

# Longview Independent School District District Improvement Plan

2023-2024



**Board Approval Date:** October 16, 2023

# Mission Statement

Believing in excellence for all, the District will guarantee the highest level of academic achievement and character development of each learner by providing challenging curriculum and exemplary instruction within a safe environment.

# Value Statement

## Statement of Beliefs

### We believe that...

Every individual has intrinsic worth and is able to contribute to society.

Every student has a right to a high-quality, equitable education.

Every individual has the ability to learn and an innate desire to succeed.

A safe, healthy, and orderly environment is critical for learning.

A community holding high academic expectations will reap educational, economic, cultural, and societal benefits.

High morals, strong character, and personal integrity are essential for the betterment of society.

Honoring diversity and building on individual strengths contribute to growth.

School-Community partnerships are vital for success.

Change is essential for continuous improvement.

Every learner must be prepared to compete globally.

Education immeasurably enriches quality of life.

Learning is a life-long quest.

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# Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

## Demographics

### Demographics Summary

Longview ISD is a mid-sized diverse district that has an area of 120 square miles and is centrally situated in Gregg County. It has a current enrollment of more than 8,150+ students with 8 elementary schools, 3 middle schools, 2 high schools, and 1 Disciplinary Alternative Education Program (DAEP), the Dade Center. In addition, the district provides educational services to the hearing impaired, ages birth through 22 years at the Regional Day School for the Deaf.

Due to high poverty levels, all campuses in the district are designated as Title I, schoolwide programs. Effective strategies and techniques for instructional delivery to meet the needs of all student demographics is a top priority. Longview ISD utilizes high quality instructional materials, effective staff developments, and data driven decision making skills to address areas of needs specific to individual campuses.

Texas Academic Performance Reports (TAPR) were used for data in the table below.

Ethnic Distribution	2020-2021		2020-2021		2021-2022	
	Count	Percent	Count	Percent	Count	Percent
African American	2994	35.0%	2843	34.5%	2856	34.7%
Hispanic	3429	40.1%	3371	41.0%	3354	40.8%
White	1632	19.1%	1543	18.8%	1522	18.5%
American Indian	46	0.5%	45	0.5%	43	0.5%
Asian	122	1.4%	119	1.4%	117	1.4%
Pacific Islander	17	0.2%	15	0.2%	13	0.2%
Two or More Races	321	3.7%	293	3.6%	318	3.9%

Ethnic Distribution	2020-2021		220-2021		2021-2022	
	Count	Percent	Count	Percent	Count	Percent
Teacher						
African American	182	30.4%	203	33.4%	211	34.1%
Hispanic	79	13.3%	80.6	13.2%	85	13.8%
White	323	53.9%	306	50.3%	309	50.0%
American Indian	1	0.2%	1	0.2%	1	0.2%
Asian	5	0.8%	6	1.0%	4	0.6%
Pacific Islander	0	8.0%	1	0.2%	0	0.0%
Two or More Races	9	1.5%	11	1.8%	8	1.3%

## **Demographics Strengths**

Longview ISD has seen continual gains in student achievement and strives to help ensure the success of every student in the district. Upon graduation district students are college and career ready due to all the various district program offerings that are available for all students. Students leave the district primed to be productive, contributing members of the community.

Beginning with the 2019-2020 academic school year, Longview Independent School District made available several new and exciting educational options for its diverse student body through the “**Yes, I Can – School of Choice**” program. This program is designed to eliminate previous location barriers and allow parents and students to pick their school based on educational and career aspirations.

## **Types of Magnet Schools**

### S.T.E.A.M.

- Through STEAM (Science, Technology, Engineering, Arts, and Math), Longview ISD students can become successful learners, innovators, educators, and leaders. STEAM helps students to explore different paths open to them – a traditional advanced education or the choice to enter the workforce following graduation with the skills and training he or she may require.
- STEAM is an integrated, process-based education model that fosters children’s natural curiosity and excitement to explore the world around them. The five disciplines of STEAM are purposeful and provide crossover access points to guide students and their developing interests and affinities.
- Through STEAM, students learn analysis and problem-solving skills, collaborate with each other, and work through the creative solution process, and applying that to hands-on, real-world experiences. Students also learn how to incorporate assessment and feedback as a growing experience.

### International Baccalaureate Programme

- Students and families looking for a more challenging alternative to a traditional high school curriculum, Longview ISD’s International Baccalaureate (IB) program is available at no cost to students two years away from graduation and offers a unique educational opportunity that is respected globally.
- More than 5,000 schools teach International Baccalaureate programs worldwide, and the acceptance rate of IB students into Ivy League schools is between 3% and 13% compared to the acceptance rate of the total population.
- Regardless of whether students choose higher education or step into a career after graduation, IB students are likely to be more confident, knowledgeable, and caring; ready to build a better world through intercultural understanding and respect.
- To earn an IB diploma, students must devote their junior and senior years to the program, which requires English and a second language, math, science, social science, art, a theory of knowledge course, oral presentations.

### Montessori

- Montessori is simply a different way of learning. Instead of a traditional model of students passively listening, memorizing, and being tested, Montessori lessons are individualized and child-centered, allowing the students to be hands-on, active learners.
- The goal of a Montessori education is the natural development of students so they have the opportunity to become self-motivated and capable, lifelong learners with a strong sense of self and a natural desire for knowledge, understanding, and respect.
- The transition to the Montessori education model in public school systems across the country is a growing national trend. In 2018, Longview ISD made the transition to Montessori, leading the way in public education for East Texas as one of the largest public Montessori schools in the nation.
- Montessori was developed in 1907 by Maria Montessori, an Italian physician, educator, and innovator, and by 1913, there were already over 100 Montessori schools in the United States. Today, there are 5,000 Montessori schools across the country and an increasing number of them are public schools.
- And just as traditional schools are mandated to administer standardized tests, public Montessori schools must also administer the same tests to their students. Overall,

Montessori schools perform better, often exceeding state learning standards.

- Considered by many as a quality education reserved for affluent preparatory school students, costing thousands of dollars in tuition, the public-based Montessori program at Longview ISD schools is free and makes its students feel welcomed, respected, valued, and empowered.
- It's not about where our students come from; its where we're helping them to go in their educational journey and in life.

#### Magnet

- Magnet Schools draw a diversity of students from across the district due to its exceedingly high standards and unique learning opportunities. The classes are open to all, and students are selected through a lottery draw of all applicants.

#### **Program Benefits**

1. Create critical, independent thinkers who will succeed academically and become productive members of society.
2. Provide more access, opportunities, and options for parents and students to consider for the future.
3. Meet the workforce needs of local, regional, and global markets.
4. Promote diversity and provide equitable access to high-quality educational programs.
5. Reduce minority group isolation and increase socio-economic integration.

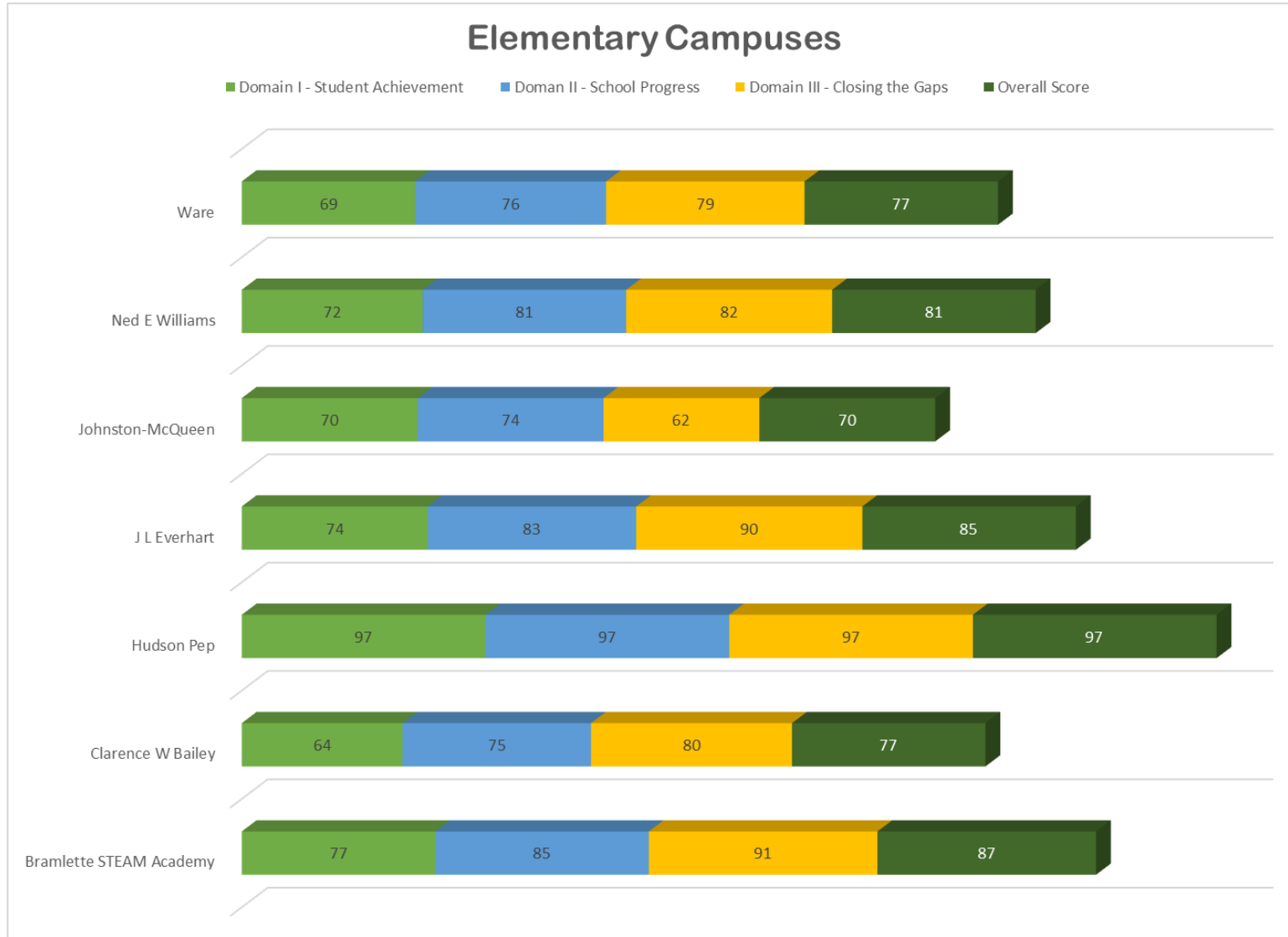
#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** African American students are performing at lower levels than other ethnic groups. **Root Cause:** Representation in staff and lack of training on cultural and professional norms.

# Student Learning

## Student Learning Summary

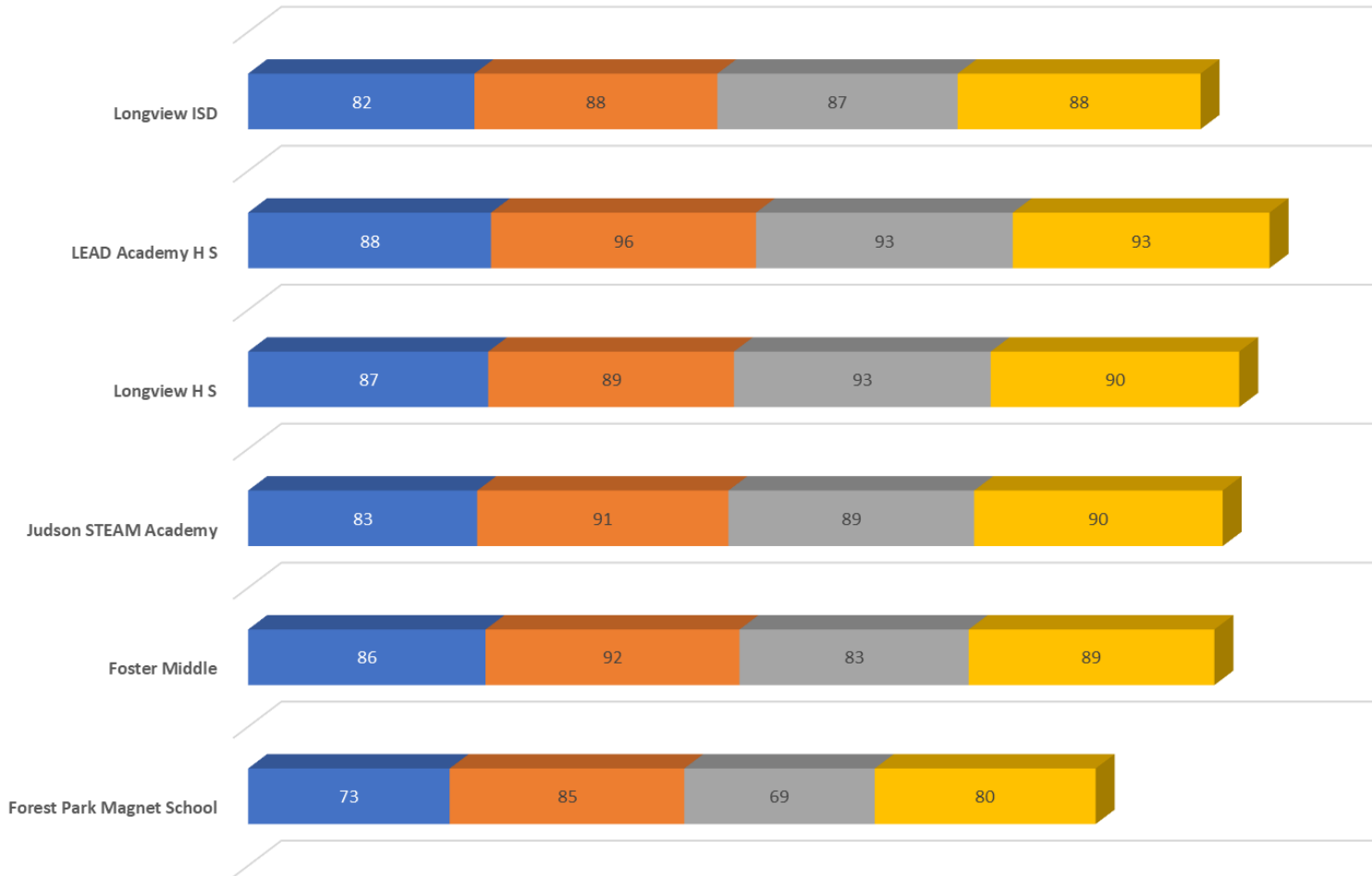
# Projected Campus & District Ratings



# Projected Campus & District Ratings

## LISD and Secondary Campuses

■ Domain I - Student Achievement  
 ■ Doman II - School Progress  
 ■ Domain III - Closing the Gaps  
 ■ Overall Score





## **Summary of 2023 Accountability Updates:**

- Overall and Domain scaled scores will be delayed due to the reevaluation of the grading/scaling of Academic Growth scores for 2023.
- Overall and Domain scaled scores will be delayed due to the reevaluation of Academic Growth targets and grading/scaling for Domain III scores.
- Overall and/or Domain scaled scores of at least 70 will receive applicable A-C ratings.

## **Student Learning Strengths**

### **Longview ISD is the Best District East of I-45!**

### **STAAR 2023 Performance Overview**

#### **State Data**

- Cut scores were significantly lower than 2022 cut scores.

#### **RLA - Reading Language Arts**

- 3-5 scores averaged 77% approaches, 44% meets, 13% masters
- 6-8 scores averaged 81% approaches, 57% meets, 27% masters

#### **Math**

- 3-5 scores averaged 77% approaches, 51% meets, 24% masters
- 6-8 scores averaged 76% approaches, 47% meets, 18% masters
- Overall average doesn't include Algebra 1 testers at middle schools
- 8 grade is strongest area while 7th grade is deficit area

#### **Science**

- 5 & 8 saw drops from 2022.

#### **Social Studies**

- 8th saw large drops from 2022.

#### **Where it Starts**

East Texas Montessori Prep is completely devoted to meeting the demanding needs of Pre-kindergarten and Kindergarten students. The Montessori Method, Balance Literacy, Estrellita, and the Bilingual Oral Language Development (BOLD) programs are campus-wide initiatives that have proven to prepare student to be academically successful in the

classroom. Montessori instruction is geared to instruct students to become independent thinkers and develop a love for learning.

### **Longview High School Programs**

Longview High School has programs to meet the needs of all learners. Students graduating from Longview High School will be college-ready for any pathway they decide to follow.

- International Baccalaureate (IB)--11th and 12th grades
- International Scholars (IB)--9th and 10th grades
- Advanced Placement (AP)/Pre-AP Classes--9th-12th grades
- Longview Collegiate Academy
- Dual Credit
- Career and Technology (CTE)

Longview ISD strives to prepare students to be successful in life. Students have access to high quality instruction on a daily basis across all campuses. Continuous adjustments to identified areas of need based upon data will be made to curriculum, instruction, and assessments to ensure that all campuses strive to achieve a goal of academic excellence.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Low attendance with students and staff is hurting the future. **Root Cause:** Lack of parental involvement and too many endorsement programs

# District Processes & Programs

## District Processes & Programs Summary

Longview ISD is a public PreK-12 school district of choice for 8,150+ students and approximately 1,400 staff members in Longview, Texas. We are one of the largest employers in the city, and our staffers are among the highest-paid public educators in the area. Our district offers incentive pay for the highest-achieving teachers and campuses annually.

Longview ISD has a Texas Beginning Educator Support System (TxBESS) mentor program in place to help support all new teachers in the district. We strive to hire highly qualified teachers through participation in various job fairs throughout the school year. Mandatory staff development is provided for all new hires during new teacher orientation.

We don't follow the trends in education, we set them. Our educational offerings include project-based learning, magnet charter STEAM campuses, and an esteemed International Baccalaureate Program. We believe in excellence for all students, so we will continue to strive to provide meaningful opportunities for our students to succeed.

Longview ISD is continuing to improve its Programs and Schools of Choice throughout the district. Schools of Choice are campuses organized around specialized instructional programs such as Science Technology Engineering Arts and Math (STEAM), International Baccalaureate (IB), or Montessori. We believe in Excellence for all students. LISD is an active participant in the Systems of Great Schools (SGS) Network. The Texas Education Agency (TEA) supports districts to manage school performance, expand great options, and improve access to school choice options. The SGS network will assist in building the capacity of LISD to create high-quality, best-fit school options for their students.

The Senate Bill 1882 approval has allowed the district to enter charter partnerships with three non-profit organizations, East Texas Advanced Academies (ETAA), Texas Council for International Studies (TCIS), and Longview Educates and Prospers (LEAP). Passed in 2017 by the 85th Texas Legislature, under the leadership of Gov. Greg Abbott, Senate Bill 1882 creates new incentives for traditional public schools to partner with outside entities to improve student outcomes. Longview ISD will work together in partnership to develop and maintain continuity of services for all district campuses.

## District Processes & Programs Strengths

Longview High School's very own scholarship coordinator, Kay Ray, reported that Lobo graduating seniors worked at helping secure their future, the 2023 Lobo graduates received over \$5,641,396 in scholarships! Longview High School celebrated the robing and impending graduation of 50 students from the International Baccalaureate program. Longview ISD is one of a few Texas high schools that offers the state-funded IB program, and the only one that offers it from elementary through high school years.

## Child Nutrition

- The District Garden produced a record of over 10,000 lbs of produce this year, with much of it directly from "farm to table".
- Begin implementation of identiMetrics finger scanning program to provide relief to staff and students who carry and monitor badges for nutrition.

## Transportation

- The Zonar program is highly beneficial to parents.
  - You can see your child in real-time and proximity alerts
  - There is no reason not to know where your child is once on the bus unless a choice is made not to participate.

## Community Relations

LISD Community Relations received 2023 National School Public Relations Association (NSPRA) Awards in the categories of Publications and Digital Media Excellence, Print Newsletter/Newspaper External Audience, Video Produced In-House, Banding/Image Packaging, Special-Purpose Publication/Flyer, and the prestigious 2023 NSPRA Award of Excellence for E-Newsletter. Liz Ross earned two big honors as well; the Agriculture Teacher Association of Texas presented her with the Outstanding Chapter Publicity Award and McConaughy's "Just Keep Livin" Foundation named her the 2023 Make It Happen Person of the Year!

It is an exciting time to be apart of the Longview Independent School District. In the pursuit of our mission "Believe in Excellence for All", Longview ISD will continue to guarantee the highest level of academic achievement and character development of each learner by providing challenging curriculum and exemplary instruction within a safe environment.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** LISD is not adequately meeting the needs of students in Special Programs. (i.e. SpEd, Bilingual, ELS/G/T/504) **Root Cause:** Lack of highly qualified specialized teachers to deliver instruction to students in special programs.

# Perceptions

## Perceptions Summary

Strong school leadership, ongoing professional development, and a tech-savvy environment will make learning relevant and fun for children, drawing families to the LISD schools. Each school in Longview ISD will foster a participatory school culture where students and teachers are not just consumers of knowledge, but also producers of knowledge. A strong academic focus is a primary motivator for parents to send their children to any school in Longview ISD.

Longview ISD embraces parent involvement and understands its importance in providing a quality education to every child. The concept of educating children is understood to be a partnership that includes students, parents, teachers, administrators, and community members. All partners have a responsibility in the academic success of students. Our goal is to increase parental involvement district-wide. We currently offer Communities in Schools on ten campuses. This organization is designed to help students succeed and stay in school by surrounding students with a community of support.

Longview ISD is constantly seeking proactive ways to keep the students and staff safe in the many locations and roles that individuals perform daily. The district has provided a circle of protection on various levels ranging from crisis communication, extensive safety training, and routine safety audits. However, there is always room for improvement to maximize safety and promote safer learning and working environments for all.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** District level Counselor/Supervisor needed to oversee the district counseling program; lack of training and availability of resources has contributed to some mental issues for students and teachers. **Root Cause:** Compassion fatigue, other duties assigned, lack of awareness of Communities and Schools services

**Problem Statement 2:** We need to work on each campuses' culture and climate. **Root Cause:** Working conditions, staff shortages, illness, leadership, and diversity in student behaviors and needs

# Priority Problem Statements

**Problem Statement 1:** Low attendance with students and staff is hurting the future.

**Root Cause 1:** Lack of parental involvement and too many endorsement programs

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** African American students are performing at lower levels than other ethnic groups.

**Root Cause 2:** Representation in staff and lack of training on cultural and professional norms.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** LISD is not adequately meeting the needs of students in Special Programs. (i.e. SpEd, Bilingual, ELS/G/T/504)

**Root Cause 3:** Lack of highly qualified specialized teachers to deliver instruction to students in special programs.

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** District level Counselor/Supervisor needed to oversee the district counseling program; lack of training and availability of resources has contributed to some mental issues for students and teachers.

**Root Cause 4:** Compassion fatigue, other duties assigned, lack of awareness of Communities and Schools services





**Problem Statement 4 Areas:** Perceptions

# Goals

## Goal 1: Improve Recruitment and Retention of Quality Personnel

**Performance Objective 1:** Increase the student teacher participation rate in LISD classrooms 5% by the end of the 2023-2024 school year.

**Evaluation Data Sources:** Employment Records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review and expand the student teacher applicant pool and process by partnering with higher education institutions.</p> <p><b>Strategy's Expected Result/Impact:</b> Placement of student teachers in the district will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Chief Human Resource Officer</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use Teachworthy &amp; Indiana Wesleyan University (IWU) partnerships to assist in eliminating barriers in hiring certified staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Potential candidates will get an opportunity to participate in alternative certification courses which count towards credit hours toward a Bachelor's degree.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1: Improve Recruitment and Retention of Quality Personnel**

**Performance Objective 2: Increase the teacher retention rate and employment of highly qualified staff by 10%.**

**Evaluation Data Sources:** Employment Records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Solicit feedback from staff members who leave the district.  <b>Strategy's Expected Result/Impact:</b> Improve the employee retention rate by making adjustments when needed based on feedback from the employee exit interviews.  <b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer &amp; Community Relations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue the district's mentoring program, TxBESS (Texas Beginning Educator Support System).  <b>Strategy's Expected Result/Impact:</b> Support the professional and personal growth of beginning teachers and provide professional development opportunities for participants.  <b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue the LIFT (Longview Incentive for Teachers) program for designated employees.  <b>Strategy's Expected Result/Impact:</b> Increase teacher satisfaction, reduce the teacher turnover rate, and increase the performance of at-risk students.  <b>Staff Responsible for Monitoring:</b> Chief Human Resource Office                      Community Relations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enhance district benefit options when possible.  <b>Strategy's Expected Result/Impact:</b> Provide benefits that are affordable for teachers and their families.  <b>Staff Responsible for Monitoring:</b> Asst. Supt. Finance</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>



Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Identify, designate, and reward high performance teachers through participation in the Texas Teacher Incentive Allotment Program. <b>Strategy's Expected Result/Impact:</b> Provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. <b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer Asst. Supt. of HR & Community Relations	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Retain and expand partnership opportunities with colleges, universities, and alternative programs. <b>Strategy's Expected Result/Impact:</b> Increased student teachers and applicants from the university job fairs. <b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer Head of School	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Arrange to partner with as many alternative certification programs as possible during the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> Increased applicants from accredited certification programs. <b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer Head of School	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Develop a plan that prioritizes special programs (i.e. SpEd, Bilingual, ELS/G/T/504) and provide resources for staff that are highly qualified in these areas. <b>Strategy's Expected Result/Impact:</b> Student achievement for identified learners in special programs will increase. <b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer Head of School  <b>Problem Statements:</b> District Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**





District Processes & Programs
<b>Problem Statement 1:</b> LISD is not adequately meeting the needs of students in Special Programs. (i.e. SpEd, Bilingual, ELS/G/T/504) <b>Root Cause:</b> Lack of highly qualified specialized teachers to deliver instruction to students in special programs.

**Goal 2:** Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 1:** Increase Family Engagement on magnet campuses by 50%.

**Evaluation Data Sources:** Family Engagement Plans; Sign-in sheets, and Agendas from meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a Family Engagement Plan at each of the MSAP Magnet Campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of the families resulting in greater knowledge of educational importance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Planning and implementation of family engagement - 288 Magnet Schools Assistance Program (MSAP), Planning and implementation of family engagement - 257 Public Charter School - Montessori, Planning and implementation of family engagement - 258 Public Charter School - STEAM</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a parent/family engagement resource program to support students and families social and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students/Families will have access to resources that will help eliminate obstacles to student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School(s)</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Providing family engagement resources - 288 Magnet Schools Assistance Program (MSAP), Providing family engagement resources - 257 Public Charter School - Montessori, Providing family engagement resources - 258 Public Charter School - STEAM</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create student and staff incentives to increase attendance district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> The goal behind incentivizing attendance is to provide students/staff reasons that will make them want to attend on a daily basis.</p> <p><b>Staff Responsible for Monitoring:</b> Head of Schools Charter Executives</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Low attendance with students and staff is hurting the future. <b>Root Cause:</b> Lack of parental involvement and too many endorsement programs</p>

**Goal 2:** Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 2:** Longview ISD campuses will increase partnerships with local educational institutions of higher learning, medical institutions, and with local businesses by 50%.





**Evaluation Data Sources:** MOUs; Business and community partnerships; Volunteer documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with field trip opportunities, career shadowing and apprenticeship opportunities, and mentors from community businesses and institutions of higher learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student experiences will create a better understanding of college and career pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Travel for field trips for students, expenses for developing partnerships - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: Improve Communication and Delivery of Information to Parents and General Public**

**Performance Objective 3: Increase social media/online presence in new outlets by 25%.**





**Evaluation Data Sources:** Data Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LISD will continue its innovative approach to communications and marketing, by proactively representing our product (public education) to stakeholders using the Internet and all social media technology in real-time, without having to rely on traditional media outlets.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of followers on media outlets will increase by 25% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Multimedia Director Digital Media</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enhance and expand the publication of "The Voice" by increasing production to weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge of the school's successes to the community and celebrate good news.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School Print Media</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve communication and delivery of information to parents and general public on Let's Talk site and the parent portal in Skyward.</p> <p><b>Strategy's Expected Result/Impact:</b> Build brand loyalty and improve customer service by delivering accurate, courteous, and timely responses.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School Communications Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue the partnership between the Community Relations staff and the City of Longview by serving on various boards and organizations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase community involvement and awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Outreach Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 2:** Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 4:** Increase parental and community engagement on all campuses by 5% on or before May 2024.

**Evaluation Data Sources:** Surveys; Meeting Sign-in sheets





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Support campus initiatives for parental involvement. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement by 5% or higher. <b>Staff Responsible for Monitoring:</b> Community Relations Staff Head of Schools	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase various forms of parental involvement opportunities. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement by 5% or higher. <b>Staff Responsible for Monitoring:</b> Charter Executives Head of Schools	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 1:** All campuses will earn the maximum number of distinctions designated by TEA by the 2024-2025 school year.

**Evaluation Data Sources:** Common Assessments; Teacher Observation; Progress Reports; Parent Conferences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a student support academic engagement program, Accelerated Academies, at each magnet campus in LISD.</p> <p><b>Strategy's Expected Result/Impact:</b> The Accelerated Academies will help to lift those struggling students or enrich experiences for students that are above expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Head of Schools</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Planning and implementation of Accelerated Academies - 288 Magnet Schools Assistance Program (MSAP)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement rigorous and highly engaging magnet school themes at the project schools that are identified through a strong theory base as viable systemic reform models: Montessori, STEAM, IB, and Early College.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have opportunities to engage in instruction that is relevant and meets their needs and interests.</p> <p><b>Staff Responsible for Monitoring:</b> Magnet Director Head of Schools</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Development and implementation of magnet themes for each campus - 288 Magnet Schools Assistance Program (MSAP)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Assist Charter Partners with targeted professional development that is specific to the needs of all ethnic groups (administrators included). <b>Strategy's Expected Result/Impact:</b> Student performance will improve as evidenced by common assessment, benchmark, and STAAR data. <b>Staff Responsible for Monitoring:</b> Chief Office of Innovation Performance Monitoring and Evaluation Team Coordinator of Policy and School Success  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor Charter Partner data and progress toward performance goal expectations. <b>Strategy's Expected Result/Impact:</b> Suggest actions and improvements to be undertaken by Charter Partners to improve outcomes for all students. <b>Staff Responsible for Monitoring:</b> Chief Officer of Innovation Charter Executives Performance Monitoring and Evaluation Team	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> African American students are performing at lower levels than other ethnic groups. <b>Root Cause:</b> Representation in staff and lack of training on cultural and professional norms.



**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 2:** All student groups will meet the state targets in Domain 3, closing performance gaps, according to state accountability by the end of the 2023-2024 school year.





**Evaluation Data Sources:** Common Assessments; Benchmark Data; Performance Monitoring Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate data from the Iowa assessments and simulations from TCIS, LEAP, and ETAA.  <b>Strategy's Expected Result/Impact:</b> Provide instructional assistance for all identified academically struggling students in each charter.  <b>Staff Responsible for Monitoring:</b> Charter Executives                      Performance Monitoring and Evaluation Team                      Coordinator of Policy and School Success</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Partners provide a written plan to the LISD Office of Innovation to improve or maintain performance.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth for all student subgroups.  <b>Staff Responsible for Monitoring:</b> Charter Executives                      Head of Schools                      Academic Deans</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 3:** Improve academic performance of all student groups by expanding instructional learning opportunities to meet and enhance the needs of each learner by 5%.





**Evaluation Data Sources:** Parent Meetings; Parent Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor a districtwide system for innovative student-centered learning that includes accountability data (student achievement data) and regular monitoring by campus and district supervisors in the following groups: All Learners, Economically Disadvantaged, At-Risk, Gifted and Talented, Special Education, and Culturally Diverse (Minority) Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the academic performance of all student groups implementing student-centered learning programs .</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs Director of Policy and School Success Head of Schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide proactive, data driven interventions to meet the needs of all students with academic and behavioral struggles.</p> <p><b>Strategy's Expected Result/Impact:</b> Data reported in the Response to Intervention (RTI) program will reflect evidenced-based interventions provided to meet the needs of students struggling in academics and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs District RTI/504 Coordinator Head of School</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to implement, expand, and monitor College/Career and Military Readiness (CCMR) initiatives through Programs and Schools of Choice with annual increases in successful completion rates, graduation rates and STAAR performance, post-secondary rates, advanced academics, college coursework, scholarships, college acceptance rates and specialized licenses and certifications, work-based learning opportunities for in-demand occupations and industries.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased enrollment in colleges, increased college graduations, increased military enlistment, and more internships for careers with job offers upon graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School Counselors Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 4:** Student participation in University Interscholastic League (UIL), academic competitions, and college entrance exams will increase by 5% as evidenced by participation numbers at the end of the school year.





**Evaluation Data Sources:** Student Participation Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student participation in college entrance exams such as ACT, SAT, and PSAT by 5%.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in these college entrance exam will measure a student's potential to perform well in the future.</p> <p><b>Staff Responsible for Monitoring:</b> Charter Executive Head of School UIL Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase student participation in UIL, Science Fair, Math/Science, and TSA competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> The UIL and Science/Math competitions will provide students with intellectual tools that will lead them to success in school, society, and life.</p> <p><b>Staff Responsible for Monitoring:</b> Charter Executive Head of School</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 5:** Assist Charter Partners with accelerating student achievement for all students as measured by district and state assessment performance and growth, which will decrease dropout rates and increase completion rates for students designated as At-Risk of dropping out of school by TEA definitions.





**Evaluation Data Sources:** District Data Sources, TEA Accountability Ratings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Progress Monitoring strategies for each 6 weeks instructional period; a student performance assessment is administered in the fall and spring. This data is reviewed to guide instructional adjustments/interventions in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth for each student. Closing educational performance gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Innovation Officer Charter Executive Head of School Reading Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Reading Academies with fidelity and utilize Amira and Reading HMH resources for elementary grade levels to increase fundamental reading skills and provide basic literacy strategies for all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Literacy and Reading levels of students.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of School Policy and Success Head of School Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor the implementation of the dual language program for students in grades PreK-5 in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ability to speak, read, and write fluently in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Supervisor Head of School Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.





**Performance Objective 6:** LISD will provide updated technology to campuses and the support and training to integrate technology into instructional practices annually.

**Evaluation Data Sources:** Regular instructional design and delivery integrated with technology.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will provide technology training to enhance technology proficiency through campus-based programs accessible to all teachers and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use technology to a greater extent during instruction and meet state requirements for technology standards.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instructional Technology Head of School Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will provide annual training on instructional software programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased technology usage in classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instructional Technology Head of School Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training as necessary to prepare campuses for the new STAAR redesign and online assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> All campuses will implement a seamless transition to online testing in STAAR Grades 3-8 and EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Performance Monitoring and Evaluation Team Director of Instructional Technology Campus Testing Coordinators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 7:** Revise and monitor current policies and procedures throughout special education, dyslexia, RTI, Section 504, ESL/Bilingual, and G/T programs to maintain 100% compliance.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Response to Intervention (RTI) program throughout the district to reduce the number of referrals to special programs by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase effective interventions to improve student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director and/or Coordinator RTI/504 Coordinator Head of School</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Revise and implement programs for students identified as Gifted and Talented to ensure that 100% of G/T students are being served on all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided services consistently and student academic performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director and/or Coordinator Head of School Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement and monitor the delivery of the Take Flight program for students with dyslexia in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> According to research, children who completed treatment indicates that students maintain the benefits of instruction on word reading skills and continue to improve in reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Special Program Director and/or Coordinator Dyslexia Therapists</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 8:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 59% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** Spring STAAR Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Common assessments will be developed by a consultant in conjunction with Region 7 TEKS Resource System support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth for each student. Closing educational performance gaps through usage of data.</p> <p><b>Staff Responsible for Monitoring:</b> Head of Schools District Math Specialist</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 9:** The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 57% to 67% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** Spring STAAR Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Common assessments will focus on common genres based on units with targeted skills that will assess comprehension, editing/revising, and extended constructed responses (ECR).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth for each student. Closing educational performance gaps through usage of data.</p> <p><b>Staff Responsible for Monitoring:</b> Head of Schools District Reading Specialist</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 1:** Meet the requirements of the IB mission statement: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.





**Evaluation Data Sources:** Periodic Surveys and Observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Foster the Learner Profile in all aspects of school and instructional programs. <b>Strategy's Expected Result/Impact:</b> Improve school climate by 25%. <b>Staff Responsible for Monitoring:</b> Head of School IB Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Focus on the Approaches to Teaching and Learning (ATL) skills in all classrooms. <b>Strategy's Expected Result/Impact:</b> Improve academic performance and social-emotional well-being by 20%. <b>Staff Responsible for Monitoring:</b> Head of School IB Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Encourage service learning for all students. <b>Strategy's Expected Result/Impact:</b> Improve Longview and the world through service learning by 5%. <b>Staff Responsible for Monitoring:</b> Head of School IB Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 2:** Provide a challenging academic program with a commitment to excellence.





**Evaluation Data Sources:** Observations, Assessment Data, Instructional Plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue the IB Diploma Programme, meeting all IB standards. <b>Strategy's Expected Result/Impact:</b> Improve IB performance by 20%. <b>Staff Responsible for Monitoring:</b> Head of School IB Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the IB MYP Programme meeting all IB requirements. <b>Strategy's Expected Result/Impact:</b> Improve student success by 20%. <b>Staff Responsible for Monitoring:</b> Head of School MYP Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement the IB PYP Programme meeting all IB requirements. <b>Strategy's Expected Result/Impact:</b> Improve student success by 20%. <b>Staff Responsible for Monitoring:</b> Head of School PYP Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement the IB CP Programme meeting all IB requirements. <b>Strategy's Expected Result/Impact:</b> Improve post-graduation opportunities for CTE students by 10%. <b>Staff Responsible for Monitoring:</b> Head of School CTE Director CP Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 3:** Incorporate the IB Learner Profile into all elements of students' educational experiences.





**Evaluation Data Sources:** Surveys, Academic Success, School Culture

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and develop unit planners incorporating higher level thinking skills. <b>Strategy's Expected Result/Impact:</b> Improve student success by 10%. <b>Staff Responsible for Monitoring:</b> Charter Executives Head of School IB Coordinator	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Focus on the IB Learner Profile during instruction. <b>Strategy's Expected Result/Impact:</b> Improve student success and school climate by 10%. <b>Staff Responsible for Monitoring:</b> Head of School IB Coordinator	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 4:** Register faculty and staff for official IB workshops to meet IB requirements and maintain updated curriculum changes.





**Evaluation Data Sources:** Number of staff members trained.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train all new faculty members for Category 1 training for identified subject areas. <b>Strategy's Expected Result/Impact:</b> 100% of new staff members in any of the three IB programmes are trained. <b>Staff Responsible for Monitoring:</b> Head of School IB Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop training schedule to ensure all staff members are trained at least once every five years or when the IB curriculum undergoes a review. <b>Strategy's Expected Result/Impact:</b> 100% of IB teachers receive necessary training in a timely manner. <b>Staff Responsible for Monitoring:</b> Head of School IB Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.





**Performance Objective 5:** The percentage of graduates that meet the criteria for CCMR will increase from 70% to 75% by August 2024.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counseling and career guidance center will provide college and career guidance including postsecondary education and career awareness based upon student data, as well as, federal financial aid awareness activities for identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased college and career readiness and postsecondary participation in underserved demographic groups; Improved postsecondary outcomes for identified students.</p> <p><b>Staff Responsible for Monitoring:</b> Head Schools College and Career Center</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

**Performance Objective 1:** Provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor a Comprehensive Counseling Program to provide services to infuse Social and Emotional skills and Bullying Prevention in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavioral and discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Charter Executives Head of School Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavioral and discipline referrals and supports students' overall well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Charter Executives Head of School Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize the professional school contracted services of Region 7 to offer assistance, information updates, and support district initiatives for professional school counselors that will enhance student development and academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> School counselors ensure equitable academic, career and social/emotional development opportunities for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Head of Schools School Counselors</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** District level Counselor/Supervisor needed to oversee the district counseling program; lack of training and availability of resources has contributed to some mental issues for students and teachers. **Root Cause:** Compassion fatigue, other duties assigned, lack of awareness of Communities and Schools services

**Goal 5:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.





**Performance Objective 2:** 95% of the district parents, staff, teachers, and community will report feeling safe and secure in all facilities.

**Evaluation Data Sources:** Safety Reports; Surveys; Safety Meetings; Security Officer sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Safety officers, equipment and facilities, as well as partnerships with local law enforcement, provide a safe, healthy, and productive teaching and learning environment for district staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety and security.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Innovation Officer Safety Supervisor</p> <p><b>Funding Sources:</b> Safety Officers, Equipment and Facilities - 289 Title IV, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to ensure the safety and well-being of students, staff, parents, and community members by including COVID-19 precautions and safeguards according to CDC, state, and county guidelines and recommendations.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide guidance to help protect administrators, teachers, staff, and students against severe illness from COVID-19.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Innovation Officer Safety Supervisor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The District shall incorporate information regarding the policy (FFI Local) and provide annual training on anti-bullying to staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> The standards of this policy constitute a specific, focused, coordinated, integrated, and culturally sensitive system of supports for all students, staff, families, and community agencies that will improve relations within each school.</p> <p><b>Staff Responsible for Monitoring:</b> Charter Executives Head of School Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Annual training on discipline management techniques and sexual harassment policies will be provided to students and staff and are incorporated in the the Student Code of Conduct which provides information to administrators, parents, and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.</p> <p><b>Strategy's Expected Result/Impact:</b> The Code provides methods and options for managing students in the classroom , on school grounds, disciplining students, and preventing/intervening in student discipline problems. (i.e. sexual harassment, property offenses, possession of prohibited items, etc.)</p> <p><b>Staff Responsible for Monitoring:</b> Head of School Campus Behavior Coordinator Threat Assessment and Safe and Supportive School Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The District shall provide a structured suicide prevention program to administrators, counselors, and students that supports in the implementation of interventions related to suicide awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> The goal of suicide prevention program is to reduce factors that increase risk and increase factors that promote resilience.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School Threat Assessment and Safe and Supportive School Team Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> LISD will annually provide training for all necessary staff in the implementation of interventions related to Bullying Prevention, Child Maltreatment Responsibilities, Sexual Harassment for Educators, FERPA and PRPRA in schools, Human Trafficking Awareness, Cybersecurity Awareness for Educators, Sam's Law (HB 684), Seizure Training, and Preparing for an Active Shooter.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and increased response time for students and staff in need of assistance.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School Charter Executives Assistant Superintendent of Human Relations and Community Relations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Ensure continued effectiveness of district Disciplinary Alternative Education Program (DAEP).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will return to, and succeed in, their regularly assigned classrooms and schools.</p> <p><b>Staff Responsible for Monitoring:</b> Chief innovation Officer Head of School, DADE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Expand counseling services to provide structure, support, awareness, and training for Social Emotional Learning and wellness for students and staff. In addition, child abuse, bullying/suicide/violence prevention (including dating violence and sex trafficking according to SB 9) and trauma informed care for students will be included.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors provide Trauma-Informed Practices and training to build strategies that enable teachers and staff to deescalate students and provide social and emotional services.</p> <p><b>Staff Responsible for Monitoring:</b> Charter Executives Head of School Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> School Safety drills completed monthly for emergency preparedness.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety and preparedness.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School District Safety Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Monitor the implementation and usage of ZeroEyes system on secondary campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide real-time situational awareness to help improve response times, and protect all when a gun is detected on a facility.</p> <p><b>Staff Responsible for Monitoring:</b> Head of Schools Director of Safety</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
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