

# District Improvement Plan 2006-07 to 2010-2011



LISD

Lewisville Independent School District

*Committed to Excellence*

## Mission Statement

Recognizing that the quality of life,  
both today and in the future,  
depends upon the quality of education  
provided by the public schools,  
the Lewisville Independent School District  
is dedicated to education and committed to  
meeting the needs of every individual.

# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-11

Source of Identified Need: AEIS Report and 2010 Needs Assessment Results

Goal # 1 Achievement of all students, as measured by student achievement indicators, shall continually improve in LISD.  
Particular emphasis shall be placed on Reading, Writing, Mathematics, Science and Social Studies.

Objective: By July 1, 2011, student test scores shall have increased as follows:

YEAR	TAKS READING					TAKS WRITING					TAKS MATHEMATICS				
	All	Af Am	Hisp	White	Ec Dis	All	Af Am	Hisp	White	Ec Dis	All	Af Am	Hisp	White	Ec Dis
2006-07	94.0	89.0	83.0	96.0	83.0	96.3	95.3	90.5	97.3	90.5	87.5	76.0	76.0	92.0	75.0
2007-08	94.5	90.0	84.0	96.4	84.0	96.5	95.5	91.0	97.5	91.0	88.0	80.0	80.0	93.0	79.0
2008-09	95.0	91.0	86.0	96.6	86.0	97.0	96.0	91.5	98.0	91.5	88.5	84.0	84.0	94.0	83.0
2009-10	95.5	92.0	88.0	96.8	88.0	97.5	96.5	92.0	98.5	92.0	89.0	86.0	86.0	95.0	87.0
2010-11	96.0	93.0	90.0	97.0	90.0	98.0	97.0	92.5	99.0	92.5	90.0	90.0	90.0	96.0	90.0

YEAR	TAKS SOCIAL STUDIES					TAKS SCIENCE				
	All	Af Am	Hisp	White	Ec Dis	All	Af Am	Hisp	White	Ec Dis
2006-07	96.0	93.0	86.5	97.5	85.0	84.0	70.0	70.0	91.0	70.0
2007-08	96.5	93.5	87.0	98.0	86.0	86.0	75.0	75.0	92.0	75.0
2008-09	97.0	94.0	88.0	98.5	88.0	88.0	80.0	80.0	93.0	80.0
2009-10	97.5	94.5	89.0	99.0	89.0	89.0	85.0	85.0	94.0	85.0
2010-11	98.0	95.0	90.0	99.0	90.0	90.0	90.0	90.0	95.0	90.0

**RHSP/DAP GRADUATES**

**ADVANCED PLACEMENT**

YEAR	PERCENTAGE		YEAR	% COURSE COMPLETION	% EXAMINEES SCORING $\geq 3$
2006-07	23%		2006-07	63%	63%
2007-08	25%		2007-08	63.5%	63.5%
2008-09	27%		2008-09	64%	64%
2009-10	30%		2009-10	64.5%	64.5%
2010-11	33%		2010-11	65%	65%

**COLLEGE ADMISSIONS TESTS**

YEAR	% AT/ABOVE CRITERION (SAT/ACT)	% TESTED	AVERAGE SAT SCORE	AVERAGE ACT SCORE
2006-07	40	86	1090	22.5
2007-08	41	87	1092	22.7
2008-09	42	88	1095	22.8
2009-10	43	89	1097	22.9
2010-11	44	90	1100	23.0

**COLLEGE-READY GRADUATES**

(Beginning 2008-2009)

YEAR	ELA	MATH
2007 – 2008	69%	71%
2008 – 2009	76%	73%
2009 – 2010	78.5%	75.5%
2010 – 2011	80%	78%

# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-2011

Source of Identified Need: AEIS Report and 2010 Needs Assessment Results

Goal # 1 Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve in LISD. Particular emphasis shall be placed on Reading, Writing, Mathematics, Science and Social Studies.

Objective: By July 1, 2011 student test scores shall have increased as follows:

ESEA Goal # 1

ESEA Objective # 1.1, 1.2, 1.3

## Action Plan

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
1.1 Data shall be disaggregated to identify student needs. Students not meeting minimum expectations shall be provided intensive accelerated instruction.	CNA A M	Standardized Test Data Grade Reports Instructional Supplies AEIS-IT Software Curriculum Documents Vertical Teams TPRI	Asst. Supt. of Secondary Deputy Supt. Curriculum Dept. Campus Administrators Teachers	Fall 2009 – Spring 2010	Campus Plans Mid-Year Reports
1.2 Data shall be disaggregated to identify program needs. Curriculum and/or instruction shall be revised as needed.	CNA A M	Standardized Test Data Grade Reports Instructional Supplies AEIS-IT Software Curriculum Documents Vertical Teams TPRI	Asst. Supt. of Secondary Deputy Supt. Curriculum Dept. Campus Administrators Teachers	Fall 2009 – Spring 2010, end of grading periods	

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
1.3 All campuses shall publicly honor high achieving students through campus academic recognition or programs.	PI	Student Awards	All Campus Principals Teachers Counselors	Fall 2009 – Spring 2010, End of grading periods	Campus/District Websites Campus New Letters New Articles Fine Points Public Assemblies
1.4 A Pre-K vertical planning network shall facilitate effective instructional alignment and improvement specific to all standardized testing. Results of planning shall be made available to staff and community.	RS	TEKS Curriculum Guides Standardized Tests Staff Development	Campus Administrators Teachers Curriculum Dept.	Fall 2009 – Spring 2010	High School Agendas/Minutes
1.5 Efforts shall be made to actively involve parents in developing students' academic skills Pre-K – 12.	PI	Parents Community Adopters Curriculum Department Technology PTA/PTSA	All Principals Campus Administrators Building Leadership Teams Teachers PTA/PTSA	Fall 2009 – Spring 2010	Campus Plans Mid-Year Reports
1.6 The writing process with attention to fluency, purpose and audience will be emphasized across the Pre-K – 12 curriculums. Campuses will continue employing proofreading marks and emphasize the application of the following in students' writing in grade appropriate ways: spelling, capitalization, punctuation, paragraphing, subject-verb agreement, verb tense, pronoun case, correct forms of adjectives and adverbs.	M	Curriculum Guides TEKS Staff Development Textbooks Technology Applications	Campus Principals Curriculum Dept. Teachers Grant Coordinators	Fall 2009 – Spring 2010	Lesson Plans TAKS Results Early Literacy Assessment Results

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
1.7 Continue previously developed campus procedures and schedules for reading to students, reading with students and reading by students. Students will read both fiction and informational texts. Efforts will be made to continue the active involvement of parents and the community in development of students' reading skills.	M PI	TEKS Early Literacy Surveys Curriculum Guides Reading Materials Library Parents Community PTA/PTSA Textbooks Adopters	Campus Principals Teachers Librarians Grant Coordinators Curriculum Department	Continuously Fall 2009 – Spring 2010	Lesson Plans TPRI
1.8 Each campus shall check alignment of expectations for memory and applications of basic math facts and operation skills.		Curriculum Department TEKS Parents Released TAKS Tests Testing Math Manipulatives Staff Development Technology Applications Textbooks	Campus Principals Teachers Curriculum Dept. Grant Coordinators	Each 6 weeks, Fall & Spring 2009 – 2010	Campus Plans Mid-Year Reports
1.9 Use a problem-solving model in Pre-K – 12 mathematics that incorporates understanding the problem, making a plan, carrying out the plan, evaluating the solution for reasonableness and communicating the process both in oral and written form.	M RS	Curriculum Documents TEKS Textbooks Manipulatives State Adopted Materials Staff Development	Campus Principals Teachers Curriculum Dept.	Each 6 weeks, Fall & Spring 2009 – 2010	TAKS Results Lesson Plans Math Department Agendas Observations

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
1.10 Science process skills and content identified by TEKS will be addressed with hands-on classroom and field investigations using specified equipment at each grade level.	M	TEKS State Adopted Materials Curriculum Guides Staff Development Science Equipment (including probes and consumables) LISDOLA	Curriculum Dept. Campus Principals Teachers Asst. Supt. of Technology	Each 6 weeks, Fall & Spring 2009 – 2010	Lesson Plans Observations Use of Science Resource Materials TAKS Results
1.11 Social Studies TEKS shall be used as the basis for vertical alignment of skills and content with the expectation of increased mastery. Utilization of a variety of instructional strategies using maps, globes, databases and authentic hands-on activities will emphasize incorporating both independent and group work.	M	TEKS Maps/Globes Textbooks Curriculum Guides Software Technology Staff Development	Curriculum Dept. Campus Principals Teachers Asst. Supt. of Technology	Each 6 weeks, Fall & Spring 2009 – 2010	Observations Lesson Plans TAKS Results
1.12 Information literacy, a necessary competency for student achievement and success in the real world, shall be emphasized and integrated across the curriculum. Efforts shall be made to ensure that all students have the opportunity and ability to locate, evaluate and use information effectively to solve problems and satisfy curiosity.	RS	TEKS Library Materials Technology Computer Lab	Campus Principals Teachers Library Services Asst. Supt. of Technology Curriculum Dept.	Each 6 weeks, Fall & Spring 2009 – 2010	Lab Utilization Lesson Plans Observations
1.13 Technology shall be infused into all programs.	RS	Hardware / Software Calculators Probes TEKS	Teachers Campus Administrators	Each 6 weeks, Fall & Spring 2009 – 2010	

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
1.14 Advanced placement (AP) course offerings, enrollment, number of students taking AP tests and number of students scoring 3+ shall be increased at all high schools.		Personnel Materials Training/Staff Development Technology AP and PSAT Data Contract with higher education institutions	Asst. Supt. of Secondary Director of Advanced Academics Teachers Counselors Secondary Principals	Each Semester, Fall 2009 – Spring 2010	Class Rosters AP Exam Reports AP District Summary
1.15 Access to dual credit, concurrent enrollment and tech-prep options with higher education shall be continued.	T	Contract with higher education institutions	Asst. Supt. of Secondary Secondary Principals Career and Technical Education Dept.	Each Semester, Fall 2009 – Spring 2010	Enrollment Reports
1.16 SAT/ACT materials and preparation classes shall continue to be provided at each high school.		Test-Prep Materials Elective Class Periods Publicity	Asst. Supt. of Secondary Director of Advanced Academics Campus Administrators Teachers Counselors	Fall 2009 – Spring 2010	Schedule of Classes Number of Sections SAT/ACT Scores
1.17 The LISD shall continue to provide ACT for all seniors.		Test Materials Funding Staff to Monitor	HS Principals Teachers Asst. Supt. of Secondary Counselors	Fall 2009 – Spring 2010	Budgeted Expenditures Number Taking Exam ACT Scores

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
1.18 The PSAT shall be available as a diagnostic tool for all high schools.	T	Test Materials Funding Time Allotment for Testing	Campus Principals Teachers Director of Advanced Academics Counselors	Fall 2009 – Spring 2010	Counselor Reports PSAT Data Summary (SOAS)
1.19 The number of Distinguished Achievement Program (DAP) recipients shall be increased at all high schools.		Personnel Training Publicity Mentors	Director of Advanced Academics MS & HS Principals MS & HS Counselors Teachers	August 2009 – January 2010	State Standards Graduation Report
1.20 To ensure a smooth transition for students entering kindergarten, administrators will meet with Lillie Jackson Early Childhood Center staff to discuss student needs. Kindergarten teachers will offer a Parent Orientation to parents of incoming kindergarteners and be represented at a transition meeting held at Lillie Jackson to answer parent questions.		Lillie Jackson Principal Elementary Principals	Spring 2010	Kindergarten Enrollment	

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-2011

Source of Identified Need: PEIMS Attendance Data

Goal # 2 All students shall attend school daily.

(AEI Report) District Attendance for 2004-2005 was 96.4%.

Objective: Beginning 2006-2007 school year through 2010-2011, 96.7% student attendance shall be achieved and maintained.

ESEA Goal # N/A

ESEA Objective # N/A

## Action Plan

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
2.1 Students and parents shall be informed of the TEA 90% Rule and district attendance policies.		Student Handbook Board Policy, FEC (LOCAL) Communication Materials	All Principals Assistant Principals Teachers Attendance Clerks Director of Health Services Asst. Supt. of Student Services	August of each year. (Summer PEIMS resubmission)	Daily Attendance Reports Letters notifying parents of absences. Truancy Filings Attendance Committee Findings Student Orientation

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
2.2 Students with excessive absences will be referred to Counseling and/or Health Services Departments. Services if needed and appropriate must be extended to assist those students.		Identification List Campus Plan Attendance Records	Principals Teachers Campus Attendance Committees Counselors Director of Health Services Attendance Clerks Asst. Supt. of Student Services	Daily, as needed by students	Attendance Committee Findings Counseling/Health Room Logs
2.3 A list of student with excessive absences shall be given to campus principals. Campus principals will formulate a plan of intervention for each student.		Identification List Campus Plan Attendance Records	Principals Teachers Campus Attendance Committees Counselors Director of Health Services Attendance Clerks Asst. Supt. of Student Services	By November 1st	Campus Plans Counselor Logs Health Room Logs Truancy Cases Filed Attendance Committee Findings
2.4 Truancy charges shall be filed as needed throughout the year. All schools will adhere to filing guidelines.		School Records/Attendance Truancy Court Filing Documents JP Court	Principals Assistant Principals Attendance Clerks Registrars Asst. Supt. of Student Services	As Needed	Truancy Court Cases Filed

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
2.5 Campus administrators will be trained in truancy filing procedures.	PD	Judge's Training Staff	Asst. Supt. of Student Services Executive Director of Student Services Principals Assistant Principals	September of each year	Attendance Sign-In Log
2.6 Parents and students will be notified of student absences according to TEA and District Board Policy.		Phone Calls Computers Mailings E-mail	Attendance Clerks Campus Administrators	August 24, 2009 – June 9, 2010	Attendance Clerk Call Logs Computer Call Logs Copies of Parent Mailings
2.7 Campuses shall develop incentive programs to improve attendance.		Attendance Records PTA Community Partnerships District Exemption Policy	Principals Building Leadership Team Attendance Clerks Asst. Supt. of Student Services	Each Grading Period, August 2009 – June 10, 2010	Campus Plans of Action

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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### School Wide Components

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# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-2011

Source of Identified Need: PEIMS: AEIS

Goal # 3 All LISD students will complete high school.

1. All middle schools will have a dropout rate of 0.2% or less including all sub-populations by 2011.

Objective: 2. All high school students and sub-populations will maintain a 95% or better completion rate.

ESEA Goal # 5

ESEA Objective # 5.1, 5.2

## Action Plan

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
3.1 At-Risk students will be identified by using state criteria and programs will be developed to address student needs.	M A Coord.	School Records Title I Funds ARI/AMI Funds SCE Funds	Assist Team Building Principals	Continuously Fall 2009 – Spring 2010	At-Risk Student Lists Programs in CIP
3.2 Expand the capacity of both middle school and high school accelerated instructional division.		Additional Facilities, Staff & Supplies HS Allotment Funds SCE Funds	Human Resources Deputy Supt.	Completed by 2010	More students served in accelerated instructional programs.
3.3 Explore the need to expand the programs at Dale Jackson CC.		TASK FORCE recommendations	Asst. Supt. of Secondary	Spring 2010	Recommendation of the TASK FORCE

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
3.4 Opportunities for all students to explore career options will be expanded.		Expanded Vocational Course Offerings Provide Curricular Information on Careers Classroom Teachers	Executive Director of CATE	Spring 2010	Curricular Materials Expanded Courses
3.5 Parent education will be provided to help students be more successful.	PI	Materials on Specific Topics for Parents Title I Funds	Director of Guidance and Counseling	Fall 2009 – Spring 2010	Materials Published Failure Rate Decrease Attendance rate improves.
3.6 Implementation of procedure(s) to ensure accurate coding or tracking of student withdrawals.		Training Time	Principals Assistant Principals Attendance Clerks Asst. Supt. of Student Services	Each Semester Fall 2009 – Spring 2010	Dropout Rate Completion Rate
3.7 Credit recovery will continue and expand including summer school and in-house programs.	RS M	Computers and Software Staff	Asst. Supt. of Secondary	Fall 2009 – Spring 2010	Dropout Rate Completion Rate

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# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-2011

Source of Identified Need: AEIS Report

Goal # 4 Students shall feel safe and positive about their learning environment and demonstrate appropriate life skills.

Objective: \_\_\_\_\_

ESEA Goal # 4

ESEA Objective # 4.1

## Action Plan

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
4.1 Each school shall utilize the LISD Emergency Operation Plan as a template in developing/monitoring their Campus Plan; especially addressing: <ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Preparedness</li> <li>• Response</li> <li>• Recovery</li> <li>• LISD personnel shall make every reasonable effort to escort school visitors to and from their campus destination. Each visitor's presence in the building shall be appropriately documented.</li> </ul>		District Safety Plan Police Department Fire Department Dept. of Justice Safety Material SB11 National Incident Management System Incident Command System Region XI	Emergency Operations Mgr. Executive Director of Student Services Administrators Teachers Building Leadership Team Counselors Nurses SRO Asst. Supt. of Student Services	Ongoing August 2009 – July 2010	Campus Plans Safety Plan Tests Audit

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
4.2 Each school shall develop a proactive plan to identify and help troubled youth (substance abuse, suicide, violence, dating violence, sexual abuse and illegal activities).		Staff Development Community Services Curricular Programs District Sate and Drug Free Task Force TARMAC – Take Action, Re-Integrate, Make a Change Title IV Funds	Administrators Guidance Coordinator Counselors Curriculum Dept. Teachers Nurses Building Leadership Team Asst. Supt. of Student Services Communities in Schools Safe & Drug Free Coordinator	Fall 2009 – June 2010	Counselor Records/Logs Discipline Referrals TARMAC Logs
4.3 Students shall receive public acknowledgement for achievement.		Newspapers Public Relations School Newsletters Campus Displays	Administrators Teachers Parents Public Information Officer	Fall 2009 – Spring 2010	News Articles “Good News” Displays Recognitions
4.4 Students shall participate in activities that foster positive teacher/student relationships.		Staff Development Curricular Programs	Administrators Teachers Counselors Director of Staff Development	Fall 2009 – Spring 2010	Volunteer Programs Announcements School Recognitions
4.5 Students shall expand their involvement in extracurricular and co-curricular activities.		Club Sponsors Coaches Public Relations	Administrators Teachers Parents	Fall 2009 – Spring 2010	Program enrollment increases. Variety of Programs

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
4.6 Students shall demonstrate skills of cooperation and conflict resolution to work together and to resolve differences nonviolently.	RS	Comprehensive Guidance Plan Cooperative Learning Staff Development Public Relations	Director of Guidance and Counseling School Administrators Teachers Counselors Asst. Supt. of Secondary Deputy Supt.	Fall 2009 – Spring 2010	Discipline Reports Observations
4.7 Students shall fulfill civic responsibilities as appropriate through voting and community involvement and service.		Community Resource People Audio/Visual Resources	Curriculum Dept. Principals Teachers Parents	Fall 2009 – Spring 2010	Student Involvement
4.8 Students shall acquire knowledge to make informed curricular choices, which will prepare them for success beyond high school.	T	Texas Scholars Career Pathways Jr./Sr. Handbook Texas Grant Program Comprehensive Guidance Program College Night HS Allotment Funds	Director of Guidance and Counseling	Fall 2009 – Spring 2010	Attendance at training sessions. College Night Counselor Records Number of schedule changes.

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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
4.9 Students shall be provided career education to assist them in developing the knowledge, decision-making skills and competencies necessary for a broad range of career opportunities.		Texas Scholars Career Connections Jr./Sr. Handbook Community Resource People Action Plan for Continuous Improvement for Students with Disabilities Comprehensive Guidance Program Curricular Programs	Curriculum Dept. Administrators Teachers Counselors Director of Guidance and Counseling Executive Director of CATE	Fall 2009 – Spring 2010	Enrollment in identified courses.

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-2011

Source of Identified Need: AEIS Reports, Performance-Based Monitoring System, Campus TAKS scores.

Goal # 5 Students with special needs shall be prepared to meet the demands of the real world upon exiting LISD.

(AEI & PBMAS) TAKS (Sub-populations, Special Education), Completion Rate, Special Education, (Identification, AfriCNA AmeriCNA, LRE)

Objective: Special population students and students at risk for failure, will succeed academically as measured by TAKS, TELPAS and other measures as appropriate to each student's need(s).

ESEA Goal # 2

ESEA Objective # 2.1, 2.2, 2.3

## Action Plan

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
5.1 All district personnel will participate in learning opportunities to increase awareness of <i>and</i> utilize appropriate interventions for students with special needs (Bilingual/ESL, Gifted and Talented, Dyslexia, Minority, Economically Disadvantaged, Disabled, Over-aged students, Teenaged Parents, Children of Incarcerated Parents, <i>et.al.</i> )	HQ PD Coord.	Training: Cultural Diversity, Changing Demographics, Culture of Poverty, Culture of Wealth Inclusive Instruction Appropriate Interventions Differentiated and Best Practice Instruction, <i>et.al.</i>	Superintendent Instructional and Campus Administrators Teachers Special Programs Leaders	Fall 2009 – Spring 2010	Increased achievement on all state-mandated testing and increased completion rate across all student populations.

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
5.2 Each campus' staff shall identify accurately and provide appropriate individualized interventions for students experiencing difficulties in school through the <b>Response to Intervention</b> process.	M A Coord.	Title IA, IIA, III, SCE Funds Training: Pre-referral intervention Strategies; student Centered, not program Centered interventions. ARI/AMI Funds	Director of Guidance and Counseling Executive Director of Special Education Director of Advanced Academics Director of Bilingual Monitoring and Compliance Coordinator of Reading Recovery Coordinator of Dyslexia	Fall 2009 – Spring 2010	Campus Improvement Plans Student success rates on state-mandated testing and successful performance in mainstream classrooms. Performance Based Monitoring Analysis System Academic Excellence Indicator System
5.3 Provide integrated service model: early intervention, common assessments that align with state and nationally-mandated assessments/evaluations, team approach to serving the whole child, interventions based on principles of acceleration, not remediation.	A M RS	Research-based, Best Practiced Instructional Strategies Accelerated Instructional Services (AIS) Cumulative Unit Assessments	Asst. Supt. of Curriculum, Instruction and Assessment	Fall 2009 – Spring 2010	Decrease in Referrals to Pull-out Programs Increased achievement on all state-mandated testing and increased completion rate across all student populations
5.4 Offer a variety of alternatives for credit recovery, e.g., Night School, Saturday School, flexible hours, etc.	RS	Flexible Staff Hours Curriculum AIS Cumulative Unit Assessments Technology Real-World Based Instructional Materials Bilingual and Special Education Staff	Asst. Supt. of Secondary Asst. Supt. of Human Resource Services	Fall 2009 – Spring 2010	Increased achievement on all state-mandated testing and increased completion rate across all student populations

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
5.5 Parent resource centers: location or person on each campus to assist parents in accessing and participating in the educational and learning process for their children.	PI	Social Services Grants and/or Alternative Funding Community Collaboration Technology Printed Resources Interpreters PTA Title IA Funds	Executive Director of Communities in Schools LISD Grant Writer Campus Administrators Counselors Director of Guidance Counseling City Representatives from: Lewisville Flower Mound Highland Village The Colony Carrollton	Fall 2009 – Spring 2010	Increased parent participation documented by parent sign-in logs. PTA Membership/Attendance Conference Attendance
5.6 All district personnel will be knowledgeable of (or know how/when/where to locate) State and Federal guidelines regarding identification and services available for serving Special Education, At-Risk, Bilingual/ESL, 504, Gifted and Talented, Dyslexia, Student Success Initiative(s), <b>Response to Intervention</b> , Title Programs, etc.	HQ PD	Technology US Department of Education Texas Education Agency Regional Educational Service Centers District Policies, Procedures and Guidelines	District Program and Campus Administrative Staff	Fall 2009 – Spring 2010	All special program timelines, rules and regulations will be adhered to. Programs will result in increased achievement on all state-mandated testing and increased completion rate across all student populations.

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
5.7 Provide engaging instruction to all students grounded in rigor, relevance and appropriate/positive relationships.		High-Caliber, Real World, Integrated Curriculum that provides each child challenge with support, meaningful work and positive adult role models Training on Implementation	Asst. Supt. of Curriculum, Instruction & Assessment Asst. Supt. of Secondary Deputy Supt. Executive Director of Special Education	Fall 2009 – Spring 2010	Increased achievement on all state-mandated testing and increased completion rate across all populations.
5.8 Provide district-wide effective data warehouse, collection and analysis system to enable LISD staff to access accurate, real-time data to make appropriate instructional decisions for student success.	CNA A	Funding Technology Personnel to support hardware, servers, etc. Training Data Acquisition Analysis Subsequent Action Plan	Asst. Supt. of Technology Director of Assessment	Fall 2009 – Spring 2010	Increased achievement on all state-mandated testing and increased completion rate across all populations.

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
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# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-2011

Source of Identified Need: AEIS Report and Annual Department Evaluations

Goal # 6 Recruitment and retention of highly qualified, effective teachers, administrators and support staff will increase above the 2005-06 baseline data. The work force will increase in both diversity and effective induction support received. District professional development will be differentiated, focused on specific academic goals and tied to student achievement needs.

Objective: Recruit, develop, retain and adequately compensate highly effective teachers, administrators and support staff.

ESEA Goal #            3

ESEA Objective #        3.1, 3.2, 3.3

## Action Plan

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
6.1 Develop and implement a comprehensive long-range plan to provide greater support and incentives, including compensation to teachers, principals and staff.	R/R	HRS Evaluation Data Funding	Asst. Supt. of Human Resource Services  Executive Director of Human Resource Services	Fall 2009 – Spring 2010	Support incentives designed/ implemented.  Annual performance data based on objectives.  Professional development continuum of differentiated offerings designed/ implemented.

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
6.2 Continue to develop and enhance professional development for teachers, administrators and support staff, particularly in providing training that meets the specific needs and experience of staff and students.	HQ PD R/R	HRS Evaluation Data Student Performance Data (TAKS, TELPAS, SDAAII, ACT, SAT, AP, etc.) Title IIA Funds	Human Resource Services Staff Staff Development	Fall 2009 – Spring 2010	Increased student performance and completion rates across all grade levels, subject areas and student groups. Increased rate of student dismissal from Special Education and 504 Programs. Decreased student retention.
6.3 Provide staff development targeting identified discrepancies between the aligned curriculum, instructional program, results on standardized tests and classroom performance for all students and subgroups.	PD Coord.	Technology & software to support district wide analysis. Training to support identified campus needs based on data analysis. Title IIA Funds SCE Funds	Asst. Supt. of Human Resource Services Asst. Supt. of Technology Director of Staff Development Curriculum Staff AIS Staff	July 2009 August 2009 Spring 2010	Increased student performance and completion rates across all grade levels, subject areas and student groups. Increased rate of student dismissal from Special Education and 504 programs. Decreased student retention.

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
6.4 Improve, enhance and align internal communications to ensure all interactions among staff are characterized by mutual respect, dignity and purpose.		HRS Evaluation Data	Human Resource Services	Fall 2009 – Spring 2010	Connectivity across administrative departments, e.g. Annual Performance Data based on objectives.
6.5 Achieve greater diversity in the district work force through both recruitment and retention.	R/R	HRS Evaluation Data Title IIA Funds	Human Resource Services	July 2009 – June 2010	Bi-monthly Meetings Annual Performance Data based on objectives.

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
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# DISTRICT IMPROVEMENT PLAN

School Year 2006-07 to 2010-2011

Source of Identified Need: AEIS Report, 2010 Needs Assessment and 2005 Demographic Study

Goal # 7 Adequate, quality facilities shall be provided to meet the district's enrollment increases while upgrading existing facilities. Successful bond campaigns and elections shall be planned and held to provide sufficient funds to meet the facility needs of the district.

ESEA Goal # N/A

ESEA Objective # N/A

## Action Plan

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
7.1 Facility needs for 2006-2009 shall be identified with the Board of Trustees.		Developmental Study Enrollment Projections Staffing/Space Projections	Superintendent Deputy Supt. Asst. Supt. of Student Services Board of Trustees	January 2005 – July 2005	Board Workshop Agendas
7.2 Bond election.		Volunteer PAC	Superintendent's Cabinet	August 2005 – October 2010	Meeting Schedule – Election Results

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

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### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
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## Action Plan (Continued)

Activities	School Wide Comp	Resources Needed	Staff	Timeline	Evidence of Monitoring/Attainment
7.3 Construct/Remodel Phase.		Architects Financial Advisor New Construction New Middle School Resurface Goldsmith & Briggs Fields Remodel LHS Science Wing New Wings on 9 Elementary Campuses Fine Arts Addition	Superintendent Director of New Construction Chief Financial Officer	Fall 2005	Construction Plan
7.4 Purchase four additional elementary sites.		Sell Bonds	Superintendent	January 2006 – May 2008	Board Agenda
7.5 Facility needs for 2009 – 2001 shall be identified with the Board of Trustees.		HS Capacity Study Development Study Enrollment Projections Staffing/Space Projections	Superintendent Deputy Supt. Asst. Supt. of Student Services Asst. Supt. of Secondary	Fall 2008	Board Retreat Agenda Committee Report
7.6 Bond election called.			Superintendent Board of Trustees	2009 – 2010	

Needs Assessment: AEIS; TPRI: SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented; ESL=English as a Second Language; AR=At Risk; SE=Special Education; E= Ethnic Group (specify)

### School Wide Components

CNA	Comp. Needs Assessment	PD	Professional Development	T	Transition	Coord.	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		