

# **Lewisville Independent School District**

## **District Improvement Plan**

### **2018-2019**

**Accountability Rating: Met Standard**



# Mission Statement

Students, staff, and community design and implement a learning organization that provides engaging, innovative experiences every day.

## Vision

All of our students enjoy thriving, productive lives in a future they create.

## Core Beliefs

We believe:

Every student is uniquely capable and deserves to be challenged each day.

Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.

An educated citizenry is essential for equal opportunity and a prosperous society.

Meaningful and relevant work engages students in profound learning.

Critical thinking and problem solving today are necessary for students to be equipped for future challenges.

Genuine transformation requires disruptive innovation.

Education is the shared responsibility of the community.

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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: 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 Leadership Team (DLT).

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. LISD has 15 middle schools serving students in 6th grade through 8th grade, and five high schools. Additionally, LISD provides two Career Centers, a Night High School, and the Lewisville Learning Center.

0.5% of Lewisville ISD students are American Indian or Alaska Native, 13% are Asian, 10.1% are Black or African-American, 28.4% are Hispanic, 0.1% are Native Hawaiian or Other Pacific Islander, 44.5% are White, and 3.4% are Multi-Racial. 32.6% are economically disadvantaged, 35.9% are at-risk, and 15.5% are limited English proficient.

0.6% of Lewisville ISD staff members are American Indian or Alaska Native, 1.2% are Asian, 4.2% are Black or African-American, 10.7% are Hispanic, 0.2% are Native Hawaiian or Other Pacific Islander, 81.7% are White, and 1.5% are Multi-Racial. 20.1% of staff is male and 79.9% are female. Approximately 22.8% of teachers are within 1-5 years of experience. Approximately 74.3% of teachers have six or more years' experience.

### Demographics Strengths

In Lewisville ISD:

- 96.7% of students attend school regularly
- 97% of ELL students attend school regularly
- 96.3% of Economically Disadvantaged students attend school regularly
- In addition to the above student groups all other student group attendance is above the state and the region.
- All campus leaders and district leaders walk classrooms regularly and collect instructional data with curriculum alignment and trend walkthrough instruments (2016-17 Trend Walkthrough Data, 2016-17 Curriculum Alignment Data)
- The district's annual dropout rate was 0.8% (class of 2015-16, grades 9-12)
- The teacher turnover rate was 12.5% compared to 16.4% for the state
- The average years of teacher experience is 12.3
- Data source: 2016-17 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 23.9 on the ACT exam, the state average is 20.6. Lewisville ISD students average a 1609 on the SAT exam, the state average is 1394. 74% of middle school students completed at least one Advanced course.

- 54% of high school students completed at least one Advanced course.
  - 2% of high school students completed at least one Dual Credit course.
  - 33% of high school students completed at least one AP course.
- Students received 826 certifications through CTE courses.
- ISTATION- % of students that showed 6 months growth or were on grade level:
  - 89.2% of Kindergartners
  - 92.6% of 1st graders
  - 93.4% of 2nd graders
  - 90.5% of 5th graders
- 49% of 8th graders taking the PSAT 8 Math were on track to be college-career ready in the area of math.
- 67% of 8th graders taking the PSAT 8 Evidenced-based Reading and Writing were on track to be college-career ready in the area of Reading and Writing.
- The TEA allows the PSAT to serve as a substitute assessment for Algebra 1 and/or the English I EOC.
  - 58% (2343) of 8th graders taking PSAT 8 were able to use their PSAT 8 score in place of taking the English I EOC.
  - 43% (1741) of 8th graders taking PSAT 8 were able to use their PSAT 8 score in place of taking the Algebra 1 EOC

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

### Student Academic Achievement Strengths

		State	Region 11	LISD	African American	Hispanic	White	Econ Dis
		All Students	All Students	All Students				
4 Year Longitudinal Rate (Graduated)	2016	89.1%	89.6%	96.6%	95.1%	94.5%	97.9%	93.4%
	2015	89.0%	89.3%	95.2%	92.3%	92.0%	96.6%	90.4%

87.5% of Students graduated with the Recommended Graduation Plan (RHSP or DAP)

94.1% of Special Education students graduated in 4 years up from 82.3%

82.1% of ELL students graduated in 4 years increased from 78.6%

### **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 hundreds of 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
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**

Campus Profile sheets will be distributed to parents in August 2018. 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 1:19 and average class size ratios at secondary are 1:22. 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. The first cohort of 9th graders in the Collegiate Academy completed their first year in 2017-18. PreK Discovery Academies will be opened in 2018-19 and further academies will be investigated. 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 69 excellent schools within the district based on school capacity available.

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 2018 a parent survey was administered to provide information that will be utilized on each campus profile. An inaugural senior student survey was administered in May 2018 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, teaching efficacy, school climate, etc.

79% of instructional staff answered positively in the category of educating all students

78% of instructional staff answered positively in the category of teaching efficacy

67% of instructional staff answered positively in the category of school climate

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

53% of instructional staff answered positively in the category of resources (which while low was in the highest percentile compared to other answers nationally.)

# 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: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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, Lesson Plans, Performance Tasks

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Classrooms will have aligned instruction to the LISD District Curriculum.  Learning and Teaching Personnel will conduct content alignment walkthroughs.  Campus leadership will conduct trend data walkthroughs.	2.4, 2.6	District and Campus Leadership	Supports Texas Teacher Standards (Standard 3 Content Knowledge) 85% of classrooms will have evidence of strong alignment to the district curriculum and/or TEKS based on classroom walk data.				
Problem Statements: 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 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:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals.

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) Professional learning will be aligned to the TEKS and student learning outcomes. Data on campuses participating in professional learning will be housed in Eduphoria and by the professional learning team. Multiple and varied opportunities for professional learning related to district goals, mission, and vision will be offered. (Twitter Chats, SIOP, Kagan, Critical Friends, Content, etc)				
Problem Statements: Student Academic Achievement 1							
2) Analyze data through formative and summative assessments to identify student learning needs.	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. Decrease number of missed safeguards for each campus. Increase student mastery of learning as evidenced by grade breakdown and distributions.				
Problem Statements: Student Academic Achievement 1							
							



**Performance Objective 2 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 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:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase graduation rate through looking at individual student needs and providing additional educational assistance to individual students who need help meeting academic standards.	2.4, 2.6	Schools and Student Activities Learning and Teaching Campus Leadership	Supports Texas Teacher Standards (Standard 4 Learning Environment) The graduation rate for ELLs will increase from the Class of 2015 to the Class of 2016. 88% of classrooms will have evidence of linguistic accommodations based on language acquisition walks by mult-lingual team. 70% of 8th graders will score at the College and Career Readiness Standard for the PSAT 8 in Reading. 50% of students will meet the College and Career Readiness Standard in mathematics.				
Problem Statements: Student Academic Achievement 1							
2) Focus on literacy and reading monitoring of student progress.	2.4, 2.6	Learning and Teaching Schools and Student Activities Campus Leadership	85% of students in grades K-5 will be on grade level for reading or have 6 months progress as measured by Istation. Continue to explore reading inventory for middle school students. Implement use of culturally diverse and varied genres of text and reading materials.				
Problem Statements: 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 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, Student Gallup Survey

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Intentionally create meaningful and relevant lessons that engage students.</p> <p>Each campus work with their Instructional Technology Facilitator (ITF)s on how ePortfolios in grades 4-12 can become more authentic to each classroom and shared with parents. (For example, performance tasks from the curriculum could be loaded into the students ePortfolio. ePortfolio showcases and communication to parents are other possible examples)</p>	2.4, 2.6	Campus Leadership	<p>Supports Texas Teacher Standards (Standard 1 Instructional Planning and Delivery) The LISD graduate profile skills are communication, problem solving, and self-directed learning. Meaningful and relevant lessons will result in student work that develops student in these skills and focuses on ensuring students are future ready. ITFs will collect all of the different strategies used by campuses regarding ePortfolios.</p> <p>All secondary teachers will be trained to utilize Canvas (online learning management system) extending the classroom outside the school walls.</p>				
Problem Statements: 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:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Completion of FEMA 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) Begin to implement restorative practices (campuses will work with Assistant Chiefs to identify practices that will be implemented at each campus).	2.5	Schools and Student Activities Campus Leaders	Texas Teacher Standards (Standard 4 Learning Environment)  100% of campuses will be analyzing their discipline referrals and discipline data.  Gallup student data will provide an indicator of the numbers of students who have hope.				
Problem Statements: 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; Student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

**Summative Evaluation 2:**

**TEA Priorities:** 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop staff as culturally proficient educators  Create and implement long range cultural proficiency plan  Implement multi-cultural events at 75% of campuses  Character Strong at all high school campuses.	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. As part of cultural proficiency plan teachers will complete a self-assessment form at the beginning and end of the school year regarding classroom culture. 100% of campus staff and departments will continue participation in cultural proficiency professional learning.				
Problem Statements: Student Academic Achievement 1							
2) Variety of clubs, organizations, activities, courses, and extra-curricular opportunities to meet diverse populations and student needs.	2.5, 2.6	Schools and Student Activities Learning and Teaching Campus Leaders	Texas Teacher Standards (Standard 4 Learning Environment) System will be developed to gather the number and diversity of student participation in clubs and organizations				
Problem Statements: 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; Teacher Lesson Plans; program enrollment and participation data

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Align hiring practices, protocols, and new employee onboarding with four cornerstones and I statements.		Schools and Student Activities Employee Services Learning and Teaching Campus Leaders	Texas Teacher Standards (Standard 4 Learning Environment). Increase personnel diversity to 25%				
Problem Statements: Student Academic Achievement 1							

<p>2) Implement programs with fidelity (For example: AVID, Dual Credit, Dual Language, ESL, G/T, Special Education, CTE, Dyslexia, PreK/Early Childhood).</p>	<p>2.4, 2.6</p>	<p>Schools and Student Activities Campus Leaders Learning and Teaching</p>	<p>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. Program handbooks will continue to be created and/or revised that describes what the implementation of the program looks like. 88% of classrooms will have evidence of linguistic accommodations as shown through walkthrough data.</p> <p>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.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>3) Provide campus and district leadership opportunities for teachers and campus leaders to participate in. (For example: Campus Design teams; Restorative Leaders, Campus Committees, Legislative Advocacy group, Superintendents Teacher Advisory Council, Teacher Leader Cohorts, District committees and task forces, advisory work, curriculum writing, Department heads and team leads, Teacher mentors, new hire teacher simulation presenters, professional learning facilitator/presenter etc).</p>		<p>Schools and Student Activities Learning and Teaching Campus Leaders</p>	<p>Texas Teacher Standards (Standard 6 Professional Practice and Responsibilities) Model culture of shared ownership and decision making.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 3 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 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:** ePortfolios; performance tasks; makerspaces; community showcases; open houses

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilizing district curriculum performance tasks and teachers create varied assessments to showcase and monitor student learning.	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.				
Problem Statements: 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 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:** Teacher lesson plans, data on community involvement in school learning experiences and activities, counseling lesson plans, advisory lessons, advisory schedule.

**Summative Evaluation 5:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maximize opportunities for students to connect their learning to college, careers, and community service through partnerships with community members.	3.1	Campus Leaders	Texas Teacher Standard (Standard 3 Content Knowledge and Expertise) 70% of 8th graders will score at the College and Career Readiness Standard for the PSAT 8 in Reading. 50% of students will meet the College and Career Readiness Standard in mathematics. 75% of campuses will have held or scheduled a career event.				
	Problem Statements: Student Academic Achievement 1						
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, RtI, Restorative Practices.	2.4, 2.6		Texas Teacher Standards (Standard 5 Data Driven Practice and Standard 4 Learning Environment) Student Gallup Data on Well-being  District will add positions to support student well-being through guidance and counseling as well as behavior interventionists.				
	Problem Statements: Student Academic Achievement 1						
							

**Performance Objective 5 Problem Statements:**

<b>Student Academic Achievement</b>
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**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 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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

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 recapture.	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 and recapture.				
2) All staff promote positive communication within the community and on social media about their school, department, and the organization.	3.2	All Departments Campus Leaders All Campus Staff	Campus Profile Survey results will reflect community views communication from schools as positive and informative.				


**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, digital learning walk-throughs, technology usage data

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

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) All teachers will meaningfully integrate technology into the learning environment for students. All secondary teachers will be trained on the use of Canvas (Learning Management System).				
	Problem Statements: 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) All teachers will utilize support from technology facilitators. All core content teachers will utilize support from learning facilitators.				
	Problem Statements: 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 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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Transparency with staff about budgeting and resource allocation decisions.  Positive advocacy  Maximize staffing and scheduling resources	2.4, 2.6, 3.2	Campus Leaders Schools and Student Activities	Texas Teacher Standards Professional Practice and Responsibilities (Standard 6) Staff attendance rates will increase. Increase staff understanding about budgeting and resource decisions and help people understand the why.				
Problem Statements: 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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Work with DLT on Day of Service							
2) 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	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.				
Problem Statements: 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 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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide advocacy opportunities and learning for staff. Foster a culture of voting  Creation of new community ambassador program.	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) Campuses will promote positive communication and information that goes out to parents and students with a customer service lens to ensure alignment with four cornerstones (for example teacher syllabus, classroom welcome letters, parent orientation and school opening materials from teachers, etc.)	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.				
Problem Statements: 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 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:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campuses and departments will provide varied opportunities for parents and community members to provide feedback and dialogue regarding the education of students. (campus coffee talks conversations between principals and community, departments listening...; district level conversations with parents and community.	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.				
Problem Statements: 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:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Campuses promote their volunteer opportunities in VOLY next year (the new volunteer management system we are moving to). Tracking information can be used by principals to host a thank you event on their campus for partners who have been active with supporting them. VOLY will also send a thank you note automatically after a volunteer completes an opportunity that was posted.</p> <p>Principals can also recognize business partners at the district-wide thank you event at the end of each year.</p>	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.				
Problem Statements: Student Academic Achievement 1							

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**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:** Convocation attendance, 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.  All staff will participate in district convocation.	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.				
Problem Statements: 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	100% of campuses will have campus profile sheets distributed to parents on the website in August 2018 and sent home with student report cards at the end of the first grading period.				
							

### 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.		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.				

**Goal 6:** Federal and State Mandates

**Performance Objective 2:** Migrant Services for "Priority for Service" (PFS) Students

**Evaluation Data Source(s) 2:** PEIMS records for LISD Migrant students, ICR Report

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

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

<p>1) 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> <p>Lewisville ISD will monitor the progress of MEP students who are on PFS report and provide services as needed.</p> <p>Region 11 will (a) work with project and SSA districts in creating/giving priority to PFS students to join an extracurricular club/leadership event that meets migrant specific needs to help students develop effective learning and study skills; (b) provide Parent Advisory Meetings throughout the school year; (c) Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses when not provided by district when needed; (d) use migrant funds to pay tuition or fees for evening classes, summer school, credit-by-exam, or distance learning when not provided by ISD when needed; (e) provide PFS students and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events, and receive priority access to instructional services as well as social workers and community social services/agencies.</p> <p>The district will ensure MEP PFS students in Lewisville ISD will receive priority access to CIS services at their campuses.</p>	<p>2.4, 2.6</p>	<p>Employee Services, Campus Leaders</p>	<p>Program enrollment and student success as reflected in PEIMS reporting and local records. Program compliance reflected on migrant indicators on ICR report from TEA.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**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 6:** Federal and State Mandates

**Performance Objective 3:** Equity Plan Strategies (connected to ESSA)

**Evaluation Data Source(s) 3:** 2018-2019 Lewisville ISD Equity Plan and supporting data

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Equity Plan Strategy</b></p> <p>1) Provide streamlined professional learning opportunities through a self-paced curriculum, in an onboarding process format.</p> <p>Continue the instructional coach model for providing job-embedded professional learning throughout the year.</p>	2.4, 2.6	Employee Services	Maintain levels of experienced and certified teachers to continue the "negative" equity gap status as calculated on the Equity Plan.				
Problem Statements: 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 6:** Federal and State Mandates

**Performance Objective 4:** Federal Program Strategies

**Evaluation Data Source(s) 4:** 2018-2019 Every Student Succeeds Act (ESSA) Application for Federal Funding

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.







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. The Title I grant accountant (&lt;0.5 temp employee, Title I-funded) will provide program support to the Title I grant program.</p> <p>All Title I campuses will receive annual 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; approximately \$4,500 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 \$8,000 in Title I expenditures are anticipated for this program.</p> <p>School attendance areas for Title I funding purposes will use Free or Reduced Lunch designation 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>	2.4, 2.6, 3.1, 3.2	Employee Services	<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>Problem Statements: Student Academic Achievement 1</p>							



<p>2) The Title II administrator (1 FTE, Title II-funded) will provide professional learning services, district-wide.</p>	<p>2.4, 2.5, 2.6</p>	<p>Learning and Teaching, Employee Services</p>	<p>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>				
<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 2018-2019 Title II initial grant award is \$928,937.</p> <p>Problem Statements: Student Academic Achievement 1</p>							

<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 program (SOAR 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 88% for district initiatives which directly target supporting English Learners based on campus needs as determined by student achievement levels, and 12% for per-campus allocations for meeting individual student needs. 100% of Title III, Part A-IMM expenditures will go towards the summer language enrichment programs. The 2018-2019 Title III Part A-ELA initial grant award is \$810,176 and the 2018-2019 Title III Part A-IMM initial grant award is \$180,767.</p>	2.4, 2.6	Learning and Teaching, Employee Services	Program enrollment and student achievement will reflect language acquisition.				
<p>Problem Statements: Student Academic Achievement 1</p>							

<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; approximately \$72,000 in Title IV expenditures are anticipated for this program. These expenditures specifically target the support of safe and healthy students.</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 be employed at the STEM academy, specific to STEM-centered instruction and curriculum. Approximately \$202,000 in Title IV expenditures are anticipated for this program. These expenditures specifically target the support of well-rounded educational opportunities for students.</p>	<p>2.4, 2.5, 2.6, 3.2</p>		<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>Gallup student data will provide an indicator of the numbers of students who have hope.</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>Problem Statements: Student Academic Achievement 1</p>							

<p>5) The State Special Allotments programs support six specific areas: Special Education, Career &amp;Tech, Gifted &amp;Talented, Bilingual, State Compensatory Education (students identified as at-risk), and High School Allotment (college and career readiness). 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. Within the High School Allotment program, the expenditures are slightly different, with 80% allotted to payroll and 20% allotted to supplemental program expenditures that directly support career and college readiness.</p> <p>The program values listed below are preliminary estimates for 2018-2019, based on 2017-2018 information gathered from the first PEIMS summer submission of 2017-2018 program and expenditure data. Program values, as well as the TEA-required direct expenditure percentage, are as follows: Special Education, 52%, \$19,631,934; Career &amp;Tech, 58%, \$17,034,016; Gifted &amp;Talented, 55%, \$920,894; State Compensatory Education, 52%, \$11,107,670; Bilingual/ESL, 52%, \$2,253,110; High School Allotment, 100%, \$4,549,820.</p>	2.4, 2.5, 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>Problem Statements: Student Academic Achievement 1</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 4 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<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 5:** 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) 5:**

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Enrollment Students who seek to enroll and do not have the required enrollment documents are referred to the counselor in order that the counselor can discern if they are entitled to be served under McKinney-Vento. If so, the counselor works to get services set up. Students and families who come to enroll and disclose homelessness, are referred to the counselor for wrap around services to be initiated.</p> <p>Attendance 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>		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.				

**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:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

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.		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.				

# 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 5z: 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