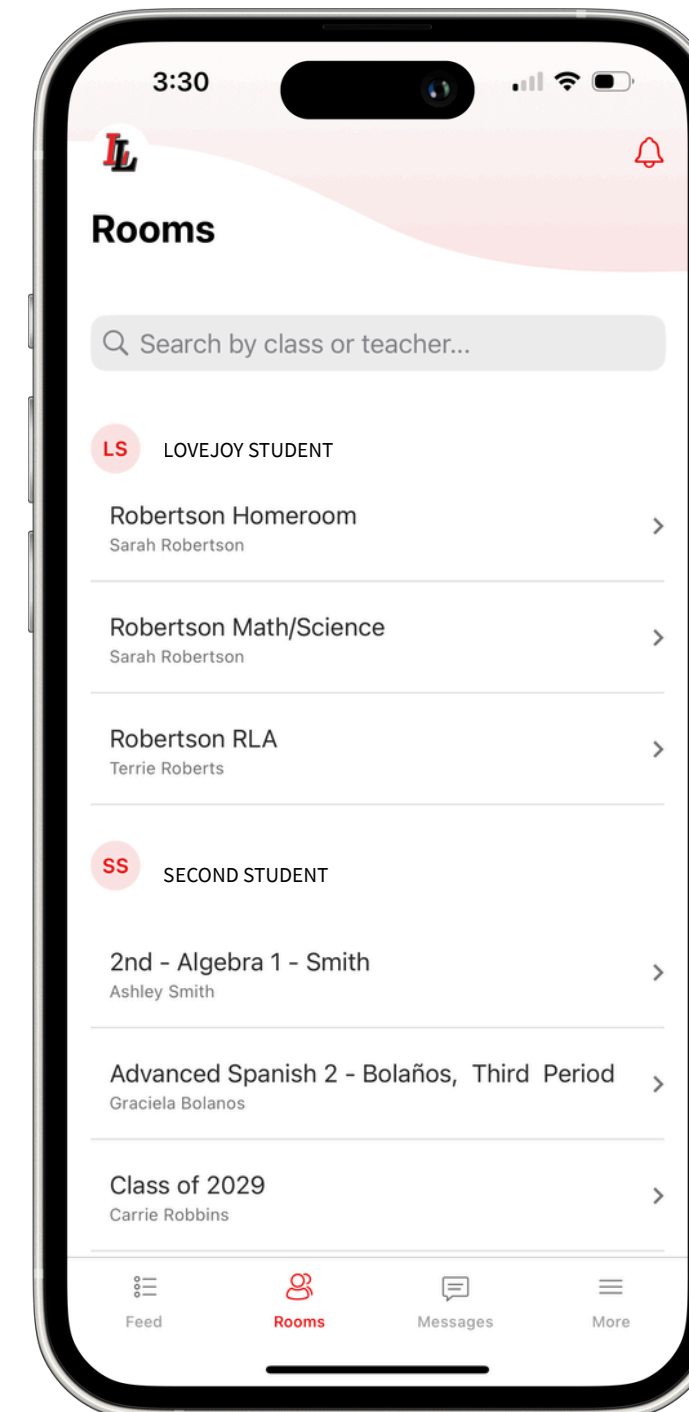
**Customize notification settings** for select campuses: text, phone banner, daily digest email, and/or app bubble



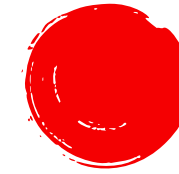
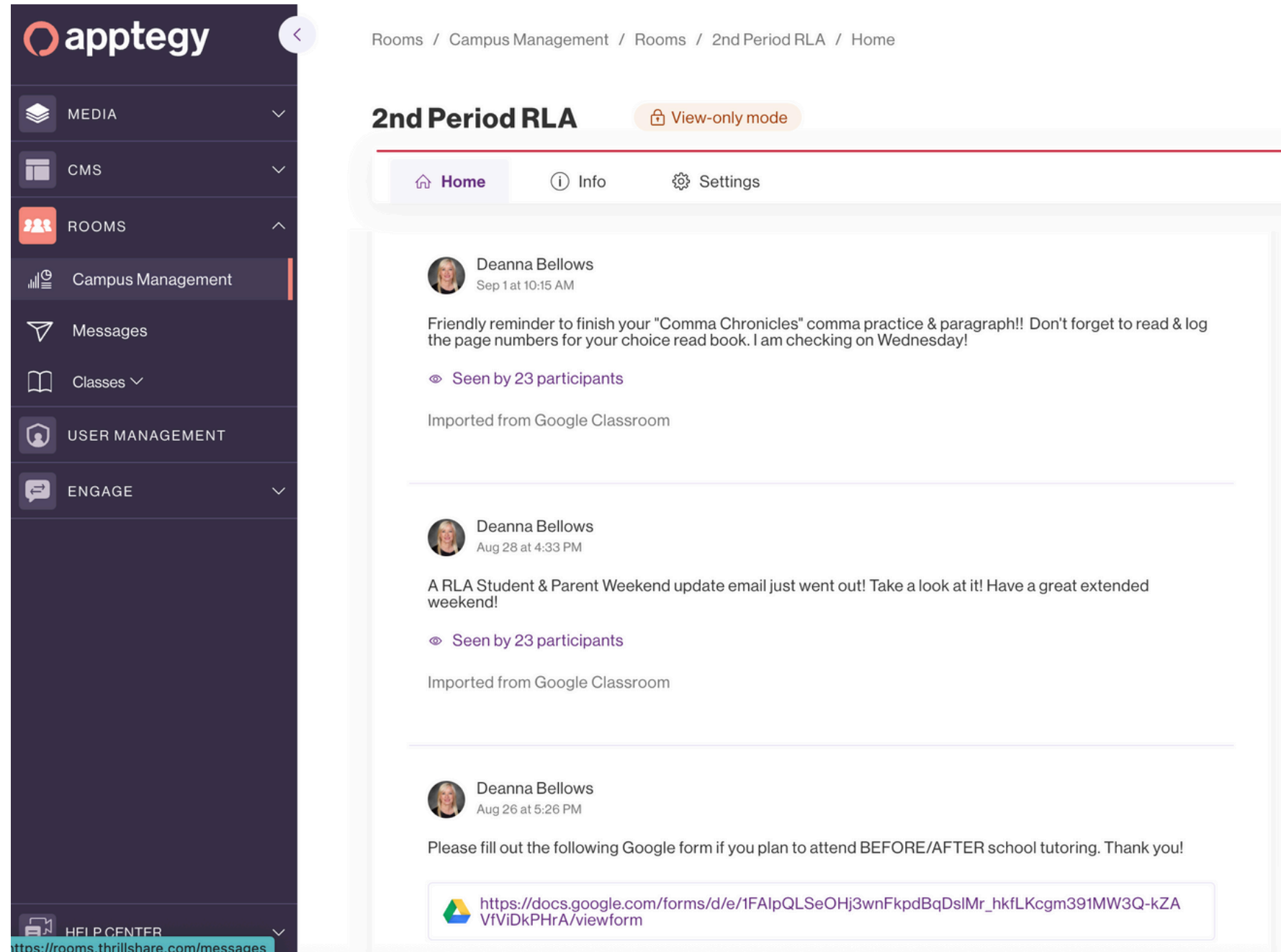
Social Media, **Lunch Menus, Event Calendars**, Staff Lists, Absence Reporting Forms, Leopard Life



**Message translation** settings



# Teacher Features



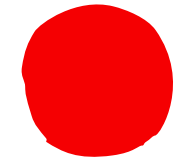
**Modern**, District approved two-way communication tool



**Sync classroom rosters and guardian information** from PowerSchool and/or create custom classrooms



**Import Google Classroom** announcements and assignments and/or post to multiple classrooms to work smarter not harder!



**Read Receipts** allow teachers to monitor if messages have been received by students and parents



Automatic replies for messages received after hours to **protect teachers time and boundaries**



Coaches & Directors can share daily program updates in Rooms and **create group chats** with students



Automatic **message translation** settings



**Streamlines** communication, replacing BrightArrow, SportsYou, SeeSaw, Remind, and GroupMe

# Compliance and Control

**IN ROOMS, ALL COMMUNICATION GOES THROUGH A STAFF MEMBER**

## Teacher Control

- All communication goes through a staff member.
- Students and guardians cannot initiate conversations between each other without being placed in a group message created by a staff member.
- Approved group message threads can be muted or closed by the coach/director if they become disruptive.

## Safe Guards

- Teachers and staff can “flag” messages for campus administrators to review and provide support.
- Provides a safe, secure, District approved platform for instantly messaging students and guardians that is compliant with electronic recordkeeping policies.

# Engage Newsletters

## DISTRICT-WIDE NEWSLETTER ACCESS

### Expanded access for teachers

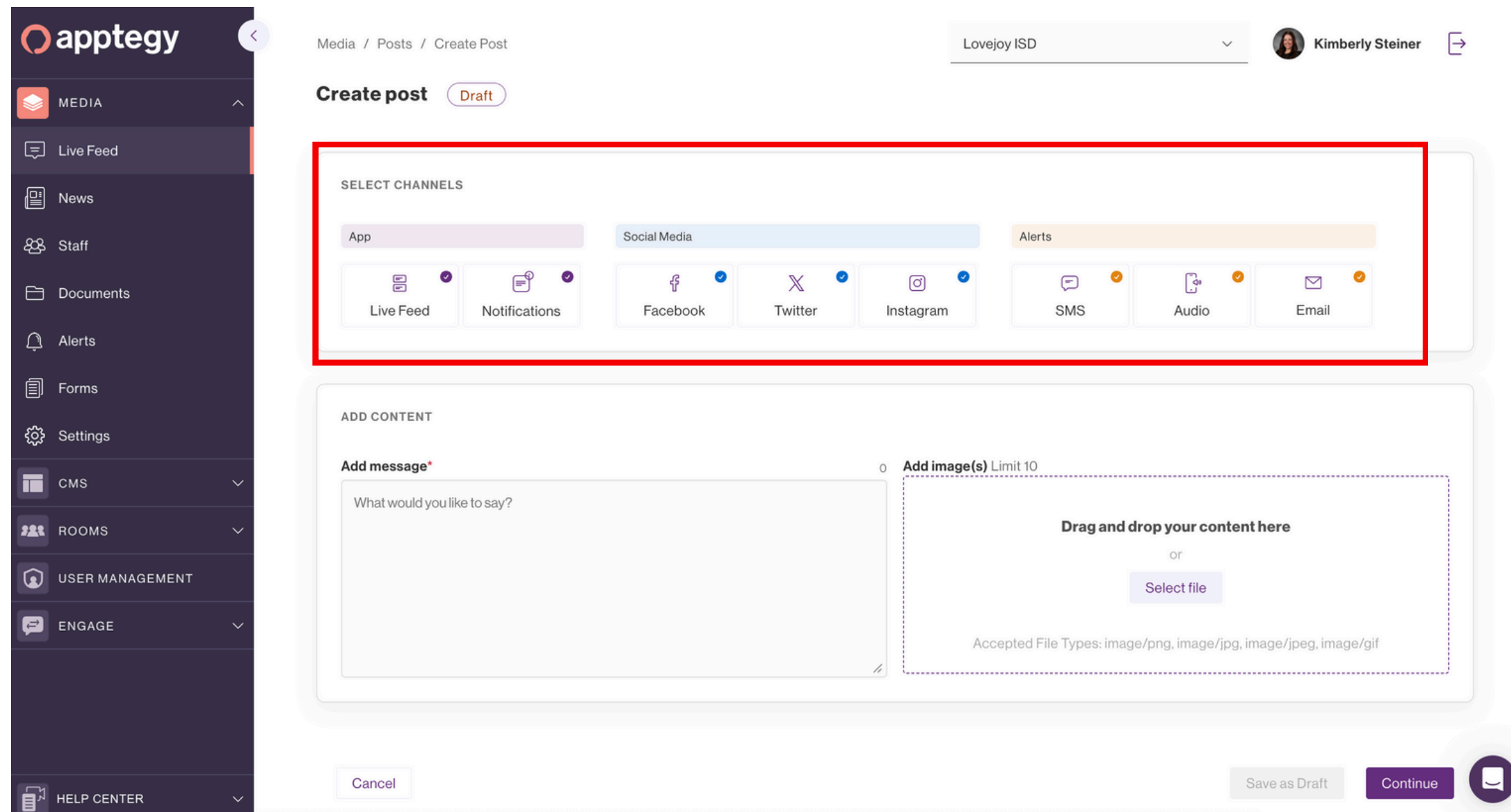
- Engage offers all LISD employees access to newsletter software for the similar pricing to 100 Smore users.
- Currently, all campuses and Grades PreK-3 - Grade 4 now have templates and the ability to collaborate on weekly newsletters, providing important instructional resources and classroom information to parents.
- Academic, Fine Art & Athletics, as well as District departments will also be able to utilize this new tool.
- Preserves historical newsletters, which can be shared with program successors.

The screenshot displays the Engage newsletter creation interface. On the left is a dark sidebar with the 'apptegy' logo and a navigation menu including MEDIA, CMS, ROOMS, USER MANAGEMENT, ENGAGE (expanded), Brands, Audiences, and Newsletters. The main workspace is divided into 'Setup' and 'Preview' tabs. The 'Setup' tab features a 'DRAG AND DROP' section with layout options (One Column, 2 Columns, 3 Columns, Left Sidebar, Right Sidebar) and content options (H1, abc, Image, Gallery). The 'Preview' tab shows a 'Parent Newsletter' template for 'Puster Elementary 4th Grade' dated 'September 5, 2025'. The preview content includes a red heading 'A Message From Your Teachers' and a message: 'Hi Parents! We hope everyone enjoyed their long weekend! Your student completed their Reading MAP test as well as made up any missed Math MAP tests from last week. **Students will take the Science MAP test Tuesday, September 9th.** Our Peanut Butter drive is in full swing and will run until September 12th. We are moving toward using the Lovejoy App to communicate with parents. Over the next few weeks you will receive our weekly update via the Lovejoy App and email. We will phase out the emailing of our Weekly Update the first week of October. If you have not downloaded the LJ App, please see the attached instructions on how to enroll into your parent account.' At the bottom right of the preview are 'Cancel' and 'Update' buttons.

# Alerts

## UNIFIED FOR SAFETY

- With the migration of mass communications from BrightArrow to Thrillshare we have unified District messaging into one location, which is critically important in the case of emergency communications.
- If necessary, our Communications department can now send messages via all websites, social media platforms, emails, text messages, and voicemails by typing and sharing a single message and/or graphic.



# Teacher Resources & Help

The Communications Department has supported this transition by providing small group instruction for teachers and administrators at every campus, as well as resource lists with videos, graphics, and tips. Lastly, Apptegy provides a set-up checklist, help articles and live chat support accessible by all employees.

**apptegy**

MEDIA  
CMS  
ROOMS  
USER MANAGEMENT  
ENGAGE

## Welcome to Apptegy

**Contact Us**

If you have questions or are encountering any issues, please reach out to your account manager or our support team anytime. We're happy to help you!

You can always tell us how we can help and we'll respond as soon as we can! Our teams are in the office from 8-5 Central Time and aim to respond immediately during those hours.

See the latest features and learn more about updates we're making to improve your experience and Apptegy's platform here.

**Rooms Help Center Articles & Videos Shortcut**

**1. Live Chat Support**  
(8:00am - 5:00pm)  
Based in Little Rock, Arkansas  
Typically respond in 1 - 2 minutes

**2. Help Articles**

**Apptegy's Built-In Set-Up Checklist**  
(Purple Circle Bottom Right Corner)

**Tasks**

**Welcome to Apptegy!**  
This checklist will help you explore key features and set you up for success.

Steven from Apptegy's Support Team

steps About 8 minutes

- Build your profile with a headshot picture**  
Click 'Settings' below and upload a photo that helps families recognize you. Also, confirm your profile name.

Settings

✓ Mark as completed

2 Set your Office Hours

Home Messages Tasks

HELP CENTER

Thrillshare Resource List

File Edit View Insert Format Tools Extensions Help

100% Normal text Roboto

**Thrillshare Resource List**

<b>Account Settings</b>	<a href="#">24-25 Employee Pictures</a> <a href="#">25-26 New Professional &amp; Admin Pictures</a>	<a href="#">Office Hours Language</a> <i>Current limit 100 characters, not 150 as indicated in Thrillshare. Thrillshare is aware and working to correct.</i>
<b>Staff Login Timesaving Tips</b>	<p>Thrillshare is now in the LISD Bookmarks Dropdown menu!</p>	<p>Click the Google button and sign-in with Google single sign on for a faster login every time!</p>
<b>Parent vs. Employee Mobile App Clarification</b>	<p><b>Parents:</b> Download the <b>Lovejoy ISD mobile app</b> to login (see parent directions below). Parents view all announcements and messages in the Lovejoy ISD mobile app. Parents will <b>NOT</b> be able to login to the Thrillshare app.</p> <p><b>Teachers:</b> Download and work in the Thrillshare mobile app and/or work from your desktop.</p> <p><b>LISD Parent &amp; Teacher:</b> Download both apps. As an employee, you will send messages through</p>	<p><b>Download Mobile Apps</b> HIGHLY RECOMMENDED</p>

# Parent Presentations & Questions



**September 24, 2025 at 10:00 a.m.**

Lovejoy Boardroom (Lovejoy Child Development Center)



**September 25, 2025 at 6:00 p.m.**

Lovejoy Boardroom (Lovejoy Child Development Center)



**Parent Account Access and Troubleshooting**

Email Molly Dodge, Communications and Marketing Specialist at  
Molly\_Dodge@lovejoyisd.net for account specific and/or login assistance

9. Presentation: LOVEJOY 2030 Strategic Plan Update  
**Presenter:** Katie Kordel, Superintendent



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	LOVEJOY 2030 Strategic Plan Update
<b>Presented For</b>	Board Action    X Report/Review Only
<b>Supporting Documents</b>	None    X Attached    Provided Later
<b>Administrator Responsible</b>	Katie Kordel, Superintendent



### Executive Summary

The Superintendent will provide information on plans for a year 4 update of the LOVEJOY 2030 Strategic Plan.

### Fiscal Implications

No fiscal implications. Report only.

### Administrator Recommendation

No administrator recommendation. Report only.

### District Priority

**Priority 1:** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.

**Priority 2:** Lovejoy ISD will value employees as our greatest asset in serving students.

**Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.

**Priority 4:** Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.





**LOVEJOY 2030**  
TOGETHER FOR OUR FUTURE

# **STRATEGIC PLAN YEAR 4 UPDATE**

2025 - 2026 SCHOOL YEAR



**LOVEJOY 2030**

**STRATEGIC  
PLANNING**



***EXCELLENCE BY DESIGN***

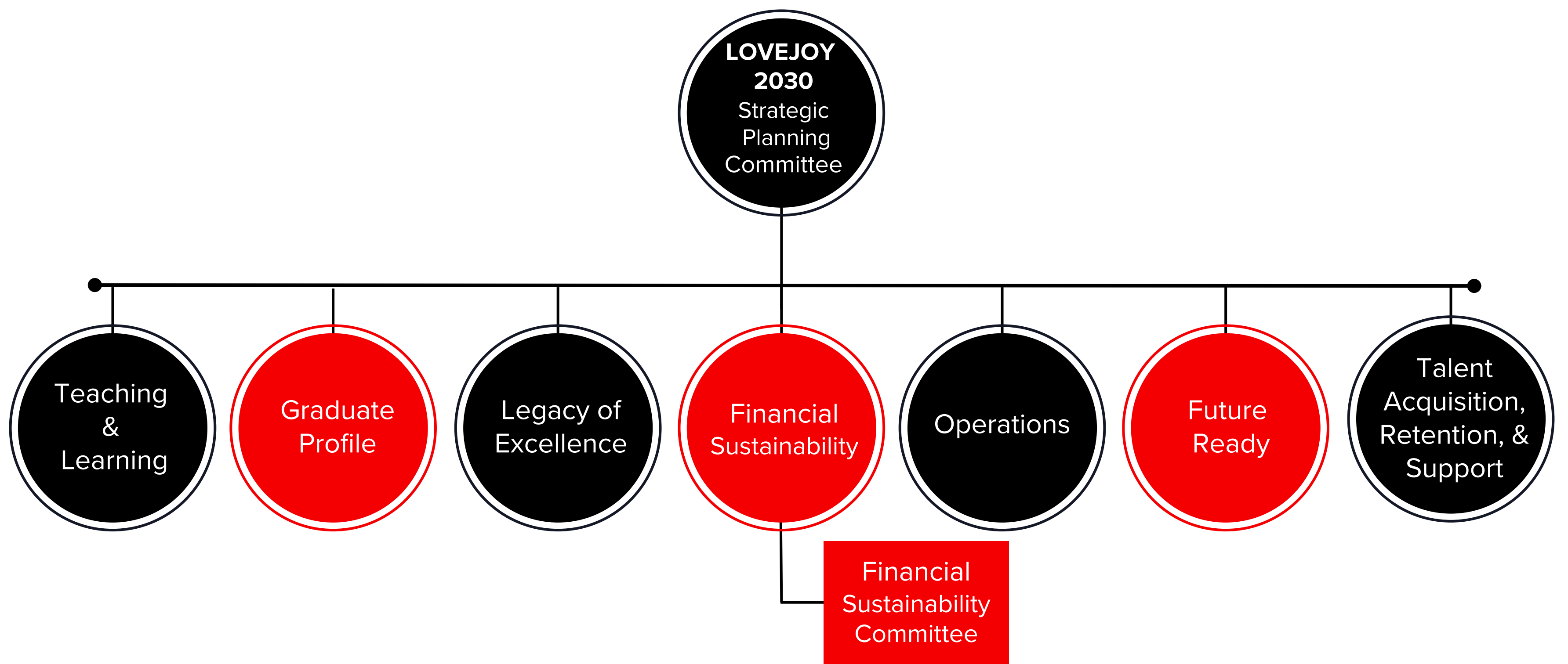
# LOVEJOY 2030

---

Grounded in the Lovejoy ISD Mission, Core Values, and Graduate Profile LOVEJOY 2030 is our community-based strategic planning initiative aimed at taking Lovejoy ISD to the next level.

The LOVEJOY 2030 Strategic Planning Champions Lovejoy ISD's Legacy of Excellence.





# PRODUCTS

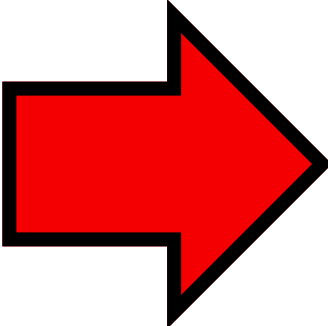
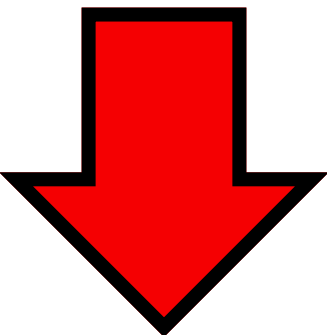
Future Ready Skills  
 Strategic Targets  
 Strategies  
 Key Indicators



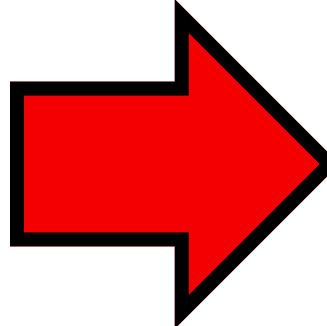
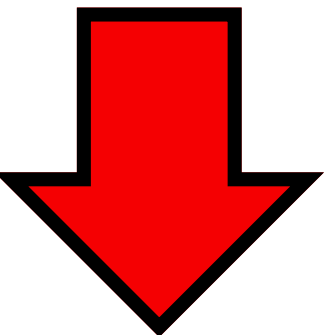
# STRATEGY TO IMPLEMENTATION



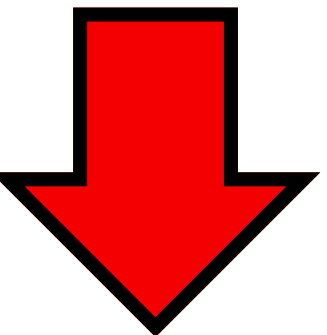
**SPRING 2022**



**FALL 2022**



**FALL 2022**



**ACHIEVEMENT OF LOVEJOY ISD'S GOALS**

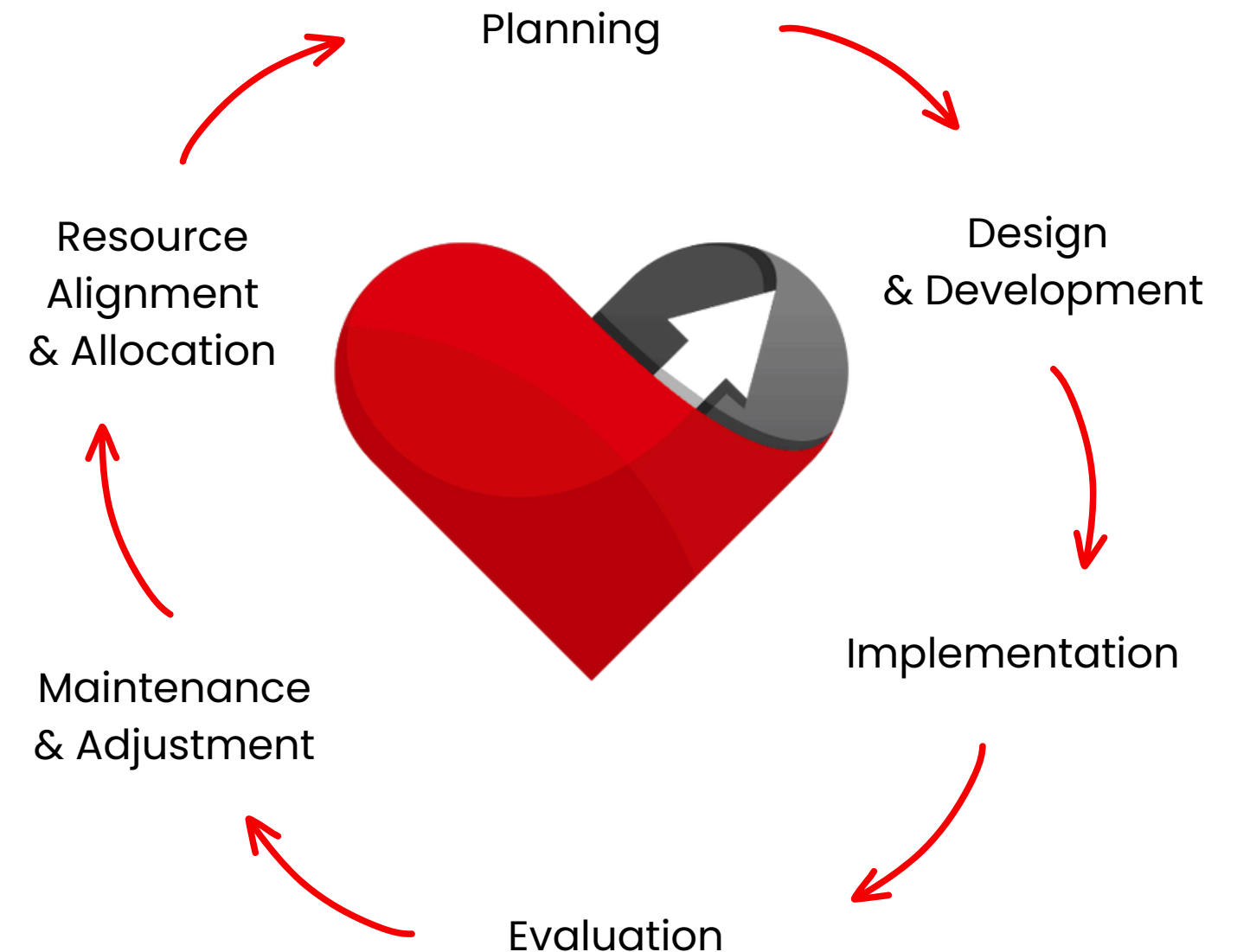
# STRATEGIC PLANNING PROCESS

Development of Strategic Focus Areas  
Represented by our 7 Working Groups.

## Lovejoy 2030 Strategic Plan

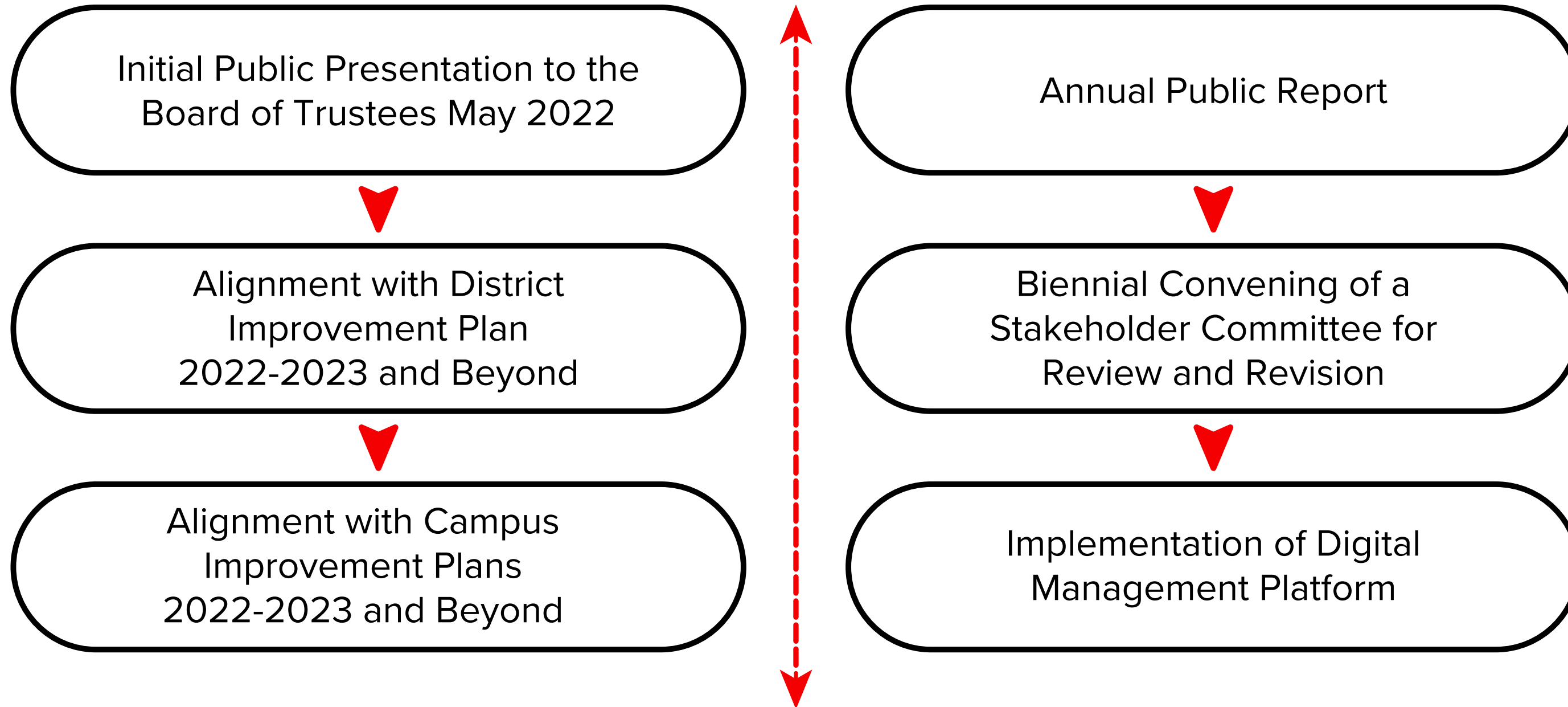
LOVEJOY 2030  
Strategic Planning  
Committee:  
External and  
Internal  
Stakeholder Input

- Students
- Teachers
- Staff
- Parents
- Community
- District Leaders
- Campus Leaders





# STRATEGIC PLAN SAFEGUARDS





# WHY UPDATE LOVEJOY 2030?

## BOARD PRIORITIES

### **01: Safety**

The Lovejoy ISD Board of Trustees will support a safe and secure environment for all students and staff by ensuring appropriate policies, resources, and oversight are in place.

### **02: People**

The Lovejoy ISD Board of Trustees will support and equip the Superintendent to lead the district effectively, and will foster an environment and culture that attracts and retains top talent.

### **03: Learning**

The Lovejoy ISD Board of Trustees will champion academic excellence by prioritizing rigorous instruction, monitoring student outcomes, and supporting continuous improvement.

### **04: Culture of Progress**

The Lovejoy ISD Board of Trustees will foster a culture of progress by supporting our educators' pursuit of new and effective ways to enhance student opportunity and meet the evolving needs of students and staff.

### **05: Governance**

The Lovejoy ISD Board of Trustees will prioritize transparency and communication, and will operate in a governance role.



# WHY UPDATE LOVEJOY 2030?

Superintendent Goal: Complete a Year 4 Update of the  
**LOVEJOY 2030 Strategic Plan**

- Host listening circles with students, parents, educators, staff, and community members
- Reconvene and expand the LOVEJOY 2030 Strategic Planning Committee
- Synthesize stakeholder feedback into updates to the strategic plan



# LOVEJOY 2030: BACKGROUND

## Spring 2022:

- 60 educators, students, and parents created the original LOVEJOY 2030 Strategic Plan

## School Year:

- 2021-2022: LOVEJOY 2030 Strategic Plan Development
- 2022-2023: Annual Public Update
- 2023-2024: Annual Public Update & Convening of Committee
- 2024-2025: Annual Public Update
- 2025-2026: Annual Public Update & Convening of Committee



# LOVEJOY 2030 STRATEGIC PLAN

- Grounded in Mission, Core Values, and Graduate Profile
- Champions Lovejoy ISD's Legacy of Excellence
- Prepares Future Ready Students
- Built on Broad Community Input

The March 2025 Update to the LOVEJOY 2030 Strategic Plan is linked [here](#).



**LOVEJOY 2030**  
TOGETHER FOR OUR FUTURE

# CORE INITIATIVES

Fall 2025:  
Launch Listening  
Circles

Early Spring 2026:  
Conduct Committee  
Engagement  
Sessions

Late Spring 2026:  
Share LOVEJOY  
2030 Strategic Plan  
Year 4 Update



# LOVEJOY 2030

# LISTENING CIRCLES

Year Four Update - Fall 2025

**Purpose:** Gather stakeholder perspectives to inform committee work.

- Students
- Educators & Staff
- Parents
- Community Members



# LOVEJOY 2030

## STAKEHOLDER COMMITTEE ENGAGEMENT

Year Four Update - Spring 2025

**Students | Educators | Parents | Community Members**

### **3 Days**

- Day 1: Current State & Future Focus
- Day 2: Visioning for the Future
- Day 3: Polishing of Draft Update of LOVEJOY 2030



# LOVEJOY 2030 GUIDING COALITION

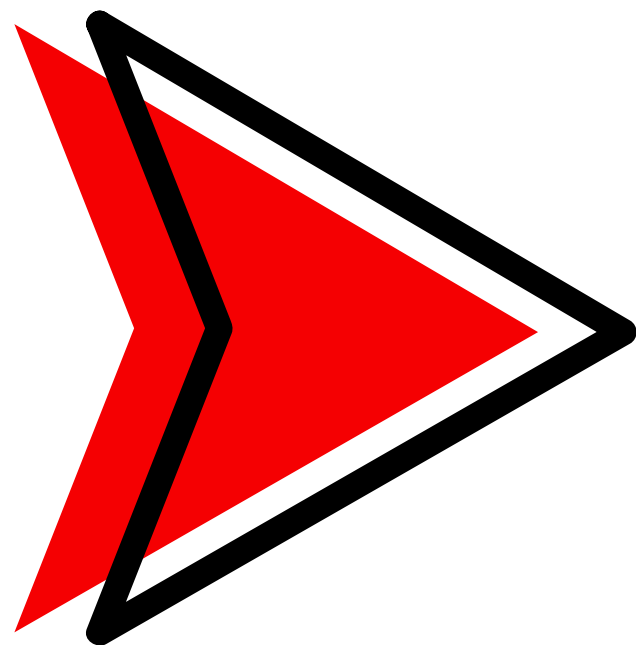
Year Four Update - Spring 2025

## Internal Leadership:

- Pre-Work
- Process Work
  - Facilitation of Stakeholder Committee
  - Synthesizing of Stakeholder Feedback into Draft Strategic Plan Update
- Post-Work



# Draft Committee Charter



The **PURPOSE** of the LOVEJOY 2030 Strategic Planning Committee is to provide feedback, insight, and guidance throughout the development and execution of the district's long-range strategic plan. The committee serves to foster community engagement, promote transparency, and ensure that the district's vision and goals reflect the aspirations and priorities of the Lovejoy ISD community.

## Responsibilities

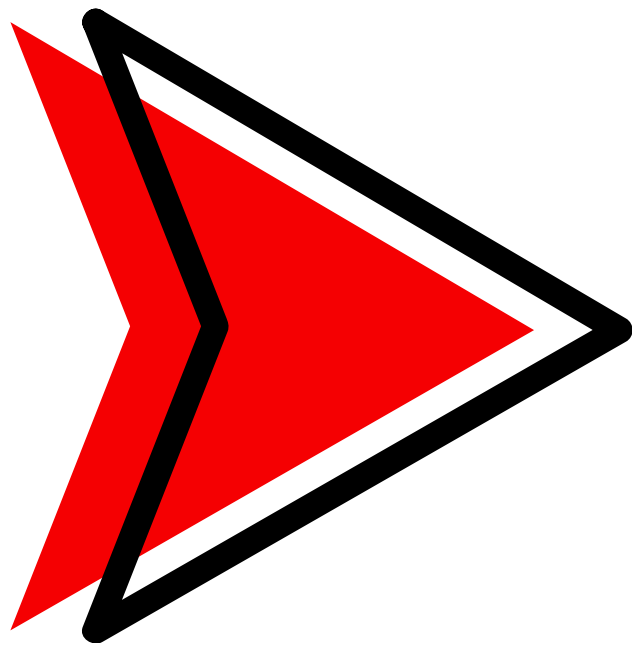
- Review Progress Toward Strategic Goals
- Provide Input on Plan Updates and Adjustments
- Offer Feedback and Community Perspective
- Support a Culture of Progress and Implementation of Initiatives
- Celebrate and Communicate Successes

Although this committee does not hold decision-making authority, it fulfills a vital advisory role by supporting meaningful community involvement and building public trust. The committee shall be fact-finding, deliberative, and advisory in nature, and will not assume administrative duties or responsibilities.



**LOVEJOY 2030**  
TOGETHER FOR OUR FUTURE

# Draft Committee Charter



## Membership

- Comprised of students, staff, parents, and community members
- Membership reviewed annually
- Board reviews recommendations and appoints parent and community members

## Expectations

- Attend meetings regularly
- Uphold laws, regulations, and district policies
- Place district interests above personal or business interests
- Submit written notice if unable to continue serving

## Limitations

The Committee is:

- Advisory in nature and aligned with Board Policy BDF (LOCAL)
- Does not direct the work of district staff or consultants
- Does not perform duties delegated to staff or consultants



# TENTATIVE TIMELINE

- September 17, 2025: Present Committee Charter
- September 29, 2025: Recommend Board Action on Committee Charter
- September 2025 - January 2026: Listening Circles
- October 2, 2025: Open Stakeholder Committee Interest Form
- October 31, 2025: Close Stakeholder Committee Interest Form
- November 17, 2025: Recommend Board Action on Committee Membership
- November 18, 2025: Notification to Stakeholders that Completed Interest Form
- January and February 2026: LOVEJOY 2030 Stakeholder Committee Meetings (3)
- March 30, 2026: Public Presentation of Draft LOVEJOY 2030 Update
- April 13, 2026: Recommend Board Action on LOVEJOY 2030 Update



**LOVEJOY 2030**  
TOGETHER FOR OUR FUTURE

**THANK YOU**



10. Presentation: Update on New Legislation from the 89th Legislative Session  
**Presenter:** Executive Cabinet Members



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	Update on New Legislation from the 89th Legislative Session
<b>Presented For</b>	Board Action    X Report/Review Only
<b>Supporting Documents</b>	None    X Attached    Provided Later
<b>Administrator Responsible</b>	Executive Cabinet Members



### Executive Summary

Administration will provide an update on new legislation resulting from the 89th Legislative Session.

### Fiscal Implications

No fiscal implications. Report only.

### Administrator Recommendation

No administrator recommendation. Report only.

### District Priority

- Priority 1:** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.
- Priority 2:** Lovejoy ISD will value employees as our greatest asset in serving students.
- Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.
- Priority 4:** Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.

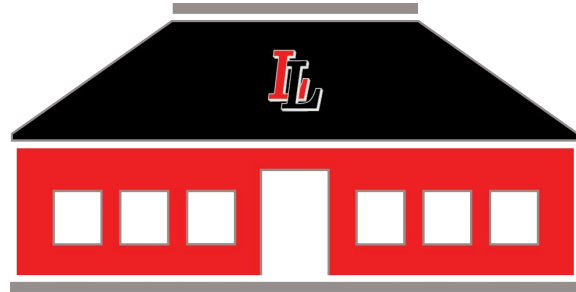


# Legislative Update

---

September 17, 2025

Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  

---

**EST. 1917**

# Education Lawmaking in Texas: Spotlight on the 89th Regular Legislative Session

---

- **Biennial Governance:** Every two years, the Texas Legislature meets for a 140-day session to enact laws.
- **Session Dates:** January 14, 2025 – June 2, 2025
- **Over 100 Education Related Bills were Passed**
- **Most of the Bills are Effective in the 2025-2026 School Year**
- **Update on New Requirements:** The update provided in this presentation is not comprehensive and is designed to provide a high level overview.

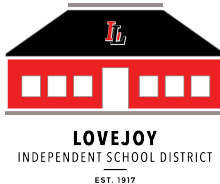


# Updates from 89th Regular Legislative Session

---

## At-a-Glance Highlights

- **HB 2 – Comprehensive School Finance & Program Changes:** Teacher compensation initiatives; formula adjustments; early literacy and math interventions; PK–2 instruments and dyslexia screening; additional days school year (ADSY) expansion; Teacher Incentive Allotment expansion; new teacher mentoring and “grow your own” pathways.
- **HB 6 – Student Discipline:** Changes to discipline policies including no DOI exemptions from Chapter 37, teacher removal of students, Campus Behavior Coordinator, DAEP placements, and JJAEP placements.
- **HB 1481 – Student Personal Communication Devices:** Prohibition on use of student personal communication devices during school hours.
- **SB 12 – Parent Rights:** Expands parent permission and/or notification requirements in health services, counseling services, and student club participation. Includes prohibitions on DEI. Requires reporting to TEA on facility usage. Teacher conferences, instructional plan or course syllabus and parent access to teaching and instructional materials. Grievance process revisions.



# Updates from 89th Regular Legislative Session

---

- **SB 13 – Library Books:** Parent access to library materials, parent notification of student library material checkout, library material content, establishment of a SLAC, Board approval of library materials. Changes to the process for library materials challenges.
- **SB 568 – Special Education:** TEA must develop a system for state and federal compliance. Requirements for reporting on special education performance, residential placement updates, additional evaluation and reporting for students that are deaf or hard of hearing, and 2026-2027 updates to funding weights and allotments.
- **SB 204 – School Board Training on Parental Rights:** Requires the State Board of Education to develop a training on the rights of a parent regarding education of the parent’s child by April 1, 2026 and requires school board trustees who are sworn in prior to January 1, 2026 to complete the training by September 1, 2026

# Updates from 89th Regular Legislative Session

---

## SB 571 -

### Mandatory Reporting

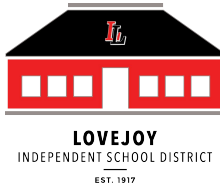
This bill expands reporting requirements for reporting misconduct of employees, service providers, and child abuse & neglect.

- Employees now have **24 hours** to report to TDFPS when they have reasonable cause to believe a child has been/may be abused, neglected, or a victim of indecency with a child.
- Added service providers to the list of people that have to be reported to SBEC when alleged misconduct occurs.
  - Shortened timeline to **48 hours** for reporting misconduct to SBEC.
- Added two additional offenses that now require reporting and are subject to the strict reporting mandate:
  - Engaged in inappropriate communications with a student or minor, as defined by SBEC rule; or
    - Failed to maintain appropriate boundaries with a student or minor, as defined by SBEC rule.
    - Instead of requiring actual involvement, the offense now includes solicitation of a romantic relationship with, or solicitation of, sexual contact with a student or minor

## HB 4623 -

### Reporting Misconduct

Makes schools liable for acts of sexual misconduct or failure to report suspected child abuse or neglect by school employees.



# Updates from 89th Legislative Session

---

## **HB 1106** - Abuse

The definition of abuse does not include refusal for a child's care, custody, or welfare to affirm a child's perception of gender or their expressed sexual orientation.

## **HB 1151** - Neglect

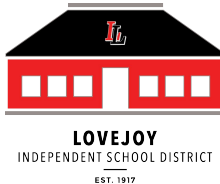
The definition of neglect does not include the refusal of administering psychotropic medication or any other psychiatric or psychological treatment unless the child is at risk of death or bodily injury.

## **SB 965** - Prayer

Clarifies that the right of a District employee to engage in religious speech or prayer while on duty may not be infringed.

## **SB 10** - Ten Commandments

Requires teachers to display a copy of ten commandments in their classroom if the posters are donated to the school or the District uses funds to purchase them.



# District: Important Updates from 89th Legislative Session

---

## **SB 991** - Chronically Absent

S.B. 991 amends current law relating to the inclusion of **chronically absent and truant students as students at risk of dropping out of school** and the collection and reporting of data regarding those students.

Expands the definition of “at risk” to include a student absent 10 or more days within a period of six months in the same school year.

- Defines chronically absent as a student who is absent from school for more than 10 percent of the instructional time within a school year or an enrollment period that exceeds 30 instructional days.
- Requires districts to report absenteeism by whether a student receives compensatory, intensive, and accelerated instruction.

## **SB 2929** - Spectator Ejection

Clarifies that a verbal warning and persisting in inappropriate behavior are not required for an official of an extracurricular athletic activity or competition sponsored by the school or UIL to eject a spectator from the athletic activity.

**SB 57** - IEP accommodations for certain students during a mandatory emergency school drill.



# SB 12, New TEA Guidance on Consent for Health-Related Services

---

## SB 12 -

During the **89th Legislative Session**, Texas lawmakers passed **Senate Bill 12 (SB 12)**, which strengthened parental rights and set new requirements for how schools notify parents and obtain consent for certain health-related services. SB 12 went into effect on **September 1**.

To help districts comply, the Texas Education Agency (TEA) released written guidance on **August 28, 2025** and provided an update on **September 2, 2025**. This guidance included the following information about “Health-related services” which included first aid.

(5) “Health-related services,” as used in TEC, Section 26.0083(g), physical or mental health-related services as used in TEC, Section 26.009(a-3), and health care services as used in TEC, 26.009(a)(4), are considered to have the same meaning. These would include, but not be limited to, school counseling services; nutrition health and education beyond what is taught through grade-level or course instruction; physical health screenings such as scoliosis and vision; first aid; management of chronic illnesses; mental health screenings; social skills training; stress management; wellness promotion and education; medication administration; opportunities for physical activity; emotional regulation activities; substance abuse prevention; suicide prevention; crisis prevention training; and other services offered in alignment with decisions made by the local school health advisory council.

*(TEA Draft Rule Text for SB 12, 09/02/25)*



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

# SB 12, New TEA Guidance on Consent for Health-Related Services

---

On **September 8, 2025**, TEA issued **revised guidance** that now provides and makes distinctions between two categories of services, health-related services and health-care services. According to the revised TEA guidance:

- **Health-related services (opt-out):** Students automatically have access to these services unless a parent **chooses to opt out**.
- **Health-care services (opt-in):** Parents must **actively opt in** by giving written consent before these services can be provided.

(7) “Health-care services” mean services that would meet the definition of either psychological or psychiatric examination or test or psychological or psychiatric treatment, as well as services that involve medical treatment, medical procedures, or dispensing medication.

(8) “Health-related services,” as used in TEC, Section 26.0083(g) and this policy, means services that are typically short-term, noninvasive activities designed to promote a student’s mental, emotional, or physical health or well-being, but are not considered a health-care service. Health-related services are different from health-care services in that they are typically designed to promote healthy student behaviors and not considered formal methods that rise to the level of health-care services. These services would include, but not be limited to, school counseling services related to mental or emotional health; nutrition health and education beyond what is taught through grade-level or course instruction; physical health screenings such as scoliosis and vision; first aid; mental health screenings; social skills training; stress management; wellness promotion and education; opportunities for physical activity; emotional regulation activities; substance abuse prevention; suicide prevention; crisis prevention training; and other services offered in alignment with decisions made by the local school health advisory council. General caretaking is not a health-related service.

[\*\(TEA Draft Rule Text for SB 12, 09/08/25\)\*](#)



# Important Update from 89th Special Session

---

## HB 8- Assessment

**Purpose & Overview:** HB 8 modifies the current state assessment statutes, renaming and replacing the current STAAR system with a new state assessment program, adding beginning-, middle-, and end-of-year (BOY, MOY, EOY) assessments beginning in the 2027–28 school year. Initial pilots may occur in 2026–2027. Only EOY results will count toward school accountability ratings.

**Assessment Structure & Options:** The modifications in the state assessment program include but are not limited to the following:

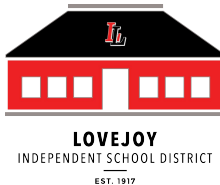
- Grades 3–8: Required EOY assessments for reading and math, with BOY and MOY as diagnostic tools. Optional assessments may be chosen from a TEA-approved vendor list.
- High School: End-of-course (EOC) assessments for Algebra I, Biology, English I, and
- U.S. History remain in place. The English II requirement is eliminated in the bill.

**TEA Authority & Accountability Changes:** State assessment oversight from the elected State Board of Education (SBOE) is removed. Specifically:

- TEA will design and administer the new tests.
- The Commissioner can annually adjust or remove accountability indicators.

TEA must announce any accountability system changes by July 15 before the school year; otherwise, districts will default to the prior system.

**Feedback & Transparency Measures:** The bill directs TEA to provide provide faster results (districts must receive assessment data within 48 hours).





**THANK YOU**

11. Presentation: Student Academic Achievement Update

**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	Student Academic Achievement
<b>Presented For</b>	Board Action    X    Report/Review Only
<b>Supporting Documents</b>	None    X Attached    Provided Later
<b>Administrator Responsible</b>	Laurie Tinsley Ed.D. Assistant Superintendent of Curriculum and Instruction



### Executive Summary

Administration will provide an update on student achievement and the actions being taken to promote and support all LISD students in reaching high levels of success.

### Fiscal Implications

No additional financial impact.

### Administrator Recommendation

N/A Presentation only.

### District Priority

**Priority 1:** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.

**Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.



# STUDENT ACADEMIC ACHIEVEMENT UPDATE

**DR. LAURIE TINSLEY**

Assistant Superintendent of Curriculum and Instruction

**September 17, 2025**

Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT

EST. 1917



Every LISD Student is  
Expected to Achieve at  
High Levels

# LOVEJOY ISD NON-NEGOTIABLES FOR HIGH LEVELS OF STUDENT LEARNING



## Non-Negotiable #1

### **Rigorous, Standards-Aligned Instruction**

We will plan and deliver rigorous instruction aligned to the TEKS that promotes deep understanding, critical thinking, and meaningful application of knowledge.

## Non-Negotiable #2

### **Active and Engaged Student Learning**

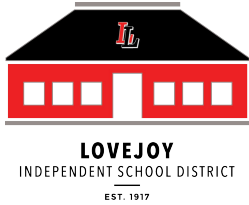
Students will be actively engaged in relevant, challenging, and meaningful learning tasks that promote ownership, collaboration, discourse, and higher-order thinking. Our students will write purposefully and frequently across the curriculum to deepen understanding, communicate thinking, and strengthen their ability to express ideas with clarity, precision, and confidence.

## Non-Negotiable #3

### **Assessment for Learning Drives Instruction**

We will use formative assessment practices to monitor student learning, provide timely feedback, and make responsive instructional decisions that meet the needs of each of our learners.





# Lovejoy ISD Student Learning Behaviors

- **Student Discourse Related to Learning Target**
  - *Students share their ideas, ask questions, and respond to each other, often using academic language, to deepen their comprehension and improve their ability to think critically and express themselves*
- **Students Engaged in Productive Struggle**
  - *Students engage in challenging tasks that require effort, persistence, and problem-solving skills*
  - *Students are encouraged to grapple with learning and persevere through difficulties to achieve deeper learning*
- **Students Writing Across Content Areas**
  - *Integration of writing instruction and practice into various academic disciplines, not just English or writing-focused courses*
  - *Students have opportunities to write frequently and with purpose*
- **Students Collaborating**
  - *Students work together in groups to achieve a shared learning goal*
  - *Students work in pairs or small groups to discuss concepts or find solutions to problems*



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

# Lovejoy ISD Student Learning Behaviors Continued

- **Students Assuming Ownership of Their Learning**
  - *Goal setting, students reflect on their learning and explain their learning*
- **Students Engaged in Active Learning**
  - *Students are thinking, discussing, investigating, and creating*
  - *Students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion*
- **Students Connect Learning to Real World Applications**
  - *Students see how learning applies to their daily lives, making the learning experience meaningful and more tangible*
  - *Extends learning beyond the classroom, providing students with opportunities to connect with the wider world*
- **Students Utilize Technology That is Purposeful and Aligned to Learning Target**

# Balanced Assessment Plan



LOVEJOY 2030

**Strategy 1.2.1** Provide opportunities for student goal setting and reflection on progress

**Strategy 1.3.1** Systematic implementation of essential standards and common formative assessments

The **LISD Balanced Assessment Plan** is an assessment framework that recognizes no single assessment yields the comprehensive results necessary to inform practice and foster school accountability. The balanced assessment framework utilizes multiple measures of student achievement, including formative assessments for learning and summative assessments of learning. Balanced assessments also refers to using different types of assessments based on the knowledge or skills students are expected to demonstrate. Rather than relying exclusively on one type of assessment, schools and teams develop multiple ways for students to demonstrate proficiency.

# Lovejoy ISD Balanced Assessment System

More

Low

## Summative Assessments

(STAAR, AP, PSAT, SAT, ACT, TSIA, Certification Exams, EOC Exams)

## Interim Assessments

(MAP, District Benchmarks, Semester Exams, mClass, DRA)

## Formative Assessments

(Checks for Understanding, Common Formative Assessments (CFA), Unit Assessments)

# of standards assessed

Direct impact on student learning

Less

High



# 2024-2025

# STAAR and EOC RESULTS

The STAAR (State of Texas Assessments of Academic Readiness) test is a standardized assessment used in Texas public schools to measure student learning against the Texas Essential Knowledge and Skills (TEKS) curriculum.

The test evaluates academic achievement in core subjects including Reading Language Arts, Math, Science and Social Studies from grades 3-12.

## **PES GRADES 3-4 MATH STAAR RESULTS 2025**

Grade Level	Masters STATE	Masters CAMPUS	Meets STATE	Meets CAMPUS	Approaches STATE	Approaches CAMPUS	Did Not Meet STATE	Did Not Meet CAMPUS
3	19%	64%	45%	87%	70%	95%	30%	5%
4	24%	64%	46%	89%	68%	97%	32%	3%

## **PES GRADES 3-4 LANGUAGE ARTS STAAR RESULTS 2025**

Grade Level	Masters STATE	Masters CAMPUS	Meets STATE	Meets CAMPUS	Approaches STATE	Approaches CAMPUS	Did Not Meet STATE	Did Not Meet CAMPUS
3	23%	59%	52%	88%	78%	93%	22%	7%
4	24%	52%	53%	83%	81%	99%	19%	1%

## HES GRADES 3-4 MATH STAAR RESULTS 2025

Grade Level	Masters STATE	Masters CAMPUS	Meets STATE	Meets CAMPUS	Approaches STATE	Approaches CAMPUS	Did Not Meet STATE	Did Not Meet CAMPUS
3	19%	38%	45%	70%	70%	86%	30%	14%
4	24%	65%	46%	91%	68%	99%	32%	0.85%

## HES GRADES 3-4 READING LANGUAGE ARTS STAAR RESULTS 2025

Grade Level	Masters STATE	Masters CAMPUS	Meets STATE	Meets CAMPUS	Approaches STATE	Approaches CAMPUS	Did Not Meet STATE	Did Not Meet CAMPUS
3	23%	35%	52%	69%	78%	88%	22%	12%
4	24%	42%	53%	81%	81%	98%	19%	2%

## GRADES 5-6 READING LANGUAGE ARTS STAAR RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
5	30%	56%	58%	83%	77%	94%	23%	6%
6	28%	60%	54%	84%	75%	96%	25%	4%

## GRADE 5 SCIENCE STAAR RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
5	12%	21%	30%	50%	64%	87%	36%	13%

# GRADES 5-6 MATH STAAR RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
5	22%	34%	46%	71%	73%	94%	27%	6%
6	15%	41%	38%	76%	72%	95%	28%	5%
6 Accel	17%	96%	45%	100%	69%	100%	31%	0%

## GRADES 7-8 READING LANGUAGE ARTS STAAR RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
7	26%	59%	52%	84%	74%	94%	26%	6%
8	31%	72%	56%	90%	80%	97%	20%	3%

## GRADES 8 SCIENCE STAAR RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
8	18%	41%	46%	79%	72%	94%	28%	6%

## GRADES 7-8 MATH STAAR RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
7 On Level (Under 100 Students)	10%	10%	31%	45%	52%	68%	48%	32%
8	17%	59%	45%	83%	69%	93%	31%	7%

## GRADES 8 SOCIAL STUDIES STAAR RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
8	16%	56%	30%	76%	55%	93%	45%	7%

## EOC STAAR READING LANGUAGE ARTS RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
Eng 1	16%	46%	51%	92%	66%	98%	34%	2%
Eng 2	8%	29%	6%	93%	71%	98%	29%	2%

## EOC STAAR MATH RESULTS 2025

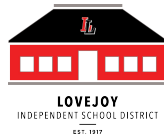
Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
Alg 1	29%	68%	47%	82%	76%	98%	24%	2%

## EOC STAAR SCIENCE RESULTS 2025

Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
Biology	21%	44%	62%	93%	91%	100%	9%	0%

## EOC STAAR SOCIAL STUDIES RESULTS 2025

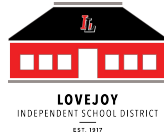
Grade Level	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
U.S. History	37%	65%	68%	90%	94%	99%	6%	1%



# CELEBRATIONS (STAAR)

- Increase in “Masters” performance (HES) 4th grade Math “cohort” group from 39% to 65%
- Increase in “Masters” performance (PES) 4th grade Math from 54% to 64%
- Increase in “Approaches and above” 5th grade science performance from 80% to 87%
- Increase in “Masters” performance 8th grade Science from 38% to 41%
- Increase in “Masters” performance 8th grade Social Studies from 45% to 56%
- Increase in “Masters” performance English 1 from 40% to 46%
- Increase in “Meets” performances Biology 91% to 93%

*\*“Cohort” is the same group of students and their academic progress is tracked and compared over time*



# AREAS OF GROWTH (STAAR)

- 3rd grade Math (HES) - 70% “Meets”
- 3rd grade Reading (HES) - 69% “Meets”
- 5th grade Math (SCIS) - 71% “Meets”
- 6th grade Math (SCIS) - 76% “Meets”
- 5th grade Science (SCIS) - 50% “Meets”
- Instruction of Science standards K-5
- 8th grade Science (WSMS) - 79% “Meets”
- 7th grade Math On-Level (WSMS) - 49% “Meets”
- 8th grade Social Studies (WSMS) - 79% “Meets”
- Alg 1 (LHS) - 82% “Meets”

# **2024-2025**

## **DRA**

## **RESULTS**

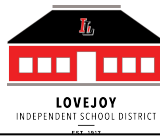
The Developmental Reading Assessment DRA is an individually administered assessment of student reading proficiency for grades K-5.

The DRA allows teachers to determine each student's instructional and independent levels for reading and provides a method for evaluating their individual reading growth over time.

## Overall District DRA Data 2024-2025

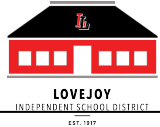
	On Level	Below Level
Kindergarten	80%	20%
1st Grade	82%	18%
2nd Grade	91%	9%
3rd Grade	91%	9%
4th Grade	95%	5%
5th Grade	92%	8%

<b>HES Kindergarten</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>84</b>	<b>20</b>	<b>81%</b>
<b>PES Kindergarten</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>73</b>	<b>19</b>	<b>79%</b>
<b>HES 1st Grade</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>75</b>	<b>18</b>	<b>81%</b>
<b>PES 1st Grade</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>67</b>	<b>13</b>	<b>84%</b>
<b>HES 2nd</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>102</b>	<b>12</b>	<b>89%</b>
<b>PES 2nd</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>101</b>	<b>7</b>	<b>89%</b>
<b>HES 3rd</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>80</b>	<b>16</b>	<b>83%</b>
<b>PES 3rd</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>131</b>	<b>7</b>	<b>95%</b>
<b>HES 4th</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>111</b>	<b>6</b>	<b>95%</b>
<b>PES 4th</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>129</b>	<b>6</b>	<b>96%</b>
<b>SCIS 5th</b>	<b>On Level</b>	<b>Below Level</b>	<b>On Level Percentage</b>
<b>Overall</b>	<b>241</b>	<b>20</b>	<b>92%</b>



## CELEBRATIONS (DRA)

- 3rd grade (PES) - 95% students on grade level
- 4th grade (PES) - 96% students on grade level
- 4th grade (HES) - 95% students on grade level



## AREAS OF GROWTH (DRA)

- Kindergarten (PES) - 79% on grade level
- Kindergarten (HES) - 81% on grade level
- 1st grade (PES) - 84% on grade level
- 1st grade (HES) - 81% on grade level
- 3rd grade (HES) - 83% on grade level
- 5th grade (SCIS) - 92% on grade level

- Increase differentiated small group instruction opportunities
- Progress monitoring system with increased tracking frequency
- Utilization of Unit Planning Guide and instructional resources with fidelity

# **2024-2025**

## **mCLASS**

### **RESULTS**

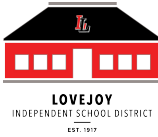
mCLASS is a universal screener that measures the development of reading skills of all students in grades K-2.

The tests help teachers determine how students are performing on the important reading skills that children must develop in order to become proficient readers.

## Overall District mCLASS Data 2024-2025

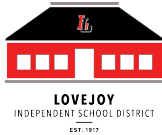
	Above Benchmark	At Benchmark	Well Below Benchmark	On Level Percentage
Kindergarten	57%	27%	8%	<b>85%</b>
1st Grade	67%	22%	5%	<b>88%</b>
2nd Grade	54%	31%	9%	<b>84%</b>

<b>Campus</b>	<b>Above Benchmark</b>	<b>At Benchmark</b>	<b>Below Benchmark</b>	<b>Well Below Benchmark</b>	<b>On Level Percentage</b>
<b>HES Kinder</b>	<b>62</b>	<b>21</b>	<b>9</b>	<b>11</b>	<b>81%</b>
<b>PES Kinder</b>	<b>49</b>	<b>32</b>	<b>5</b>	<b>5</b>	<b>89%</b>
<b>HES 1st</b>	<b>61</b>	<b>19</b>	<b>9</b>	<b>4</b>	<b>86%</b>
<b>PES 1st</b>	<b>54</b>	<b>18</b>	<b>2</b>	<b>5</b>	<b>91%</b>
<b>HES 2nd</b>	<b>61</b>	<b>38</b>	<b>5</b>	<b>10</b>	<b>87%</b>
<b>PES 2nd</b>	<b>58</b>	<b>30</b>	<b>10</b>	<b>10</b>	<b>81%</b>



## **CELEBRATIONS (mCLASS)**

- First Grade (PES) - 91% on grade level



## **AREAS OF GROWTH (mCLASS)**

- Kindergarten
    - HES - 81% on grade level
  - 2nd Grade
    - PES - 81% on grade level
- 
- Increase differentiated small group instruction opportunities
  - Progress monitoring system with increased tracking frequency
  - Utilization of Unit Planning Guide and instructional resources with fidelity



# 2024-2025

## MAP Growth Results

The MAP Growth Assessment is an assessment tool that measures academic achievement and growth progress in K-12 subjects.

It provides teachers with accurate, actionable evidence to help inform instructional strategies for each learner in their classroom.

Lovejoy ISD utilizes the MAP assessment to support our student academic growth goals. LISD believes that every child will meet or exceed their academic goals.

<b>Hart Elementary</b>		
	<b>% of Hart Elementary Students that Met or Exceeded Growth Projection</b>	<b>National % of Expected Percent of Students To Meet Growth Projection</b>
<b>Math</b>	52%	50%
<b>Reading</b>	68%	50%
<b>Science</b>	70%	50%
<b>Puster Elementary</b>		
	<b>% of Puster Elementary Students that Met or Exceeded Growth Projection</b>	<b>National % of Expected Percent of Students To Meet Growth Projection</b>
<b>Math</b>	49%	50%
<b>Reading</b>	65%	50%
<b>Science</b>	67%	50%

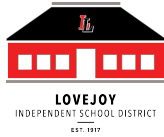
*\*50% growth means the student group demonstrated growth that was greater than or equal to 50% of a norm group of similar students (based on grade, subject, and starting achievement).*

<b>Sloan Creek Intermediate</b>		
	<b>% of SCIS Students that Met or Exceeded Growth Projection</b>	<b>National % of Expected Percent of Students To Meet Growth Projection</b>
<b>Math</b>	43%	50%
<b>Reading</b>	52%	50%
<b>Science</b>	68%	50%

<b>Willow Springs Middle School</b>		
	<b>% of WSMS Students that Met or Exceeded Growth Projection</b>	<b>National % of Expected Percent of Students To Meet Growth Projection</b>
<b>Math</b>	51%	50%
<b>Reading</b>	55%	50%
<b>Science</b>	69%	50%

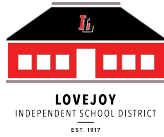
<b>Lovejoy High School</b>		
	<b>% of LHS Students that Met or Exceeded Growth Projection</b>	<b>National % of Expected Percent of Students To Meet Growth Projection</b>
<b>Math</b>	63%	50%
<b>Reading</b>	47%	50%
<b>Science</b>	72%	50%

*\*50% growth means the student group demonstrated growth that was greater than or equal to 50% of a norm group of similar students (based on grade, subject, and starting achievement).*



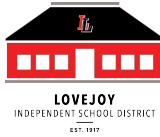
# CELEBRATIONS (MAP)

- PES
  - Gr K Reading 17% above norm (67%)
  - Gr 3 Reading 19% above norm (69%)
  - Gr 4 Reading 17% above norm (67%)
  - Gr 3 Science 20% above norm (70%)
  - Gr 4 Science 22% above norm (72%)
- HES
  - Gr K Reading 34% above norm (84%)
  - Gr 2 Reading 18% above norm (68%)
  - Gr 4 Reading 23% above norm (73%)
  - Gr 4 Science 40% above norm (90%)
  - Gr 4 Math 21% above norm (71%)
- SCIS
  - Gr 6 Reading 2% above norm (52%)
  - Gr 5 Science 9% above norm (59%)
  - Gr 6 Science 23% above norm (73%)



# CELEBRATIONS (MAP)

- WSMS
  - Grades 7 and 8 Science 19% above norm (69%)
  - Grades 7 and 8 Reading 16% above norm (66%)
  - Algebra I 15% above norm (65%)
- LHS
  - English III Language 12% above norm (62%)
  - Algebra II 26% above norm (76%)
  - Biology 23% above norm (73%)



# AREAS OF GROWTH (MAP)

- **PES**
  - Gr 4 Math 6% below norm (44%)
- **HES**
  - Gr 1 Math 22% below norm (28%)
- **SCIS**
  - Gr 6 Math 11% below norm (39%)
  - Gr 5 RLA 12% below norm (38%)
- **WSMS**
  - Gr 7 Advanced Math 9% below norm (41%)
  - Gr 8 Pre-Algebra 19% below norm (31%)
- **LHS**
  - English IV Reading 27% below norm (23%)

## Focused on COHERENCE PreK-12

When systems are coherent, teachers have a clear understanding of expectations, resources, and strategies, which can lead to greater confidence and collaboration among educators.

A lack of coherence can lead to fragmented instruction, inconsistent expectations, and a sense of confusion among students and teachers.

Coherent systems are more likely to be resilient and sustainable over time, as they are built on a foundation of shared understanding and collaboration.

### IMPACT of COHERENCE ON STUDENT ACHIEVEMENT

**Teacher Effectiveness:** Teachers have an explicit roadmap, knowing precisely what to teach and how to teach it effectively.

**Efficiency:** Time, resources, and energy are deployed strategically, reducing redundancy and maximizing impact.

**Accountability:** Stakeholders can easily understand how resources are being used and how students are progressing.

**Student Learning Outcomes:** Students clearly understand expectations, leading to better engagement and achievement.

# CULTIVATING COLLABORATIVE CULTURES

LISD Culture Defined:

**Learning, Collaboration, Results, Relationships and Fun**

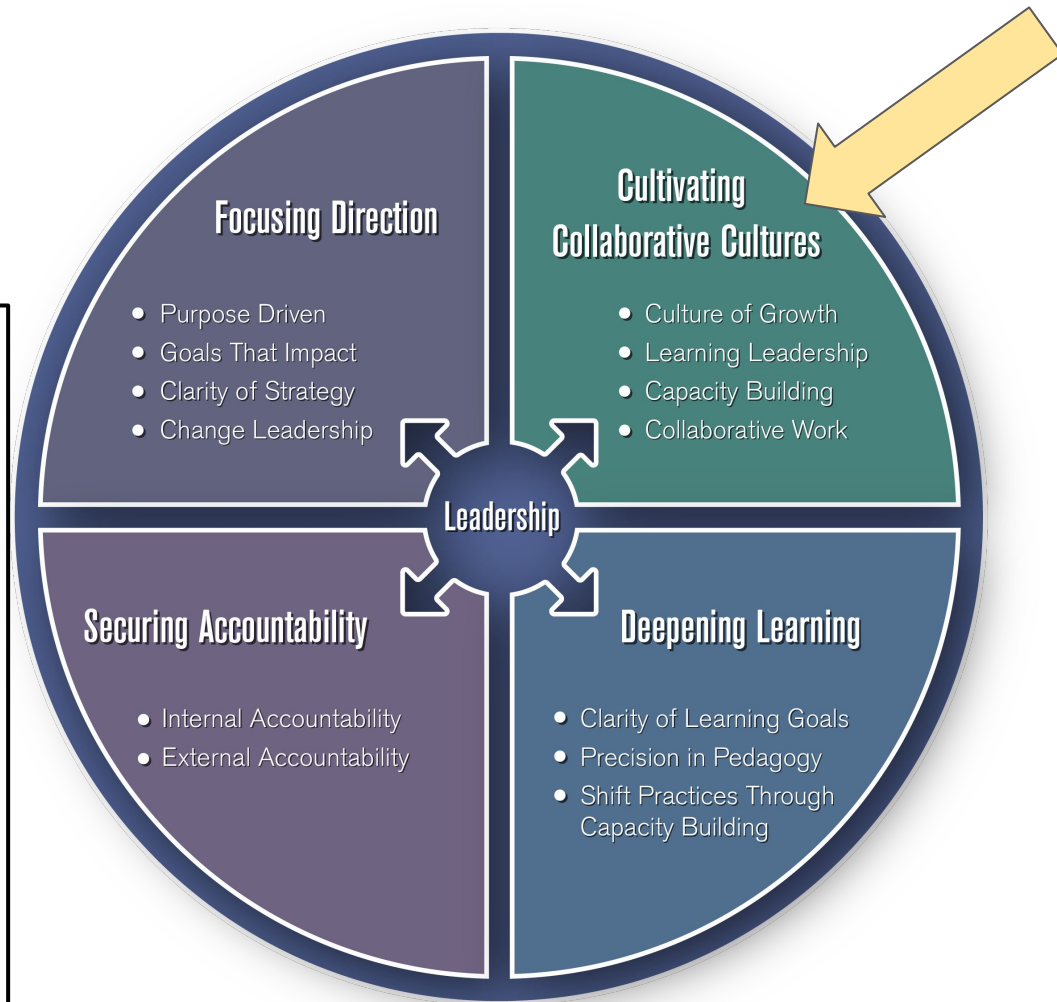
Professional Learning Communities

LISD Instructional Frameworks

Staff Committees - (ie., IMRA, Curriculum Development)

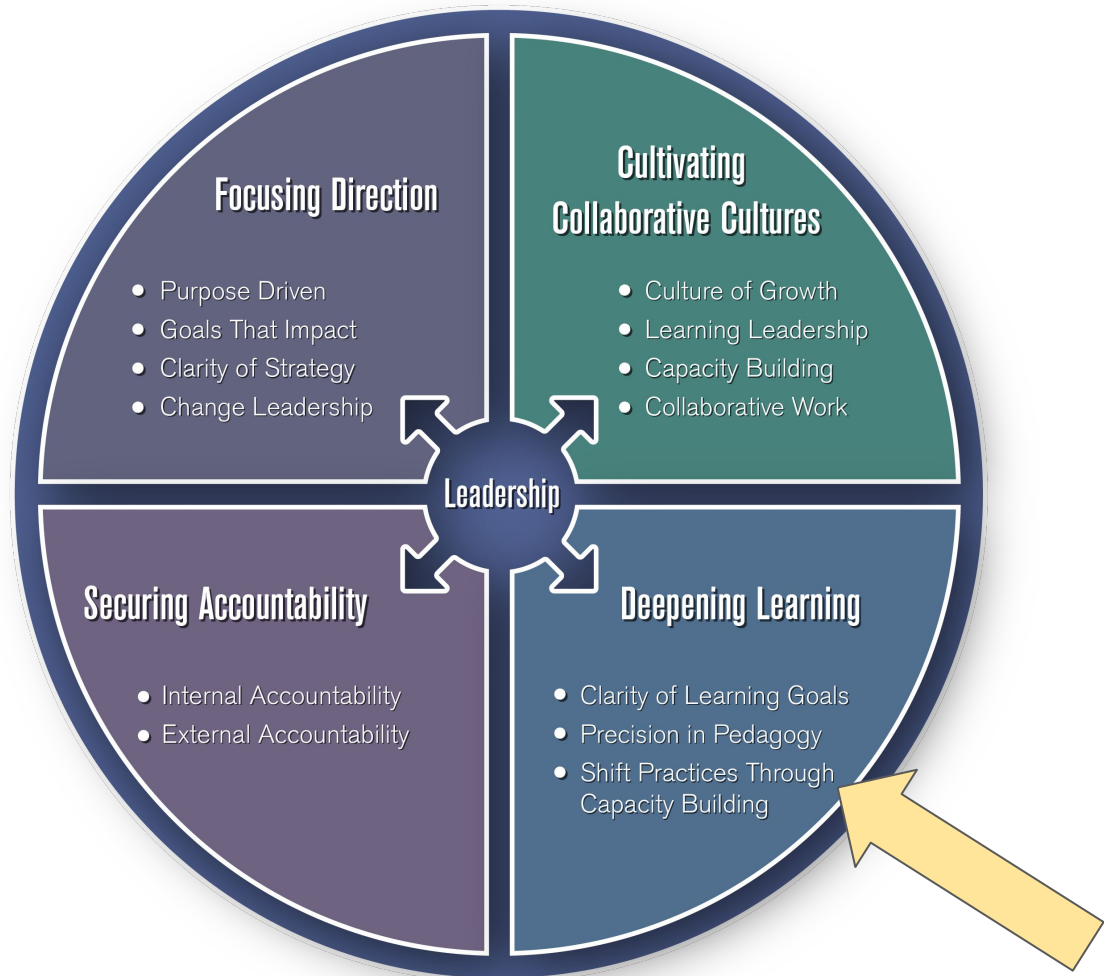
Teacher Vertical Teams

Targeted and Aligned Professional Learning



# DEEPENING LEARNING

- Course Scope and Sequences
- Instructional Frameworks
- Course Unit Planning Guides
- Balanced Assessment System
- Alignment of Instructional Materials Resources
- Professional Development
- Instructional Coaching
- Learning Walks, Staff Feedback
- Teacher and Staff Appraisal Tools



# LOVEJOY ISD NON-NEGOTIABLES FOR HIGH LEVELS OF STUDENT LEARNING



## Non-Negotiable #1

### **Rigorous, Standards-Aligned Instruction**

We will plan and deliver rigorous instruction aligned to the TEKS that promotes deep understanding, critical thinking, and meaningful application of knowledge.

## Non-Negotiable #2

### **Active and Engaged Student Learning**

Students will be actively engaged in relevant, challenging, and meaningful learning tasks that promote ownership, collaboration, discourse, and higher-order thinking. Our students will write purposefully and frequently across the curriculum to deepen understanding, communicate thinking, and strengthen their ability to express ideas with clarity, precision, and confidence.

## Non-Negotiable #3

### **Assessment for Learning Drives Instruction**

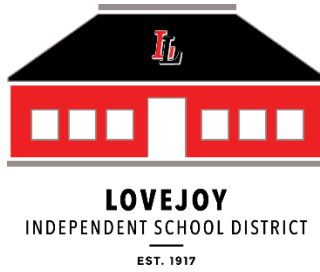
We will use formative assessment practices to monitor student learning, provide timely feedback, and make responsive instructional decisions that meet the needs of each of our learners.



# QUESTIONS



12. Presentation: 2025-2026 House Bill 3: Early Childhood Literacy, Early Childhood Math, College, Career and Military Readiness Proficiency Goals and Progress Measures  
**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	Presentation: 2025-2026 House Bill 3: Early Childhood Literacy, Early Childhood Math, College, Career and Military Readiness Proficiency Goals and Progress Measures
<b>Presented For</b>	Board Action    X Report/Review Only
<b>Supporting Documents</b>	None    X Attached    Provided Later
<b>Administrator Responsible</b>	Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction
<b>Executive Summary</b>	
Under HB 3, School Boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to meet criteria set forth by Texas Education (TEC) Sec 11.185 and 11.186.	
<b>Fiscal Implications</b>	
Financial impact is determined based on the requirements of the goals progress measures.	
<b>Administrator Recommendation</b>	
N/A Presentation only.	
<b>District Priority</b>	
<b>Priority 1:</b> Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.	
<b>Priority 3:</b> Lovejoy ISD will prioritize community, connection, and communication.	

# House Bill 3 Goals

Early Childhood Literacy,  
Early Childhood Math,  
College, Career and  
Military Readiness and  
Proficiency Goals and  
Performance Objectives

---

**DR. LAURIE TINSLEY**

ASSISTANT SUPERINTENDENT OF CURRICULUM  
AND INSTRUCTION

**SEPTEMBER 17, 2025**

Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT

---

EST. 1917

# LOVEJOY ISD NON-NEGOTIABLES FOR HIGH LEVELS OF STUDENT LEARNING



## Non-Negotiable #1

### **Rigorous, Standards-Aligned Instruction**

We will plan and deliver rigorous instruction aligned to the TEKS that promotes deep understanding, critical thinking, and meaningful application of knowledge.

## Non-Negotiable #2

### **Active and Engaged Student Learning**

Students will be actively engaged in relevant, challenging, and meaningful learning tasks that promote ownership, collaboration, discourse, and higher-order thinking. Our students will write purposefully and frequently across the curriculum to deepen understanding, communicate thinking, and strengthen their ability to express ideas with clarity, precision, and confidence.

## Non-Negotiable #3

### **Assessment for Learning Drives Instruction**

We will use formative assessment practices to monitor student learning, provide timely feedback, and make responsive instructional decisions that meet the needs of each of our learners.

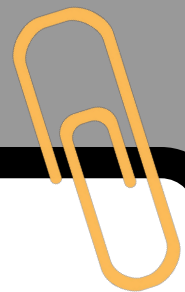




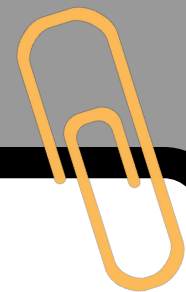
# House Bill 3 Board Adopted

## Goals

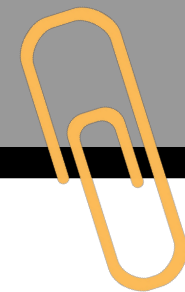
Statute requires school boards to adopt detailed plans developed by their management teams that contain detailed **specific quantifiable goals** in three areas.



Early  
Childhood  
Literacy  
Proficiency

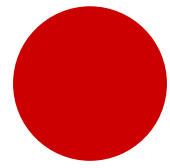


Early  
Childhood  
Math  
Proficiency

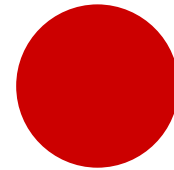


College,  
Career, and  
Military  
Readiness

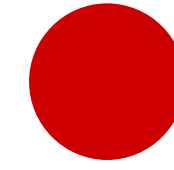
# Goals for Early Childhood Literacy and Math



3rd grade is the only grade required for literacy and math.

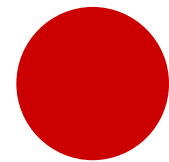


Plan includes progress measures for K-2nd grade to understand growth toward 3rd grade reading proficiency.



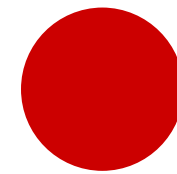
Aligns with the HB3 mandate that districts use integrated assessments for PreK-3rd grade to diagnose reading development and comprehension.

# Goals for College, Career, and Military Readiness



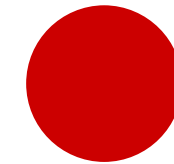
## College Readiness

Academic proficiency on data driven instrument (ACT/SAT/TSI/AP/Dual Credit)



## Career Ready

Successfully completed an Industry Based Certification/Special Education workforce ready.



## Military Ready

Enlisting in the armed forces and reporting to basic training.

# Specific Quantifiable Goals

(measurable goals)

- Each goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state).
- Annual targets must be included for each goal in addition to the 5 year deadline target.
- Adopting board outcome goals and progress measures for each goal creates alignment with each plan.

# HOUSE BILL 3 BOARD GOALS

**Early  
Literacy**

**GOAL 1**

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 80% to 91% by June 2029.

**Early  
Math**

**GOAL 2**

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 80% to 93% by June 2029.

**CCMR**

**GOAL 3**

The percentage of graduates that meet the criteria for CCMR will increase from 91% to 95% by 2029.



**EARLY CHILDHOOD  
LITERACY GOAL**

# Early Childhood Literacy Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 80% to 91% by June 2029.

## Yearly Target Goals

2025

87%




ACTUAL PERCENTAGE MET

80%

Baseline	Updated Yearly Target Goals				
2024	2025	2026	2027	2028	2029
85%	80%	84%	88%	90%	91%

**Early Childhood  
Literacy Goal and  
Progress Measures  
2025 Progress Update**

# Early Childhood Literacy Assessments

	Phonics & Phonemic Awareness	Comprehension, Fluency, & Vocabulary
Kinder - 2nd Grade		
3rd Grade	 State of Texas Assessments of Academic Readiness	

# 2025 STAAR Reading Results - Grade 3

DISTRICT STAAR Reading	Masters STATE	Masters DISTRICT	Meets STATE	Meets DISTRICT	Approaches STATE	Approaches DISTRICT	Did Not Meet STATE	Did Not Meet DISTRICT
3	23%	49%	52%	80%	78%	91%	22%	9%

HES STAAR Reading	Masters STATE	Masters CAMPUS	Meets STATE	Meets CAMPUS	Approaches STATE	Approaches CAMPUS	Did Not Meet STATE	Did Not Meet CAMPUS
3	23%	35%	52%	69%	78%	88%	22%	12%

PES STAAR Reading	Masters STATE	Masters CAMPUS	Meets STATE	Meets CAMPUS	Approaches STATE	Approaches CAMPUS	Did Not Meet STATE	Did Not Meet CAMPUS
3	23%	59%	52%	88%	78%	93%	22%	7%

# Literacy Progress Measure 1A

The percentage of Kindergarten students that score at Benchmark or above on **mCLASS** will increase from 85% to 93% by June 2029.

Year	Target	Actual	HES	PES
2024	91%	91%	92%	89%
2025	92%	85%	81%	89%
2026	87%			
2027	89%			
2028	91%			
2029	93%			

## Literacy Progress Measure 1B

The percentage of 1st grade students that score at Benchmark or above on **mCLASS** will increase from 88% to 94% by June 2029.

Year	Target	Actual	HES	PES
2024	85%	85%	87%	84%
2025	86%	88%	86%	91%
2026	89%			
2027	91%			
2028	93%			
2029	94%			

# Literacy Progress Measure 1C

The percentage of 2nd grade students that score at Benchmark or above on **mCLASS** will increase from 84% to 94% by June 2029.

Year	Target	Actual	HES	PES
2024	87%	87%	85%	88%
2025	88%	84%	87%	81%
2026	89%			
2027	91%			
2028	93%			
2029	94%			

## Literacy Progress Measure 2A

The percentage of Kindergarten students that are reading on grade level or above on **DRA** will increase from 80% to 91% by June 2029.

Year	Target	Actual	HES	PES
2024	82%	82%	83%	80%
2025	84%	80%	81%	79%
2026	84%			
2027	86%			
2028	88%			
2029	91%			

## Literacy Progress Measure 2B

The percentage of 1st grade students that are reading on grade level or above on **DRA** will increase from 82% to 90% by June 2029.

Year	Target	Actual	HES	PES
2024	80%	71%	80%	62%
2025	82%	82%	81%	84%
2026	84%			
2027	86%			
2028	88%			
2029	90%			

## Literacy Progress Measure 3B

The percentage of 2nd grade students that are reading on grade level or above on **DRA** will increase from 91% to 95% by June 2029.

Year	Target	Actual	HES	PES
2024	85%	85%	81%	88%
2025	86%	91%	89%	89%
2026	92%			
2027	93%			
2028	94%			
2029	95%			

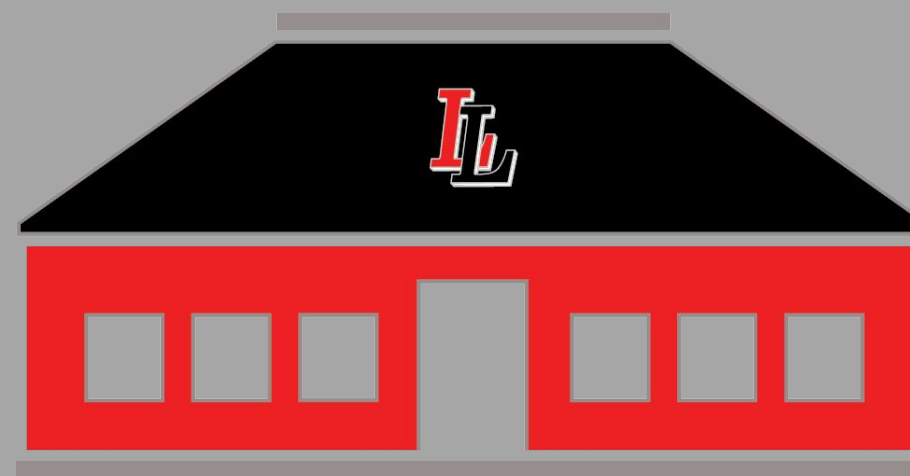
# Strategies to Promote Growth in Early Childhood Literacy

- Instruction is aligned to the LISD Literacy Framework which is grounded in the Science of Reading and includes explicit, systematic instruction in phonics, phonological awareness, fluency, vocabulary, and comprehension.
- Implementation of High Quality Instructional Materials
- Instructional blocks are designed according to the LISD Comprehensive Literacy Workshop tool and include daily opportunities for whole group mini lessons, independent reading and writing, and differentiated instruction through small groups or individual conferring
- Utilize the LISD Collaborative Unit Planning Protocol and Unit Planning Guides to support the development of rigorous, standards aligned instruction
- Design instruction that includes high yield student engagement strategies such as writing, discourse, collaboration, and problem solving.
- Progress monitor students through the use of a systematic and comprehensive progress monitoring tool

## Strategies to Promote Growth in Early Childhood Literacy cont.

- Deliver targeted small group instruction with the use of the LISD small group lesson plan templates to all students
- Analyze assessment data by using data protocols to identify students in need of tier 2 and 3 interventions
- Utilize intervention and extension supports included within the Unit Planning Guides to meet the needs of all students
- Provide frequent, job embedded professional development by the MTSS Leads to support the design of rigorous, standards aligned instruction that includes high yield student engagement strategies
- Utilize Reading Language Arts Coordinator to support campus teams
- Provide professional development for Content Coordinators and MTSS Leads to ensure student centered coaching strategies are implemented
- Employ a part time Tier 2 literacy instructor

# Best Practices to Support Meeting Early Childhood Reading Goals



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917



## Shelley Lander, 1st Grade Teacher Puster Elementary

- Establish clear structures and procedures in order to implement the workshop model to allow for opportunities for small group differentiation
- Utilize mClass data to inform instruction in the areas of phonological awareness and phonics
- Utilize Developmental Reading Assessment (DRA) data to inform instruction in the areas of fluency and comprehension
- All students receive targeted small group instruction to provide timely intervention and extension through guided reading, decodable text lessons, and strategy lessons.
- Students receive opportunities to read and respond to text both orally and written
- Students receive explicit instruction through teacher demonstrations and think alouds
- Students receive immediate, corrective feedback with an opportunity to revise their thinking in the moment
- Student progress monitoring/tracking system utilized



## **Terrie Roberts , 3rd Grade Teacher Puster Elementary**

Students who participate in small group instruction demonstrate higher growth due to targeted support and increased accountability.

- Small group instruction allows teachers to tailor lessons specific to student needs based on data gathered through progress monitoring and provides concentrated time on key concepts, interventions, or extensions.
- Small group instruction allows teachers to closely monitor students and adjust their instruction in the moment by providing immediate, specific feedback.
- Small group instruction allows for increased levels of engagement from the students by providing more opportunities to participate, ask questions, and share ideas
- Small group instruction allows students to benefit from hearing different perspectives, strategies, and explanations from their peers



**EARLY CHILDHOOD  
MATH GOALS**

# Early Childhood Math Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 80% to 93% by June 2029.

## Yearly Target Goals

2025

90%

ACTUAL PERCENTAGE MET

80%

Baseline	Updated Yearly Target Goals				
2024	2025	2026	2027	2028	2029
86%	80%	84%	89%	91%	93%

**Early Childhood  
HB 3 Math Goal and  
Progress Measures  
2025 Progress Update**

# Early Childhood Math Assessments

**Kinder - 2nd  
Grade**

**map** GROWTH<sup>+</sup>

**3rd Grade**



State of Texas Assessments of Academic Readiness

# 2025 STAAR Math Results - Grade 3

<b>DISTRICT STAAR Math</b>	<b>Masters STATE</b>	<b>Masters DISTRICT</b>	<b>Meets STATE</b>	<b>Meets DISTRICT</b>	<b>Approaches STATE</b>	<b>Approaches DISTRICT</b>	<b>Did Not Meet STATE</b>	<b>Did Not Meet DISTRICT</b>
3	19%	53%	45%	80%	70%	91%	30%	9%

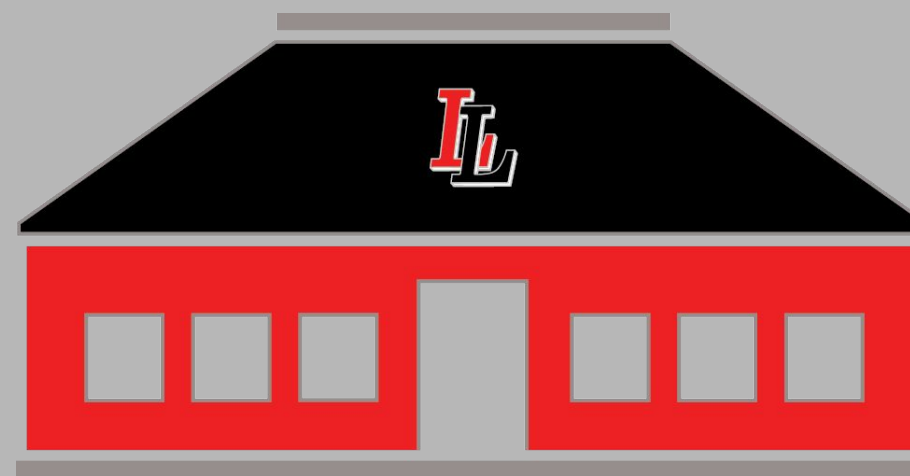
<b>HES STAAR Math</b>	<b>Masters STATE</b>	<b>Masters CAMPUS</b>	<b>Meets STATE</b>	<b>Meets CAMPUS</b>	<b>Approaches STATE</b>	<b>Approaches CAMPUS</b>	<b>Did Not Meet STATE</b>	<b>Did Not Meet CAMPUS</b>
3	19%	38%	45%	70%	70%	86%	30%	14%

<b>PES STAAR Math</b>	<b>Masters STATE</b>	<b>Masters CAMPUS</b>	<b>Meets STATE</b>	<b>Meets CAMPUS</b>	<b>Approaches STATE</b>	<b>Approaches CAMPUS</b>	<b>Did Not Meet STATE</b>	<b>Did Not Meet CAMPUS</b>
3	19%	64%	45%	87%	70%	95%	30%	5%

# Strategies to Promote Growth in Early Childhood Math

- Instruction is aligned to the LISD Math Framework and includes a balance of conceptual understanding, procedural skills, and fluency practice
- Instructional blocks are designed according to the LISD Math Workshop tool and include daily number sense routines, whole group mini lessons, independent practice and differentiated small group instruction
- Utilize the LISD Collaborative Unit Planning Protocol to support the development of rigorous, standards aligned instruction
- Design instruction that includes high yield student engagement strategies such as writing, discourse, collaboration, and problem solving.
- Progress monitor students through the use of systematic and comprehensive progress monitoring tool
- Deliver targeted small group instruction to all students based on data collected through progress monitoring
- Analyze assessment data by using data protocols to identify students in need of tier 2 and 3 interventions
- Utilize intervention and extension supports included within the Unit Planning Guides to meet the needs of all students
- Provide frequent, job embedded professional development by the MTSS Leads to support the design of rigorous, standards aligned instruction that includes high yield student engagement strategies
- Utilize Math Coordinator to support campus teams
- Provide professional development for Content Coordinators and MTSS Leads to ensure student centered coaching strategies are implemented

# Best Practices to Support Meeting Early Childhood Math Goals

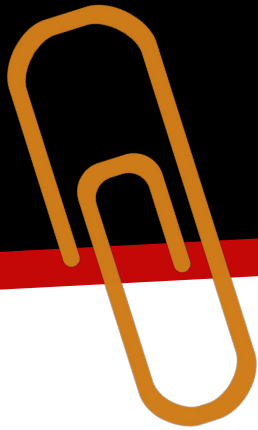



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917



## Kelly Cowan, PreK-12 Math Coordinator

- All students receiving targeted small group instruction to provide timely intervention and extension
- Students demonstrating multiple ways to approach and solve problems
- Students explaining and justifying their thinking through discussion and writing
- Students using supports such as math talk routines and sentence stems to engage in meaningful, productive discourse
- Students representing concepts with manipulatives and visual representations
- Students deepening understanding by building on prior knowledge through scaffolded instruction
- Students collaborating with peers
- Students persevering through challenging problems by focusing on the mathematical process rather than just the answer



**COLLEGE, CAREER,  
AND MILITARY  
READINESS**

# College, Career and Military Readiness Board Goal

The percentage of graduates that meet the criteria for CCMR will increase from 91% to 95% by 2029.

## Yearly Target Goals

2025

95%

ACTUAL PERCENTAGE MET

91%

\*Based on 2023-2024 Data

Baseline	Updated Yearly Target Goals				
2024	2025	2026	2027	2028	2029
92%	91%	92%	93%	94%	95%

# CCMR Progress Measure 1

**Graduates who meet Texas Success Initiative (TSI) criteria in both ELA/Reading and Math will increase from 71% to 90% by 2029.**

Baseline	Yearly Target Goals				
2024	2025	2026	2027	2028	2029
82%	84%	84%	86%	88%	90%
<b>77%</b> *Based on 2022-2023 Data	<b>71%</b> *Based on 2023-2024 Data				

# Strategies to Promote Growth in TSI Performance

## Planning and Instructional Delivery

- Utilize LISD Curriculum Resource System to ensure the implementation of a guaranteed and viable curriculum and TEKS alignment
- Embed College and Career Readiness Standards in Gr 7-11 English Language Arts and Mathematics courses
- Provide explicit and systematic instruction aligning to performance on college and career readiness exams

## Intervention and Extension

- Monitor progress of students who have not met college and career readiness criteria
- Utilize a systematic targeted instructional structure to meet students academic needs (Leopard Time)
- Utilize intervention and extension supports in Unit Planning Guides

## Professional Development

- Conduct collaborative data meetings with district and campus administrators, teachers and counselors
- Provide district and campus professional learning opportunities to raise awareness and provide support

# CCMR Progress Measure 2

**Graduates who meet criterion on an AP exam in any subject will increase from 59% to 70% by 2029.**

Baseline	Yearly Target Goals				
2024	2025	2026	2027	2028	2029
62%	64%	64%	66%	68%	70%
<b>53%</b> *Based on 2022-2023 Data	<b>59%</b> *Based on 2023-2024 Data				

# Strategies to Promote Growth in AP Performance

## Planning and Instructional Delivery

- Utilize instructional resources provided by College Board in AP courses and high quality supplemental instructional materials
- Ensure alignment of middle school and high school curricula to build fundamentals and prepare students
- Provide rigorous instruction in Advanced and AP courses aligned to the AP objectives
- Increase opportunities for students to complete problem-based projects

## Intervention and Extension

- Monitor progress of students
- Utilize a systematic targeted instructional structure to meet students academic needs (Leopard Time)

## Professional Development

- Provide opportunities for teachers to attend College Board training and mentoring
- Provide district professional learning workshops for new AP teachers
- Provide annual professional learning workshops for Advanced teachers
- Conduct district-wide vertical team meeting and planning for Advanced and AP teachers

## CCMR Progress Measure 3

**Graduates who earn an industry based certification will increase from 43% to 50% by 2029.**

Baseline	Yearly Target Goals				
2024	2025	2026	2027	2028	2029
40%	42%	44%	46%	48%	50%
<b>46%</b> *Based on 2022-2023 Data	<b>43%</b> *Based on 2023-2024 Data				

# Strategies to Promote Growth in Industry-Based Certifications

## Planning and Instructional Delivery

- Utilize LISD Curriculum Resource System to ensure the implementation of a guaranteed and viable curriculum and TEKS alignment
- Utilize articulated course alignment to industry based certifications
- Ensure alignment of middle school and high school curricula to build fundamentals and prepare students
- Increase opportunities for students to participate in work-based learning experiences

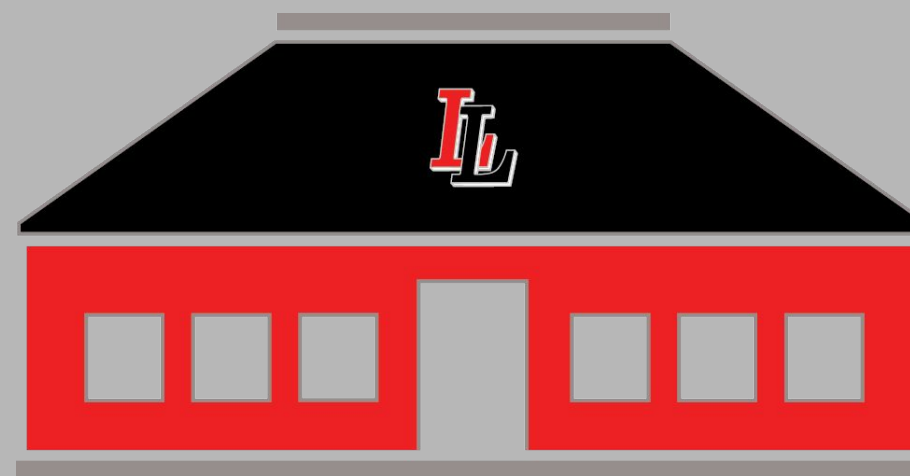
## Intervention and Extension

- Utilize LISD Balanced Assessment System to assess student learning and monitor progress
- Utilize intervention and extension supports in Unit Planning Guides
- Utilize a systematic targeted instructional structure to meet students academic needs (Leopard Time)

## Professional Development

- Conduct collaborative district and campus reviews of programs and courses offered
- Attend Career and Technical Education professional learning opportunities

# Best Practices to Support Meeting CCMR Goals



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917



## Justin Wieller, Lovejoy High School Principal

- Utilize LISD Curriculum Resource System during team planning to ensure the implementation of a guaranteed and viable curriculum
- Utilize resources provided by the College Board to plan for intervention and extension \*\*
- Utilize resources provided in AP Classroom for instruction
- Utilize the IBC exam blueprints to plan for intervention and extension
- Provide explicit and systematic instruction aligning to performance on college and career readiness exams
- Monitor student progress on objectives for the readiness exams
- Improved tracking system

# Progress Monitoring Plan

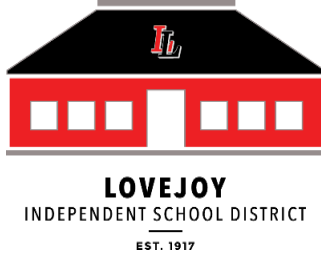
HB 3 goals and performance objectives are  
included in 2025-2026  
District and Campus Improvement Plans

District and Campus Improvement Teams will  
implement strategies and monitor progress  
throughout 2025-2026 school year.



# Questions

13. Presentation: Board Policy Update  
EIF (LOCAL) - Academic Achievement: Graduation, Senior Project to Senior Portfolio  
**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	Board Policy Update EIF (LOCAL) - Academic Achievement: Graduation, Senior Project to Senior Portfolio
<b>Presented For</b>	Board Action    X Report/Review Only
<b>Supporting Documents</b>	None    X Attached    Provided Later
<b>Administrator Responsible</b>	Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



### Executive Summary

The following Board Policy update(s) are recommended for Board approval:

EIF(LOCAL) - Academic Achievement: Graduation

In alignment with the transition from a senior project to a senior portfolio, the following change to EIF(LOCAL) is being recommended:

To graduate, a student must complete the courses required by the District in addition to those mandated by the state. Each student shall also be required to satisfactorily complete all of the required components of the District high school's senior project [portfolio](#).

### Fiscal Implications

No fiscal implications.

### Administrator Recommendation

This is a presentation. The Administration will bring forward a recommendation at the next regular Board Meeting for the following local Board Policy update:

EIF(LOCAL) - Academic Achievement: Graduation

**District Priority**

**Priority 1:** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.

**Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.

# Board Policy Update EIF (LOCAL) - Academic Achievement: Graduation, Senior Project to Senior Portfolio

---

**DR. LAURIE TINSLEY**

Assistant Superintendent of Curriculum and  
Instruction

September 17, 2025  
Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  

---

EST. 1917

# Board Policy Update

## EIF (LOCAL) - Academic Achievement: Graduation

Lovejoy ISD  
043919

EIF  
(LOCAL)

ACADEMIC ACHIEVEMENT  
GRADUATION

**Course Requirements** To graduate, a student must complete the courses required by the District in addition to those mandated by the state. Each student shall also be required to satisfactorily complete all of the required components of the District high school's senior ~~project~~ portfolio.



# QUESTIONS

<b>Course Requirements</b>	To graduate, a student must complete the courses required by the District in addition to those mandated by the state. Each student shall also be required to satisfactorily complete all of the required components of the District high school's senior <b>project portfolio</b> .
<b>Foundation Program</b>	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires completion of 2 credits in addition to the number mandated by the state for graduation under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
<b>Fine Arts Substitutions</b>	To the extent permitted by state rules, the District shall award state graduation credit in fine arts for participation in an approved community-based fine arts program.
<b>Physical Education Substitutions</b>	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
Private or Commercial Programs	The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education. [See also EHAC]
<b>Financial Aid Application Confirmation</b>	As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following: <ol style="list-style-type: none"><li>1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;</li><li>2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;</li><li>3. A copy or screenshot of the FAFSA acknowledgment page;</li></ol>

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

14. Consider and Act on Board Liaison to Leadership Lovejoy  
**Presenter:** Katie Kordel, Superintendent



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 17, 2025
<b>Document Title</b>	Board Liaison to Leadership Lovejoy
<b>Presented For</b>	X Board Action    Report/Review Only
<b>Supporting Documents</b>	X None    Attached    Provided Later
<b>Administrator Responsible</b>	Katie Kordel, Superintendent

### Executive Summary

Leadership Lovejoy is a program designed to give parents and community members a comprehensive, behind-the-scenes look at the school district through workshops by department and district leaders.

By educating participants about the operations and priorities of Lovejoy ISD, we build a knowledgeable and engaged community network that can support district planning, serve on district and campus improvement teams, and contribute to other school and community initiatives.

The program's goal is to inform, engage, and inspire, offering both valuable information and opportunities for participants to ask questions in an interactive setting.

Leadership Lovejoy sessions are held in person.

### Fiscal Implications

No fiscal implications.

### Administrator Recommendation

The Administration recommends the Board of Trustees recommend and approve a Trustee liaison to serve on the Leadership Lovejoy Class of 2026.

### **District Priority**

**Priority 1:** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.

**Priority 2:** Lovejoy ISD will value employees as our greatest asset in serving students.

**Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.

**Priority 4:** Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.

15. Superintendent Announcements

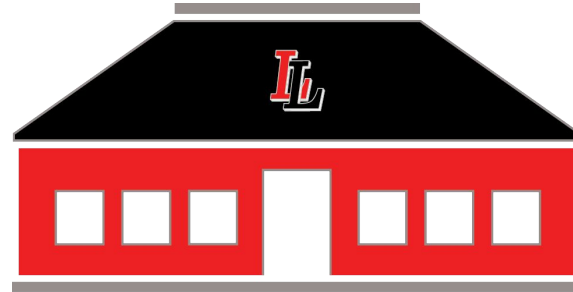
**Presenter:** Katie Kordel, Superintendent

# Superintendent's Announcements

September 17, 2025

---

Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  

---

**EST. 1917**

# GET ENGAGED IN LOVEJOY

## Leadership Lovejoy

Leadership Lovejoy is a program designed to give parents and community members a comprehensive, behind-the-scenes look at the school district through workshops by department and district leaders. By educating participants about the operations and priorities of Lovejoy ISD, we build a knowledgeable and engaged community network that can support district planning, serve on district and campus improvement teams, and contribute to other school and community initiatives. The program's goal is to inform, engage, and inspire, offering both valuable information and opportunities for participants to ask questions in an interactive setting. Leadership Lovejoy sessions are held in person and structured as half-day workshops. There is a cost of \$90.00 to cover the cost of the program. Applications are now open through Wednesday, October 1st at 9:00 a.m.

**APPLY  
NOW**

## Board Academy

The Lovejoy ISD Board Academy is open to anyone interested in public service on the Board of Trustees or those who simply want to learn more about local school district governance. Current Board Members will share insights into the roles and responsibilities of serving on the Board, outline state-mandated training requirements, and clarify the distinction between Board oversight and the day-to-day operations of the district. The session will also include valuable information about the process of running for a seat on the Board of Trustees, including guidance on timelines, logistics, and filing procedures.

**REGISTER  
NOW!**



**THANK YOU**

16. Announcements

**Presenter:** Julie McLaughlin, President

17. Adjournment

**Presenter:** Julie McLaughlin, President