

# **Lewisville Independent School District**

## **District Improvement Plan**

### **2019-2020**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

In LISD, the mission and vision of the school district are described by the **four cornerstones** of Student Learning, Student Experience, Resource Stewardship, and Community Engagement to ensure that students **who graduate are future ready**. The goal of LISD is that students graduate with the skills of communication, problem solving and self-directed learning.

The vision of LISD states: All of our students enjoy thriving, productive lives in a future they create.

The mission of LISD states: Students, staff, and community design and implement a Learning Organization that provides engaging, innovative experiences every day.

LISD underwent a transformative process during the 2011-2012 school year to determine our aspirations for educating our students for the 21st century.

In the first phase, LISD held six summits in September 2011 to begin the conversation with the community about this undertaking. Students, parents, community members and staff met in focus groups and answered an online survey to gather additional community input in the second phase about what education should look like in LISD. In the third phase, the Strategic Design Team developed LISD's new core beliefs, vision, mission and goals from the information gathered from the summits, focus groups and the survey.

In the fourth phase, subcommittees were formed to create LISD's action plan to carry out those goals. LISD is very appreciative of the 5,000 people who participated in the Strategic Design process.

The graduate profile skills of communication, problem solving and self-directed learning were determined by a process

- Spring 2014: Divided into smaller work teams
- Summer 2014: Collaboration time for working teams
- Fall 2014: Working teams report out to larger group
- December 2014: Analyze information from community survey, hear report from STEM conference attendees
- January 2015: Finalize skills and create definitions

In the 2015-16 school year the definitions for these skills were embedded as part of the LISD ePortfolio template, since a standardized test is not the source that will indicate that students are obtaining future ready skills needed for when they graduate.

These skills were developed with input from:

- Local business leaders
- Graduate Profile Survey – parents, community members, employees

- Teachers
- Superintendent's business leader advisory group
- Strategic Design community team
- Community Based Accountability Team

Information gathering for strategies and evaluation sources for the District Improvement Plan was obtained through principal meetings at the monthly district principal meeting and through the District Advisory Council.

Information and data that informs strategies contained within the DIP also come from data presented by departments and programs as part of staffing requests and processes. The Superintendent Leadership team works to identify district needs that require strategies for the DIP.

# Demographics

## Demographics Summary

Lewisville ISD serves 51,000+ students in grades EE, PK, and KG-12. The district features a dedicated Early Childhood Campus (Lillie J. Jackson) that provides Pre-Kindergarten (PK) classrooms and 19 elementary campuses also provide PPCD. In addition to the early childhood campus, LISD has 39 elementary schools, 15 middle schools serving students in 6th grade through 8th grade, and five high schools. Additionally, facilities in LISD include two Career Centers (TECC-E & Dale Jackson), a Night High School, Purnell Support Center and the Lewisville Learning Center. Unique learning experiences are provided through LISD Outdoor Learning Area (LISDOLA) and Virtual Learning Academy (VLA).

The demographics of LISD students are: 15% are Asian, 11% are Black or African-American, 30% are Hispanic, 40% are White, and 4% are Multi-Racial. 30% are economically disadvantaged, 39% are at-risk, and 18% are English Language Learners.

0.6% of Lewisville ISD staff members are American Indian or Alaska Native, 1.5% are Asian, 4.8% are Black or African-American, 11% are Hispanic, 0.2% are Native Hawaiian or Other Pacific Islander, 80% are White, and 1.4% are Multi-Racial. 20% of staff is male and 80% are female. Approximately 24.3% of teachers are within 1-5 years of experience. Approximately 72% of teachers have six or more years' experience.

## Demographics Strengths

In Lewisville ISD:

- 96.5% of students attend school regularly
- 96.8% of ELL students attend school regularly
- 96.1% of Economically Disadvantaged students attend school regularly
- All campus leaders and district leaders walk classrooms regularly and collect instructional data with curriculum alignment and trend walkthrough instruments
- The district's annual dropout rate was 0.8% (class of 2016-17, grades 9-12)
- The teacher turnover rate was 12.8% compared to 16.6% for the state
- The average years of teacher experience is 12.5 and the average years of teacher experience with the district is 8.6%
- 51% of teaching staff has 11 or more years of experience
- Data source: 2017-18 TAPR

# Student Academic Achievement

## Student Academic Achievement Summary

Lewisville ISD students, on average, score above state and national averages on college and career readiness exams. Lewisville ISD students average a 24.4 on the ACT exam, the state average is 24.0. Lewisville ISD students average a 1159 on the SAT exam, the state average is 1019. 74% of middle school students completed at least one Advanced course.

- - 55% of 8th graders taking the PSAT 8 Math were on track to be college-career ready in the area of math.
  - 70% of 8th graders taking the PSAT 8 Evidence-based Reading and Writing were on track to be college-career ready in the area of Reading and Writing.
  - On the PSAT NMSQT taken by all 10th graders, the college ready benchmark for evidence based reading and writing is 430 and LISD student's average score is 480.
- Students received 1094 certifications through CTE courses.
- ISTATION- % of students that showed 6 months growth or were on grade level:
  - - 91.7% of Kindergarteners
    - 95.5% of 1st graders
    - 94.2% of 2nd graders
    - 91.6% of 5th graders

Qualitative sources of data to show evidence of student learning can be found in sources such as:

- E-portfolios
- Writing Samples
- Performance Tasks by subject

State mandated test data for students in grades 3-12 can be located in the Texas Academic Performance Report (TAPR) on the district website at <https://www.lisd.net/Page/1494>

## Student Academic Achievement Strengths

		State All Students	Region 11 All Students	LISD All Students	African American	Hispanic	White	Econ Dis
4 Year Longitudinal Rate (Graduated)	2017	89.7%	90.5%	96.2%	92.8%	93.3%	98%	92.3%
	2016	89.1%	89.6%	96.6%	95.1%	94.5%	97.9%	93.4%

91.5% of Students graduated with the Recommended Graduation Plan (RHSP or DAP) an increase from 88.9%

90.4% of Special Education students graduated in 4 years compared to 77% for the state and 76.9% for Region 11, and 75.8% for Region 10.

77.2% of ELL students graduated in 4 years compared to 72.9% for the state and 74.6% for Region 11, and 74.1% for Region 10.

Beginning in Spring of 2019, District Dashboards went live for the Board of Trustees and Campus Principals on readiness indicators at described below:

### Elementary School

The elementary dashboard contains 2 data elements: Attendance and Istation (reading assessment).

An elementary student must meet the specified target in both attendance and on Istation to be considered ready on the district dashboards. If a student is missing the Istation component, then readiness is based on attendance.

Data Element	Target for Readiness	Refresh rate
Attendance	90%	Daily
Istation	On Grade level or 6 month growth	Updated in June

### Middle School

The middle school dashboard contains 5 data elements: attendance, course grades, discipline, advanced course participation, and PSAT 8.

A middle school student must meet the specified criteria in attendance, grades, discipline and one of the two remaining indicators to be considered ready on the district dashboards.

Data Element	Target for Readiness	Refresh rate
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Attendance	90%	Daily
Course Grades	Student maintains a C or above	Updated each 9 weeks
Discipline	Students has not been out of placement due to discipline in the last 2 nine weeks.	Daily
Participation in Advanced Course	Student is currently enrolled in an advanced course.	Daily
PSAT 8 (8 <sup>th</sup> grade only)	Students receive a PSAT score of:  Math: 430 and  ELA: 390	Updated in January each year

### **High School**

The high school dashboard contains 2 readiness components: College Ready and Career Ready. If a student is considered career or college ready, the student will be considered ready overall.

### **College Ready**

The college readiness dashboard contains 6 data elements: GPA, AP scores, AP or Dual course participation, Algebra 2 participation, college developmental math/ ELA, and SAT/ ACT scores. To be college ready, a high school student must meet the GPA criteria as well as one additional metric or meet criteria on a standardized assessment.

<b>Data Element</b>	<b>Target for Readiness</b>	<b>Refresh rate</b>
GPA	2.8- unweighted	Daily
AP test score	3 or higher on one exam	Updated in August each year
AP/ Dual credit course	Students earns a C or better	End of term
Algebra 2 course	Students earns a C or better	End of term
ELA and math college developmental course	Students earns a C or better	End of term
SAT scores	Student receives a score of:  Math: 530  ELA: 480	Monthly



ACT scores	Student receives a score of:	Monthly
	English: 18	
	Reading: 22	
	Science: 22	
	Math: 22	

**Career Ready**

The career readiness dashboard contains 4 data elements: attendance, discipline, identified CTE career cluster, and certificate earned. To be career ready, a high school student must meet the discipline and career cluster identified criteria as well as 2 additional metrics.

Data Element	Target for Readiness	Refresh rate
Attendance	90%	Daily
Discipline	Students has not been out of placement due to discipline in the last 2 nine weeks.	Daily
CTE career cluster	Area identified in student 4 year plan	Daily
Certificate earned	Student earns at least one certificate.	Daily

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The graduation rate is not 100% **Root Cause:** Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

# District Processes & Programs

## District Processes & Programs Summary

Lewisville ISD serves students in different programs. Those programs include but are not limited to: Athletics, Career and Technical Education (CTE), Bilingual/ESL, Fine Arts, Gifted & Talented, Student Council, National Junior Honor Society, and JROTC. District staff have worked with the Board of Trustees to establish a program review cycle as shown below:

### Program List with Date of Program Evaluation Presentation

### Program Evaluation and Review

	Internally Monitor	District Programs	External Evaluation	State Mandated Programs
Evaluation Plan on File	YES	YES	YES	YES
Data Tracking Plan		YES		YES
Presented to School Board	As requested	Each program will be brought before the board at least once every 5 years	As Needed	Written report every 2 years or Board update
Internally Evaluated by Coordinator	Annual	Annual		Annual

Internally Monitor	District Programs	External Evaluation	State Mandated Programs
New Teacher Academy	VLA (FALL 2018)	Staffing and Scheduling (TBD)	Bilingual Education
Aspiring Administrator	AVID (SPRING 2019)	Title 1 (TBD)	ESL
Online Prof. Learning.	LLC- DAEP (FALL 2019)		SPED

Internally Monitor	District Programs	External Evaluation	State Mandated Programs
Support Personnel Prof. Learning	LLC Accelerated/Night HS (SPRING 2020)		504
	Counseling New Config. (FALL 2020)		Gifted and Talented
	Collegiate Academy (FALL 2021)		Dyslexia
	Spanish Immersion (FALL 2022)		Title 2
	STEM Academy (SPRING~FALL 2023)		Title 3
	PK & Discovery Academy (Spring 2024)		RtI
	Fine Arts Program- TBD (TBD)		Credit Recovery/ HSA
	Counseling Program- (TBD)		CTE

Lewisville ISD (LISD) voters in May 2017 approved the District’s \$737 million bond package referendum, with nearly 63 percent of voters in favor of the bond. The package will provide a new career and technology center, additional classrooms and safety and security upgrades across all our campuses.

To build this bond package, a diverse 80-person volunteer committee of local leaders, parents, grandparents and teachers from across LISD spent four months studying the needs of our district, touring schools and talking to teachers and principals.

### **District Processes & Programs Strengths**

Year 2 for implementation of Campus Profile sheets will be distributed to parents in August 2019. These sheets will report out on programs and participation in activities beyond what is reported on the state accountability TAPR.

LISD students experience robust learning environments from PK-12th grade: From clubs, organizations, activities, extra-curriculars, and academics there are numerous pathways for students to find areas of passion and strength. Average class size ratios at elementary are 1:18 and average class size ratios at secondary are 1:16. District and campus websites and social media showcase the authentic learning experiences, awards, and recognitions for teachers and students.

District programs of choice continue to expand with the first STEM academy opening in 2018-19 at Donald Elementary. Other STEM academies will open in 2019-20 at Polser and Valley Ridge Elementary; Bridelwood ES in 2020-21 and the new elementary on Josey Lane in 2021-22. The first cohort of 9th graders in the Collegiate Academy completed their first year in 2017-18 and will be Juniors for the 2019-20 school year. PreK Discovery Academies opened at Liberty ES, Hebron Valley ES, and Valley Ridge ES. For the 2019-20 school year the Discovery Academy will expand to an additional class at Liberty ES and a new location at Heritage ES. Existing programs of choice also consist of: Dual Language, Spanish Immersion, and CTE. In addition to all of these choices, LISD has an open transfer policy which allows students to choose from any of the 65 excellent schools within the district based on school capacity available. In addition to these campuses, unique learning experiences and needs of students can be supported through TECC-E, Dale Jackson, VLA, LISDOLA, and/or Purnell Support Center.

LISD identifies the needs for professional learning for staff based on data analysis across programs and content areas, walkthroughs, observations, interviews processes, surveys, conversations with principal supervisors (assistant chiefs), and work groups (as needed). A system of professional learning is in place for New Teachers, New Hires, District Staff, Principals, Assistant Principals, Teachers, and Support Staff. PL systems include: Principal University, Learning Leaders, Assistant Principal University, New Teacher University, Traditions, Customer Service Training, Cultural Proficiency, THRIVE Leadership Conference, Convocation and Support Staff Conference.

# Perceptions

## Perceptions Summary

The LISD Way: Our culture is built on four cornerstones: Student Learning, Student Experience, Community Engagement and Resource Stewardship. The LISD Way is further defined by I statements that describe the behaviors expected throughout the organization in each cornerstone.

## Perceptions Strengths

LISD values feedback and input from all stakeholders. In the spring of 2019 a parent survey was administered to provide information that will be utilized on each campus profile. A senior student survey was administered for a second year in May 2019 and that data will be utilized on each high school campus profile. The district utilized the Panorama Engagement Surveys for instructional and non-instructional staff in order to obtain feedback regarding important categories such as resources, educating all students, school leadership, and school climate.

81% of instructional staff answered positively in the category of educating all students

65% of instructional staff answered positively in the category of school climate

64% of instructional staff answered positively in the category of school leadership



# Priority Problem Statements

**Problem Statement 1:** The graduation rate is not 100%

**Root Cause 1:** Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Problem Statement 1 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio



## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Goals

**Goal 1: Cornerstone 1/Student Learning In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.**

**Performance Objective 1:** I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

**Evaluation Data Source(s) 1:** Content Alignment Walk-Throughs, Trend Data Walkthroughs

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Every campus will have a content alignment walk conducted with campus leadership and Learning and Teaching leaders.	2.4, 2.6	District and Campus Leadership	Supports Texas Teacher Standards (Standard 3 Content Knowledge) Collect baseline data on revised content alignment walkthrough form.				
<b>Problem Statements:</b> Student Academic Achievement 1							
2) Focus on student literacy: *Every elementary teacher will have one literacy check-in by December 2019 (Superintendent Goal) *Implement middle school reading inventory/assessment			Every grade level K-5 will administer the BOY and EOY ISIP. 85% of students in grades K-5 will be on grade level for reading or have 6 months progress as measured by Istation. Collect baseline data on middle school students. Campuses will have tools to monitor literacy performance for all student groups.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
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<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource
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**Goal 1:** Cornerstone 1/Student Learning In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

**Performance Objective 2:** I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others

**Evaluation Data Source(s) 2:** LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Professional Learning Communities aligned to the district training model.	2.4, 2.6	Learning and Teaching Schools and Student Activities Campus Leadership	Supports Texas Teacher Standards (Standard 6 Professional Practice and Responsibilities) Increase alignment of PLCs to the district model with 70% of campuses at the level 3 or higher. Campuses will monitor and discuss student performance through PLC's.				
<b>Problem Statements:</b> Student Academic Achievement 1							
2) Leverage data analytics to promote student achievement, technology integration, and monitor data to increase the percentage of students graduating on time. *Training for campus leaders on District Dashboard (Edugence) at THRIVE and provide regular updates regarding dashboard data.	2.4, 2.6	Schools and Student Activities Campus Leaders Learning and Teaching	Texas Teacher Standards: Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary. (i) Teachers monitor and assess student progress for all students and student groups to ensure that their lessons meet students' needs. (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts. Increase student mastery of learning as evidenced by grade level breakdown and distribution through the use of formative and summative assessments. (Collect baseline analytics on usage of the district dashboard)				
<b>Problem Statements:</b> Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**





Student Academic Achievement
<p><b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource</p>

**Goal 1:** Cornerstone 1/Student Learning In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

**Performance Objective 3:** I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students

**Evaluation Data Source(s) 3:** Trend walkthrough data; Graduation Rate Data, Literacy Data; Linguistic Accommodations walkthroughs

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Decrease the annual drop out rate for all students as measured by local real time data (Ec Dis and ELL are highest) in order to see a long term increase in the graduation rates.	2.4, 2.6	Schools and Student Activities Learning and Teaching Campus Leadership	Supports Texas Teacher Standards (Standard 4 Learning Environment) Increase graduation rate for all students. 70% of 8th graders will score at the College and Career Readiness Standard for the PSAT 8 in Reading. 72% of 10th graders will score at the College and Career Readiness Standard for the PSAT 10 in Reading. (Currently at 70%) 50% of students will meet the College and Career Readiness Standard in mathematics. 50% of 10th graders will score at the College and Career Readiness Standard for the PSAT in mathematics. (Currently 47%) Collect baseline data on writing rubric scores for 4th grade entered by teachers into Eduphoria.				
<b>Problem Statements:</b> Student Academic Achievement 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 3 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 1:** Cornerstone 1/Student Learning In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

**Performance Objective 4:** I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners

**Evaluation Data Source(s) 4:** Lesson Plans, Trend Walkthrough Data, Student Work, Attendance Rates

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus leadership will regularly walk classrooms to observe for student engagement, conduct trend data walkthroughs and discuss data trend analysis with teachers and/or grade levels.	2.4, 2.6	Campus Leadership	Supports Texas Teacher Standards (Standard 1 Instructional Planning and Delivery) The LISD graduate profile skills are communication, problem solving, and self-directed learning. Collect baseline data based on revised Trend data walkthrough form.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 4 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 2: Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.**

**Performance Objective 1:** I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols

**Evaluation Data Source(s) 1:** Safety and security reports; Drill logs; Discipline data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Completion of safety protocols, drills, intruder assessments.  Implement Safety Response Protocol		Schools and Student Activities Campus Leaders	Texas Teacher Standards (Standard 4 Learning Environment) 100% of campuses will successfully complete safety protocol and drills 100% of campuses provide safety plans 100% of staff are trained on the Safety Response Protocol.				
2) Implement Safety Task Force Recommendations	2.5	Schools and Student Activities Campus Leaders	Texas Teacher Standards (Standard 4 Learning Environment)  Teacher completion of required trainings.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource




**Goal 2:** Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

**Performance Objective 2:** I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; find and promote students' passion and interests

**Evaluation Data Source(s) 2:** Professional Learning completion data; cultural proficiency data collection,

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Every campus and department will implement a 3 touch-point Cultural Proficiency in alignment with the Profile of a Culturally Proficient Employee</p> <p>Every campus will have a multi-cultural event noted in their CIP</p> <p>Implement Second Step Curriculum for student leadership and social skill development at elementary. (Pilot implementation at campuses during the 19-20 school year)</p>	2.5, 2.6, 3.2	Schools and Student Activities Learning and Teaching	Texas Teacher Standards: Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource


**Goal 2:** Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

**Performance Objective 3:** I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission

**Evaluation Data Source(s) 3:** Teacher retention data; Teacher participation in professional learning PLCs, and campus/district leadership opportunities; program enrollment and participation data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Employee Services will implement common resources for personnel interview and selection tools to ensure all candidates for employment are considered with the District Vision and Mission, as well as the 4 Cornerstones and I Statements as a hiring filter.		Schools and Student Activities Employee Services Learning and Teaching Campus Leaders	The following items will be developed for personnel interview and selection: Standard interview questions Interview response rubrics Interview timeline of activities				
<b>Problem Statements:</b> Student Academic Achievement 1							
2) Implement programs with fidelity following models as described in district level handbooks and guides. (For example: Dual Credit, Dual Language, ESL, G/T, Special Education, CTE, Dyslexia, PreK/Early Childhood)	2.4, 2.6	Schools and Student Activities Campus Leaders Learning and Teaching	Texas Teacher Standards (Standard 2 Knowledge of Student and Student Learning) Program enrollment data will reflect the demographics and diversity of LISD. Program evaluation templates will be on file with Assessment and Accountability and results reported according to established program evaluation cycle. Transition of students in early childhood programs occurs seamlessly through PreK programs embedded on campuses and online student data tools for students transitioning from the early childhood center to an elementary school. Annual updates are provided to the Board of Trustees regarding PreK. Monitor Special Education through State Performance Indicators.				
<b>Problem Statements:</b> Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide campus and district leadership opportunities for teachers and campus leaders to participate in. Leadership cohorts; Collaborative Leadership Principal Network; Leadership Matters; Staff Budget Advisory Committee		Schools and Student Activities Learning and Teaching Campus Leaders	Texas Teacher Standards (Standard 6 Professional Practice and Responsibilities) Model culture of shared ownership and decision making.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 3 Problem Statements:**



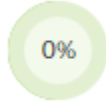

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 2:** Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

**Performance Objective 4:** I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

**Evaluation Data Source(s) 4:** Canvas data, assessment calendar, Eduphoria Aware,

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Create a District Assessment Calendar that makes it easy for campus staff to see variety of assessments available for authentic learning.</p> <p>Develop a plan for determining what performance tasks will be required by grade level and content area to be implemented by 2020-21 and how to collect the data on the required task.</p> <p>Year 2 of Canvas learning for secondary teachers will include Gradebook and Assignments.</p>	2.4, 2.6, 3.2	Campus Leaders	Texas Teacher Standards (Standard 5 Data Driven Practice) Students will have a variety of ways to communicate their learning.				
<b>Problem Statements:</b> Student Academic Achievement 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource








**Goal 2:** Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

**Performance Objective 5:** I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences

**Evaluation Data Source(s) 5:** Career Out data and survey feedback; student assistance counselor and behavior interventionist data; counselor data; Choices 360 data

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) 100% of campuses will hold a college/career event as documented in their Campus Improvement Plan</p> <p>Career Out program Year 2 implementation goal: 400 students, 150 businesses</p> <p>All 7th graders attend a visit to the Career Centers</p> <p>Choices 360 software will be utilized to provide students Information related to higher ed admissions, financial aid, and making informed curriculum choices.</p>	3.1	Campus Leaders	<p>Texas Teacher Standard (Standard 3 Content Knowledge and Expertise)</p> <p>Maximize opportunities for students to connect their learning to college, careers, and community service through partnerships with community members.</p>				
<b>Problem Statements:</b> Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Student well-being: mental health and wellness, anti-bullying/suicide prevention PAWS, Second Step, Red Ribbon Campaign, dating violence, Sexting Awareness Strategies, drug/alcohol prevention, child abuse and sexual abuse prevention strategies, Social Skills for G/T students, meet the needs of each individual learner and build relationships Programs for classroom strategies and support: CHAMPS/Digital Citizenship, Rtl, Restorative Practices.	2.4, 2.6		<p>Texas Teacher Standards (Standard 5 Data Driven Practice and Standard 4 Learning Environment)</p> <p>Using the existing staff, the Behavior Intervention Specialist role will be expanded to provide all LISD elementary and pre-k campuses with year-round access to professional learning opportunities that will increase teacher capacity in the management of challenging student behaviors.</p> <p>Student Assistance Counselors will refine and expand resource base for prevention and intervention tools for campuses and streamline referral parameters to match largest needs</p>				
<b>Problem Statements:</b> Student Academic Achievement 1							
3) Schools will integrate digital citizenship learning for all students PK-12.  In the next two years ES and MS will complete the requirements to be recognized as a Common Sense Media School (2020-21). High schools will complete this requirement within 3 years (2021-22).			By 2021-22 - 100% of schools will have completed the appropriate requirements on teaching students and parents about digital citizenship.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource


### Goal 3: Cornerstone 3/Resource Stewardship Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.

**Performance Objective 1:** I embrace innovation with a flexible, relevant and solution-oriented mindset. Demonstrate enthusiasm for innovation; Seek creative solutions to constraints

**Evaluation Data Source(s) 1:** Staff meeting agendas

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate with and educate staff and the community about school finance and being positive ambassadors of LISD.	3.2	District Leadership Team Campus Leaders Finance Schools and Student Activities	Texas Teacher Standards Professional Practice and Responsibilities (Standard 6)  100% of staff will learn about school finance.				
2) All staff promote positive communication within the community and on social media about their school, department, and the organization.	3.2	Campus Leaders All Campus Staff	Campus profile survey goal of 90% on positive communication within the community and on social media about their school, department, and the organization.				




100% = Accomplished      → = Continue/Modify      0% = No Progress      X = Discontinue

**Goal 3:** Cornerstone 3/Resource Stewardship Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.

**Performance Objective 2:** I have a mind for practicing efficient use of resources: Utilize resources for greatest staff and student impact, Stay current with professional practices.

**Evaluation Data Source(s) 2:** facilitator logs, Eduphoria Workshop registrations, technology usage data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maximize the use of technology investment and resources to enhance student learning and experience.	2.4, 2.5	Campus Leaders Learning and Teaching Technology Schools and Student Activities	Texas Teacher Standards Instructional Planning and Delivery (Standard 1)  Data analytics tools will provide baseline data on student usage				
<b>Problem Statements:</b> Student Academic Achievement 1							
2) Support job-embedded professional learning and capacity building for teachers through the use of learning and technology facilitators.	2.4, 2.5	Learning and Teaching Campus Leaders	Texas Teacher Standards: (Standard 1 Instructional Planning and Delivery) Teachers will utilize support from learning and technology facilitators in the areas of lesson design, PLC, co-teaching, classroom observation with feedback, model lesson, support in team or teacher meetings, or to obtain new learning.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 2 Problem Statements:**



## Student Academic Achievement


**Problem Statement 1:** The graduation rate is not 100% **Root Cause 1:** Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 3:** Cornerstone 3/Resource Stewardship Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.

**Performance Objective 3:** I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs

**Evaluation Data Source(s) 3:** staff attendance rates, electricity usage and energy costs, materials costs, school schedules that show maximization of staff

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enhance training currently provided to campuses for site-based budget process (requirement for both principal and secretary/bookkeeper to attend together and work through questions to evaluate how their budget is currently being used)	2.4, 2.6, 3.2	Campus Leaders Schools and Student Activities	Texas Teacher Standards Professional Practice and Responsibilities (Standard 6)  Increase staff understanding about budgeting and resource decisions and help people understand the why.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 4: Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.**

**Performance Objective 1:** I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community services to students

**Evaluation Data Source(s) 1:** Campus profile survey results, volunteer records, business partner database

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) LISD Back To School Fair Students attending the fair will receive the following: A new backpack filled with the required school supplies Free vision exams Sports physicals Immunizations Haircuts Information on student aid Information on after-school programs  Hunger council will provide for coordinated efforts for non-profits to work together on food programs for students.	2.6, 3.2	Communications Partnerships	The Back to School Fair will help approximately 4,000 economically disadvantaged students get the supplies and resources they need to start school.  Data from Hunger Council work will be reported at the end of the summer.				
<b>Problem Statements:</b> Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Business Partnerships will create a searchable database that identifies the types of business involvement in the following categories: Summer Internship Career Out INCubatoredu (Board, mentor, coach) Project Evaluator CTE Practicum Partner Classroom Speaker Special Project Career Day Speaker Student Mentorship Other Please describe (The database will be created with information from Business Partnerships, campuses, and CTE work plans and updated twice a year.)  District Leaders will participate in civic organizations.			Business partnerships and community engagement promote connections for student learning and public education.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 1 Problem Statements:**


<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 4:** Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

**Performance Objective 2:** I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively, Represent LISD and my profession in a positive manner

**Evaluation Data Source(s) 2:** Campus profile survey results, communications home to families, sign in sheets, Eduphoria Workshop data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide advocacy opportunities and learning for staff.	2.6, 3.2	District Leadership Team Campus Leaders Schools and Student Activities Communications	LISD will serve as a leader for advocacy for public education.				
2) Create a system for obtaining student feedback on classroom and/or schoolwide experience.	3.2	Campus Leaders	Texas Teacher Standards Professional Practice and Responsibilities (Standard 6). That students and parents are viewed and treated as partners in learning and all material communicates a positive message about what students can achieve.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 2 Problem Statements:**

## Student Academic Achievement


**Problem Statement 1:** The graduation rate is not 100% **Root Cause 1:** Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 4:** Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

**Performance Objective 3:** I communicate with all stakeholders to understand diverse perspectives: practice active listening regarding differing opinions; understand the diverse backgrounds of the community to build relationships; demonstrate care and respect for others

**Evaluation Data Source(s) 3:** Campus profile surveys, documented experiences where listening conversations happen

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All principals will hold a minimum of 2 community dialogues/coffee talks at their schools (excluding Open House) one in each semester (Superintendent Goal)	3.2	Campus Leaders Schools and Student Activities	Education is the shared responsibility of the community and feedback helps to make the organization improve and be better.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 3 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 4:** Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

**Performance Objective 4:** I actively involve community partners in campus and district initiatives: recognize and appreciate community contributions to the schools, students, and district.

**Evaluation Data Source(s) 4:** VOLY (volunteer management system)

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campuses promote their volunteer opportunities in VOLY.  Training provided to campuses that supports more robust use of VOLY - Year 2 Training.	2.6, 3.2	Campus Leaders Schools and Student Activities	As more community members participate in our schools positive advocacy and information about public education will spread.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource



## Goal 5: The LISD Way

**Performance Objective 1:** The LISD Way is further defined by I statements that describe the behaviors expected throughout the organization in each cornerstone.

**Evaluation Data Source(s) 1:** campus improvement plans, campus profile sheets

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Each Campus Improvement Plan will be formatted around the I statements and campuses will create corresponding strategies to ensure all campus personnel work towards ownership of the I statements.	2.4, 2.5, 2.6, 3.2	Campus Leaders Learning and Teaching Schools and Student Activities	All campus and department staff and parent volunteers will focus on a common mission and vision to work towards organizational excellence for the present and the future. The Istatements ensure that no matter what campus or department a staff member is on everyone is guided by the same mission and vision.				
<b>Problem Statements:</b> Student Academic Achievement 1							
2) Campus profile sheets will serve as the foundation for a community based accountability system that shows that our schools are more than a letter grade.	3.2	Campus Leaders Assessment and Accountability	Campuses will have campus profile sheets distributed to parents on the website in August 2019 and sent home with student report cards at the end of the first grading period.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Expand LISD customer service training (Year 2) to campus and teacher leaders. (include departments and administrative center) (Superintendent Goal)			<p>Goal #1 - Improve the number of parents/families reporting the campus is welcoming and the staff is approachable.</p> <p>Measurement: 90% of campuses will have at least 90% of its survey respondents indicate agree or higher for welcoming and approachable on the campus profile survey.</p> <p>Measurement: Obtain immediate feedback utilizing customer service assessment via random selection of customers in and out of LISD offices Increase results from Secret Shopper data collected spring 2019</p>				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 1 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

## Goal 6: Federal and State Mandates

### Performance Objective 1: Coordinated Health - School Health Advisory Council (SHAC) Strategies

Evaluation Data Source(s) 1: Annual Report to the Board of Trustees

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold regular meetings of the SHAC throughout the school year in alignment with Texas Education Code.	2.5, 2.6	Schools and Student Activities	Committee membership will reflect diverse perspectives of the community along with district staff to focus on initiatives that are related to student health and well-being.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

#### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 6:** Federal and State Mandates

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

**Evaluation Data Source(s) 2:** Staff training data, local partnerships, counselor data and logs, student assistance counselor data and logs, behavior interventionists logs.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) LISD incorporates and implements trauma informed care practices through:</p> <p>Increasing staff and parent awareness of trauma-informed care by using resources developed by TEA. Counselors are trained on the (Adverse Childhood Experiences Study) ACEs practices which is highlighted as an intervention/awareness practice by TEA.</p> <p>Implementation of trauma-informed practices with Trust Based Relational Intervention (TBRI) and ACES (from both the counselor and campus staff role, which is expanding with staff training in 2019-2020)</p> <p>Dedicated school counseling staff who are trained in providing support to students experiencing grief and/or in need of trauma support.</p> <p>Training for staff is based on best practice research and evidence based materials. The Substance Abuse and Mental Health Services Administration (SAMSHA) registry is the go to for “recommended best practice” or evidence-based practice. The Guidance and Counseling team is integrating Trust Based Relational Intervention (TBRI) in all campus counselor training at the local level. This practice does meet the criteria for evidence based.</p> <p>LISD is training all staff in Mental Health Awareness training for 2019-2020. This includes signs and symptoms of mental health issues, how to intervene and how to refer and connect to on campus support.</p> <p>In addition to district partnerships with local resources like MHMR and other ancillary mental health authorities, the district has invested in experts on staff to ensure</p>			<p>Provide the strategies and resources necessary to equip staff for supporting students.</p> <p>Eduphoria Workshop keeps track of professional learning and hours earned by staff in trauma informed care and mental health and wellness learning.</p>				

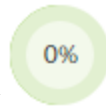
informed care mandates are met.



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 6: Federal and State Mandates**

**Performance Objective 3: Migrant Services for "Priority for Service" (PFS) Students**

**Evaluation Data Source(s) 3:** PEIMS records for LISD Migrant students, ICR Report

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Lewisville ISD and Region 11 will jointly follow the Region 11 Identification and Recruitment Plan for the Migrant Education Program to ensure that all students who qualify for services will be identified and receive services. Additionally, both LISD and Region 11 will follow the 2019-2020 Priority for Service Action Plan jointly agreed on in July 2018, details of which include but are not limited to the steps listed below:</p> <p>On a monthly basis, Region 11 will run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services, and submit the PFS report to the district contact for distribution to appropriate staff.</p> <p>The Lewisville ISD MEP District Contact will distribute the PFS report to appropriate district contacts (e.g. principals, specific teachers, counselors, etc.).</p> <p>Region 11 will work closely with the district to provide training, guidance, and collaboration for credit accrual strategies. MEP ESC Consultant will provide technical assistance as needed.</p> <p>Region 11 will share and coordinate secondary credit accrual practices with receiving states through services/workshop provided by the Texas Migrant Interstate Program (TMIP).</p>	2.4, 2.4, 2.5, 2.6, 2.6, 3.2	Employee Services, Campus Leaders	Program enrollment and student success as reflected in PEIMS reporting and local records. Program compliance reflected on migrant indicators on ICR report from TEA.				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

				<p><b>Problem Statements:</b> Student Academic Achievement 1</p>			
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 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource</p>

**Goal 6: Federal and State Mandates**

**Performance Objective 4: Equity Plan Strategies (connected to ESSA)**

**Evaluation Data Source(s) 4:** 2018-2019 Lewisville ISD Equity Plan and supporting data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Equity Plan Strategy</b> 1) Continue the instructional coach model for providing job-embedded professional learning throughout the year.	2.4, 2.4, 2.5, 2.6, 2.6	Employee Services	Maintain levels of experienced and certified teachers to continue the "negative" equity gap status as calculated on the Equity Plan.				
<b>Problem Statements:</b> Student Academic Achievement 1							

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

**Goal 6:** Federal and State Mandates

**Performance Objective 5:** Federal & State Program Strategies

**Evaluation Data Source(s) 5:** 2019-2020 Every Student Succeeds Act (ESSA) Application for Federal Funding

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) The Title I administrator (1 FTE, Title I-funded) will support the Title I program, and provide services at campuses operating a Schoolwide program. Title I grant support employees (&lt;0.5 temp employees, Title I-funded) will provide program support to the Title I grant program.</p> <p>All Title I campuses will receive training and day-to-day support from the Title I administrator, who will attend trainings at the region and state level to ensure that all LISD Title I programs are in compliance. Training materials, office supplies, Title I Crate software, travel expenditures, and other administrative costs are expected; approximately \$57,670 in T1 expenditures are anticipated for this initiative.</p> <p>The Title I administrator will ensure that federally required equitable services are provided to participating private/nonprofit schools; approximately \$12,000 in Title I expenditures are anticipated.</p> <p>School attendance areas for Title I funding purposes will use Free or Reduced Lunch eligibility for poverty criteria.</p> <p>Title I funding will be used to support staffing, resources, and transportation for a STEM camp that serves all Title I rising 9th, 10th, and 11th grade students; approximately \$36,000 in Title I expenditures are anticipated for this program.</p> <p>The Restorative Coach/Student Mentor (&lt;0.5 temp employee, Title I-funded) will support students with the greatest need at campuses that request assistance; approximately \$11,070 in Title I expenditures are anticipated for this program.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p>	<p>Employee Services</p>	<p>Schools with 40% or more of students receiving Free or Reduced Lunch with receive federal funding to expend. All expenditures will be supporting a need identified by a comprehensive needs assessment, supporting a goal in the campus or district improvement plan, necessary and reasonable, evaluated by the end of the grant period, and providing an upgrade to the entire educational program. STEM Camp for Title I rising 9th and 10th grade students will be held to increase national merit scholar semi-finalists across student groups and populations.</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>2) The Title II administrator (1 FTE, Title II-funded) will provide professional learning services, district-wide.</p> <p>Federally required equitable services will be provided to participating private/nonprofit schools; approximately \$28,000 in Title II expenditures are anticipated.</p> <p>District initiatives for Title II funding include but are not limited to Restorative Practices, Safe and Civil Schools, Professional Learning Communities, and books to support other district initiatives (Be Our Guest, Hello My Name Is, Cultural Proficiency).</p> <p>Additional funds are allocated to campuses and departments within the Division of Learning &amp; Teaching through an application process which prioritizes funds awarded based on student need.</p> <p>Estimated Title II grant costs are 38% for district initiatives, 34% for professional learning opportunities facilitated through the division of Learning &amp; Teaching, and 28% for professional learning opportunities facilitated at the campus level. The 2019-2020 Title II initial grant award is \$871,445.</p>	2.4, 2.4, 2.5, 2.6	Learning and Teaching, Employee Services	Increased professional learning opportunities for Lewisville ISD staff, decrease in disciplinary occurrences, increase in student learning, increase in collective efficacy to increase cultural proficiency (to increase the culture of the district), with PLCs they would use student data				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>3) The Title III administrators (5 FTE, Title III-funded) will provide services to support students who are identified as English Learners in PEIMS. The Title III secretary (1 FTE, Title III-funded) will provide program support to the Title III grant program.</p> <p>District initiatives for Title III funding include but are not limited to the summer language enrichment programs (SOAR, Spanish Academies, and other opportunities), substitute teachers for classroom teachers attending professional learning facilitated by Title III staff, and supplemental resources and materials purchased to support English Learners' academic success.</p> <p>Additional funds are allocated to campuses by a per-student process set on the snapshot date; any campus with at least one English Learner student enrolled will receive a floor amount. These funds primarily meet the needs of individual students, district allocations also provide resources and materials directly to English Learner classrooms across the district.</p> <p>Estimated Title III, Part A-ELA grant costs are 89% for district initiatives which directly target supporting English Learners based on campus needs as determined by student achievement levels, and 11% for campus-level expenditures targeting individualized needs. The 2019-2020 Title III Part A-ELA initial grant award is \$856,204.</p>	2.4, 2.6, 2.6, 3.2	Learning and Teaching, Employee Services	Program enrollment and student achievement will reflect language acquisition.				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>4) The Title IV program will support the ACE Partnership Plan with CISNT, facilitating the after-school programs at four campuses identified by percentage of students served by the free or reduced lunch program, percentage of students identified as at-risk, and student achievement. Additionally, the Second Step program, a web-based social-emotional learning curriculum, will be piloted at 7 campuses. Approximately \$31, 500 in Title IV expenditures are anticipated for this program. These expenditures specifically target the support of safe and healthy students.</p> <p>Federally required equitable services will be provided to participating private/nonprofit schools; approximately \$10,000 in Title IV expenditures are anticipated.</p> <p>The addition of the new STEM Academy will be supported by Title IV funds, including but not limited to the STEM certification process, STEM-specific instructional supplies and materials, and items to support the professional learning of educators who will employed at the STEM academy, specific to STEM-centered instruction and curriculum. Approximately \$146,000 in Title IV expenditures are anticipated for this program. The Title IV administrator (1 FTE, Title IV-funded) will provide STEM program support and professional learning services at our STEM academies. These expenditures specifically target the support of well-rounded educational opportunities for students.</p>	2.4, 2.5, 2.5, 2.6, 2.6, 3.2	Learning and Teaching, Employee Services	<p>Campuses with a high population of students who are at-risk of dropping out of school will be provided with after-school opportunities to engage in academic enrichment, and additional activities that are designed to help them meet the state's rigorous standards. Additionally, the program provides families of participating students with active and meaningful engagement in their children's education as well as opportunities for adult literacy.</p> <p>STEM Academy teachers will be trained and certified, and the opportunity for Lewisville ISD students to participate in a stem-based education will increase because of additional spots available for students.</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>5) The State Special Allotments programs support five specific areas: Special Education, Career &amp; Tech, Gifted &amp; Talented, Bilingual, and State Compensatory Education (students identified as at-risk). Within each of these programs, approximately 90% of funding is allotted to payroll for staff who directly support students participating in these programs; the remaining 10% is spent on supplemental expenditures to directly support program needs, as identified by program support employees and campus staff and administration.</p> <p>The program values listed below are preliminary estimates for 2019-2020, based on 2018-2019 information gathered from the first PEIMS summer submission of 2018-2019 program and expenditure data. Changes will vary widely throughout the year based on HB3. Program values, as well as the TEA-required direct expenditure percentage, are as follows: Special Education, 52%, \$20,677,440; Career &amp; Tech, 58%, \$10,292,265; Gifted &amp; Talented, 55%, \$913,146; State Compensatory Education, 52%, \$11,165,431; Bilingual/ESL, 52%, \$2,242,648.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Employee Services, the Finance Office	Students who participate in the State Special Allotments programs will receive supplemental services that directly support student success.				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>							

**Performance Objective 5 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource</p>




**Goal 6: Federal and State Mandates**

**Performance Objective 6:** Homeless Children and Youth Strategies (Must list: the services the LEA will provide homeless children and youths to support their enrollment, attendance, and success.)

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Enroll students who seek to enroll and do not have the required enrollment documents. Students are referred to the counselor in order that the counselor can discern if they are entitled to be served under McKinney-Vento. If so, the counselor works to get services set up.</p> <p>Students and families who come to enroll, and disclose a homeless status, are referred to the counselor for wrap-around services to be initiated.</p> <p>Through collaboration with campus admin and attendance clerks, students served by McKinney-Vento who have attendance concerns, are referred to the counselor in order for the counselor to meet with the student and work with the families to overcome any attendance obstacles. Interventions range from individual counseling to connection to community resources.</p>	2.4, 2.5, 2.6, 2.6, 3.2	Schools and Student Activities	Overall Success Students served through McKinney-Vento work with campuses to ensure their needs are met. This can range from participation in the free breakfast and lunch program, assistance with materials/uniforms/fees for extracurricular activities to assistance with AP testing fees.				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>							
							

**Performance Objective 6 Problem Statements:**

## Student Academic Achievement


**Problem Statement 1:** The graduation rate is not 100% **Root Cause 1:** Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

## Goal 7: Student Achievement/State Mandated Testing/Address Safeguards

**Performance Objective 1:** Analyze state mandated testing data to inform accelerated instruction needs for students and address safeguards.

**Evaluation Data Source(s) 1:** CBA's, local tests, STAAR data, TAPR, PBMAS

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) LISD Assessment and Accountability Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system.	2.4	Learning and Teaching Schools and Student Activities	Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.				
<b>Problem Statements:</b> Student Academic Achievement 1							
							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> The graduation rate is not 100% <b>Root Cause 1:</b> Student needs vary greatly, as do underlying causes that create the need, and our time/talent/treasure is a limited resource

# Plan Notes

## Superintendent/District Goals for 2018-19:

**Goal 1: Cornerstone 1/Student Learning: In LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.**

Deliverables for monitoring student learning and readiness indicators will consist of:

Collecting baseline data differentiated by elementary, middle, and high school to form student learning dashboards

Dashboards created will consist of:

ES Student Readiness Indicators- Attendance and Literacy

MS Student Readiness Indicators- Breakdown of grades by content area, attendance, discipline, co-curricular/extra-curricular participation\*; participation in advanced courses, PSAT 8 performance

HS student readiness indicators (Data reported in two different categories):

College Ready: numbers of students with a 2.8 GPA, AP scores, participation in AP courses, participation in Dual Credit courses, numbers of students successfully completing Algebra 2, participation in English and math college developmental course, SAT and ACT

Workforce ready: Community service\*, work place learning\*, intent to pursue industry credential, dual credit career pathway course numbers, co-curricular/extra-curricular participation (indicators with asterisks would be collected in 2019-20)

Other: Attendance, Discipline

Creation of senior survey to address: Survey will be administered to all students. Include information gathering on students who have not graduated in four years and identify trends and patterns, measure student next steps and measure perceptions of important aspects of LISD education that have helped them toward their next steps after graduation

**Goal 2: Cornerstone 2/Student Experience: Providing a student experience that makes LISD competitive in the education marketplace and develops students as communicators, problem solvers and self-directed learners. Maintaining a quality educational experience, as well as an unparalleled student experience and choice will be paramount in protecting enrollment and keeping LISD as the best option for families in an era**

**of choice. It will also be important to create choice programs without jeopardizing the quality that already exists at our schools.**

Deliverables for student experience will be:

Determine future elementary, middle school, and high school academy options.

**Goal 3: Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining the emphasis of real innovation and limitless opportunity for all students.**

Deliverables for resource stewardship will be:

Reduce the actual number of staff positions in the 2018-19 fiscal year by a percentage at least as great as the percentage of decrease in student enrollment for 2018-19 compared to the 2017-18 fiscal year.

Develop a debt reduction plan that involves scheduling the future call dates of bonds and developing a debt service tax rate strategy that would enable the District to accumulate cash in the debt service fund so that the Board will have the option to consider retiring callable bonds at their respective call date.

Advocacy efforts

**Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.**

Deliverables for Community Engagement will consist of:

Marketing Plan

Expansion of PreK through PreK Academies

**Goal 5: The LISD Way: Our culture is built on four cornerstones: Student Learning, Student Experience, Community Engagement and Resource Stewardship. The LISD Way is further defined by I statements that describe the behaviors expected throughout the organization in each cornerstone.**

Deliverables for working towards implementing The LISD Way and fostering a culture built on Four Cornerstones will consist of:

Cultural Proficiency Plan

I Statement Professional Learning

New onboarding experience

Each campus develop a strategy for ownership of the I statements

# Addendums

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.



**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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<b>Bullying Prohibited</b>	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
<b>Retaliation</b>	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
<b>Timely Reporting</b>	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
<b>Confidentiality</b>	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>