

Lindale Independent School District

District Improvement Plan

2025-2026



Mission Statement

The mission of the Lindale Independent School District together with families and community members is to empower and inspire students to be lifelong learners, leaders of tomorrow, and responsible citizens while supporting the commonly recognized traditional moral values and ethics of the Lindale community.

Vision

Lindale Independent School District graduates will achieve their maximum potential to become self-sufficient citizens.

Value Statement

Educating Every Child Every Day

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Goals

Goal 1: All students are provided the opportunities and guidance to prepare them for college and career readiness by increasing graduation completion rates and decreasing the drop-out rate.

Performance Objective 1: All students have access to a TEKS-aligned curriculum, assessments, and resources to engage in learning in all academic content areas.

HB3 Goal

Evaluation Data Sources: Evidence documented through: classroom observations record in DMAC TTESS application, weekly lesson plans, weekly professional learning community (PLC) planning meetings, locally developed common assessments, DMAC TEKScore TEKS analysis and data review, literacy screeners including: TPRI, TX-KEA, Pre-K CIRCLE assessment, 1-5th Measures of Academic Progress (MAP) and STAAR performance indicators.

Strategy 1 Details

Strategy 1: Subject-level common assessments are directly aligned to measure targeted TEKS and college readiness standards. Systematic, regular common assessments are administered on schedule with the subject level curriculum units for timely data analysis of learning and instruction. Assessment data is analyzed, interpreted to regularly monitor progress and set ongoing learning targets toward student achievement goals. Grades 1-12

Strategy's Expected Result/Impact: Assessment data tools and systems are utilized by teachers and learners to identify specific learning targets towards progress and additional instructional needs to meet learning goals. DMAC report applications allows for efficient, timely disaggregation of TEKS based data in professional learning teams and is a springboard for educator collaboration in improving instructional practices and student achievement.

Staff Responsible for Monitoring: District Administrators

Campus Administrators

Curriculum Contacts

Department Heads

Strategy 2 Details

Strategy 2: Implement regular, quality, formative assessments aligned to subject level TEKS and curriculum unit focuses. Pre-K-12

Strategy's Expected Result/Impact: The goal of formative assessment is to intentionally monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Regular, timely formative assessments tied to specific TEKS targets help students and teachers identify their strengths and needs in meeting learning goals.

Staff Responsible for Monitoring: District Administrators

Campus Administrators

Curriculum Contacts

Department Heads

Strategy 3 Details

Strategy 3: Provide a summer school program for students needing additional academic interventions and/or who did not meet performance standards on STAAR. The instructional setting will provide high-quality extended learning opportunities, utilize small class sizes and targeted TEKS instruction. To promote continued access to language development in the academic setting students who are Emergent Bilinguals will be recommended to attend the summer school program.

Strategy's Expected Result/Impact: Evidence suggests that summer learning programs have the potential to reduce summer learning losses by continuing access to learning opportunities and academic content. Through an extended one month summer school program, learning loss will be mitigated for the following school year. Students will show progress on subject level pre and post assessments and through daily formative assessments. Improvement will be evaluated in targeted demographics data for STAAR.

Staff Responsible for Monitoring: District Administrators
Campus Administrators

Strategy 4 Details

Strategy 4: Designated ESL interventionists will plan and implement student language development plans and progress monitor in the areas of listening, speaking, reading, and writing. Pre-K-6

Student's academic performance will be monitored routinely by ESL coordinations campus administrators for needed supports in the classroom. Grades 1 - 12 will have access to Summit K-12 software for TELPAS targeted intervention. In addition, ESL interventionists and teachers will have access to IXL in core subjects, Hands-On English, BUILD, and other curriculums and resources to support language development and reading for EB students.

Strategy's Expected Result/Impact: Student progress will be evaluated per the Texas English Language Proficiency Assessment System (TELPAS) ratings in the areas of listening, speaking, reading, and writing. Students' English language development will be targeted to increase one proficiency level in each area and an overall increase on the TELPAS composite rating by one level from the prior year to the current year. Students who had a TELPAS composite rating of Advanced High in the prior year should maintain the composite rating of Advanced High in the current year in order to be considered as having made progress. Domain 3 accountability targets will be met per STAAR performance.

Staff Responsible for Monitoring: District Administrators
Campus Administrators
Campus Testing coordinator
ESL intervention teachers
ESL Coordinators
ELAR teacher

Strategy 5 Details

Strategy 5: Provide a Bilingual Intervention Support Assistant to provide targeted support for Newcomers and Beginner Emergent Bilingual students in a pull-out and push-in model to support students and core subject teachers.

Strategy's Expected Result/Impact: Increased access to the general curriculum for students whose primary language is not English. 70% of Beginner students will score a composite score of Intermediate on the 25-26 TELPAS.

Staff Responsible for Monitoring: Campus Administrators
ESL Coordinator
Director of Federal Programs
Curriculum Directors

Strategy 6 Details

Strategy 6: Restructure ESL program to include a Secondary and Elementary ESL Coordinator to provide equitable leadership and support across all grade levels.

Strategy's Expected Result/Impact: Increase language acquisition for EB students as measured through TELPAS data

Staff Responsible for Monitoring: Federal Programs Director

Curriculum Director

Campus administrators

ESL Coordinators

Strategy 7 Details

Strategy 7: Staff will plan, provide, and implement accelerated instruction in all core content areas to students with identified instructional needs. Programs and supports will be used to quantify with instructional programs and supports such as;

*Summer School (Pre-K-12)

*Math and Reading Intervention classes (K-6),

*Content Mastery Staff,

*Learning Lab (4-8),

*Renaissance Learning- Reading Program (1-6),

*Study Island (4-6),

*During and after-school tutorials (3-12),

*Operation Graduation/Edgenuity Credit Recovery (9-12),

* Progress Learning (3-6)

IXL - Grades (1-8)

*Follett/Destiny software for libraries to designate books for student's appropriate reading levels. Pre-K-12

Strategy's Expected Result/Impact: Students will show continual progress towards learning targets. Instructional programs and staff supports will assist in quantifying student rates of improvement or responsiveness to instruction. Domain 3 accountability targets will be met per district accountability reports.

Staff Responsible for Monitoring: District Administrators

Campus Administrators

Intervention teachers

Curriculum specialist

Counselors

Librarians

Strategy 8 Details

Strategy 8: Subject level teams will align curriculum TEKS standards to horizontal and vertical sequence, designate readiness standards that anchor TEKS throughout each grade level to STAAR blueprints, align standards based assessments according to instructional unit plans scope and sequence, identify necessary content specific vocabulary for instructional units. TEKS Resource System will be provided district wide to support all core content teachers, as the curriculum of the TEKS Resource System aligns with state-adopted standards, including content connections, formative and summative assessment items, and support resources.

Strategy's Expected Result/Impact: Purchased, published, and planned curriculum components allow teachers adequate time to prepare, instruct and assess, and ensure that students have adequate time to receive, process, and retain new information. Intentional curriculum planning provides opportunities for teachers to standards, instructional calendar (pacing guide), and daily instruction are all manageable and can be realistically taught to mastery levels in the instructional year. The provision of TEKS Resource System ensures support and alignment.

Staff Responsible for Monitoring: District Administrators
Campus Administrators

Strategy 9 Details

Strategy 9: Lindale ISD will encourage participation in the PSAT to advanced 8th grade students, all 10th grade students, advanced 11th grade students, as well as encourage participation in SAT examinations. In addition, Lindale High School will require all 11th grade students to either take the ACT or the TSIA which will be provided on campus.

Lindale High School will integrate SAT preparation into core classes in order to provide access to SAT concepts for all students.

Strategy's Expected Result/Impact: Students are more prepared for higher education opportunities.

Staff Responsible for Monitoring: Campus Administrators
Counselors
Teachers
Curriculum Department
CTE Director

Strategy 10 Details

Strategy 10: Analyze CCMR data to increase the percentage of graduates who meet the College, Career, Military Readiness (CCMR) measure.

Strategy's Expected Result/Impact: Improvement in CCMR accountability data.

Staff Responsible for Monitoring: Campus Principals
Counselors
Teachers
Curriculum Department
CTE Director

Strategy 11 Details

Strategy 11: Provide alternative routes to high school graduation, such as online curriculums and other opt-grad programs.

Strategy's Expected Result/Impact: Increase the number of students graduating on-time.

Staff Responsible for Monitoring: High School Administrators
CTE Director
High School Counselors

Strategy 12 Details
<p>Strategy 12: Bluebonnet Math curriculum will be implemented as Tier 1 instruction in grades K-2 and 6th grade.</p> <p>Strategy's Expected Result/Impact: Student data will reflect a deeper understanding in math by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Principals, Curriculum Directors</p>

Goal 1: All students are provided the opportunities and guidance to prepare them for college and career readiness by increasing graduation completion rates and decreasing the drop-out rate.

Performance Objective 2: Students will encounter authentic learning experiences where the instructional setting provides: objective-driven daily lessons, classroom routines, TEKS aligned resources, instructional best practices, and formative assessments that yield the relevant evidence for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

HB3 Goal

Evaluation Data Sources: Evidence of student learning and instructional setting will be documented through: Regular walkthroughs and classroom observations recorded in DMAC TTESS application, weekly TEKS aligned lesson plans, Skyward gradebook, regular, designated Professional Learning Community (PLC) planning meetings, locally developed common assessments, DMAC TEKScore, TEKS analysis and data review sessions, 1-2nd Measures of Academic Progress (MAP), and STAAR performance indicators.

Strategy 1 Details
<p>Strategy 1: PK-12: Teachers will routinely implement the use of technology to create engaging, innovative lessons, aligned with the TEKS and technology integration plan, to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Integration of technology will be observed at least 50% of the time and documented through classroom observations, walk-throughs, lesson plans, PLT meeting agendas and notes.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Curriculum Contacts/Department Chairs</p>
Strategy 2 Details
<p>Strategy 2: PK-12: Instructional staff will utilize differentiation strategies to support learning through engaging, student-centered instruction.</p> <p>Strategy's Expected Result/Impact: Evidence of differentiation will be observed at least 70% of the time and documented through classroom observations, walk-throughs, lesson plans, and PLT meeting agendas and notes.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Curriculum Contacts/Department Chairs</p>
Strategy 3 Details
<p>Strategy 3: LMS platforms such as Canvas and Google Classroom will continue to be utilized by teachers across the district to provide and facilitate technology integration with curriculum content to increase equity of access.</p> <p>Strategy's Expected Result/Impact: Students will apply technology integration for content learning and experience increased access to coursework and learning materials.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Campus Leadership Teams</p>

Goal 1: All students are provided the opportunities and guidance to prepare them for college and career readiness by increasing graduation completion rates and decreasing the drop-out rate.

Performance Objective 3: Use evidence-based data review processes to systematically identify and regularly meet each student's unique learning needs.

Evaluation Data Sources: Regularly review formative, classroom assessment data and tools including resources like: Imagine Literacy and Imagine Math, Study Island, Education Galaxy, IXL, and Stemsopes Online. RTI processes and planning documentation through DMAC Formworks , Accelerated Learning Plans, feedback from Professional Learning Team meetings. Evidence of student learning needs will be analyzed in: locally developed common assessments via DMAC TEKScore, TEKS analysis and data review, literacy screeners including TPRI TX-KEA, Pre-K AIM assessment, 1-2nd Measures of Academic Progress (MAP), and STAAR performance indicators.

Strategy 1 Details
<p>Strategy 1: Continue to monitor and adjust procedures and processes for RTI implementation and documentation with campus administrators. Continue to provide the data for PEIMS documentation of RTI student participation per HB 1416.</p> <p>Strategy's Expected Result/Impact: Improved procedures and processes for RTI implementation and documentation will be evident in DMAC reports.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Special Education Leadership Staff RTI Coordinators</p>
Strategy 2 Details
<p>Strategy 2: PK-12: Disaggregation and analysis of state and common assessments will be used to plan instruction to ensure closure of educational gaps between sub-populations.</p> <p>Strategy's Expected Result/Impact: Progress monitoring with campus administration will include data on identified students to verify closure of gaps.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators</p>
Strategy 3 Details
<p>Strategy 3: 3-12 grade students who did not meet "approaches" level on grade level STAAR will receive specific, targeted accelerated instruction and supports according to state guidelines.</p> <p>Strategy's Expected Result/Impact: Students' accelerated instruction will target specific TEKS to address instructional gaps for students.</p> <p>Staff Responsible for Monitoring: Curriculum Directors, Principals, Counselors, Classroom teachers, and Intervention teachers</p>

Goal 1: All students are provided the opportunities and guidance to prepare them for college and career readiness by increasing graduation completion rates and decreasing the drop-out rate.

Performance Objective 4: The district ensures all parents and students have the necessary information to make viable, appropriate college/career decisions.

Evaluation Data Sources: Through on site meetings, the district website, regular newsletters, emails to parents and social media posts, there will be evidence of ongoing communication regarding preparing for and finding college and career opportunities.

Strategy 1 Details
<p>Strategy 1: 7-12: The district will ensure parents and students are provided information on multiple financial aid opportunities for college/career attainment.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students applying and receiving financial aid for post secondary educational opportunities</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Campus Counseling Staff CTE Director</p>
Strategy 2 Details
<p>Strategy 2: 7-12: The district will ensure parents and students are informed and understand post-secondary requirements and career opportunities available to the students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students exploring college/career post secondary educational opportunities.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Campus Counseling Staff</p>
Strategy 3 Details
<p>Strategy 3: Beginning with the Class of 2020, students have the opportunity their Freshman year to sign the TJC Promise agreement for 2 years of college tuition. Community service, GPA, attendance, and behavior are all part of the agreement.</p> <p>Strategy's Expected Result/Impact: Staff will monitor student progress of students enrolled. An increase in students attending college after graduation will increase and community involvement among students will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Superintendent</p>

Goal 1: All students are provided the opportunities and guidance to prepare them for college and career readiness by increasing graduation completion rates and decreasing the drop-out rate.

Performance Objective 5: District will continuously evaluate HB 3 goal progress as it relates to Early Childhood Math and Literacy.

High Priority

HB3 Goal

Evaluation Data Sources: TXKEA, NWEA MAP, Circle, STAAR

Strategy 1 Details
<p>Strategy 1: Evaluate student early literacy progress through TXKEA, CIRCLE, MAP, TPRI</p> <p>Strategy's Expected Result/Impact: Students will show growth in early literacy skills, with the majority meeting grade-level readiness benchmarks. Targeted interventions will support at-risk students in making measurable progress.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Directors</p>
Strategy 2 Details
<p>Strategy 2: Increase the overall STAAR reading performance of 3rd grade students that score Meets or above.</p> <p>Strategy's Expected Result/Impact: Students will increase early reading literacy.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Campus Leadership Teams</p> <p>Results Driven Accountability</p>
Strategy 3 Details
<p>Strategy 3: Increase the overall STAAR math performance of 3rd grade students scoring Meets or above.</p> <p>Strategy's Expected Result/Impact: Students will increase early math literacy.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Campus Leadership Teams</p> <p>Results Driven Accountability</p>

Goal 2: All campuses will promote nurturing, safe, and secure environments for all students, staff, and parents.

Performance Objective 1: Provide a safe and risk-free environment for student learning.

Evaluation Data Sources: Documentation records will monitor and record that all strategies were complete.

Strategy 1 Details
<p>Strategy 1: PK-12: District will ensure that specific safety standards are implemented such as; at least 2 bad weather drills, monthly fire safety drills, and quarterly evacuation and lockdown drills at each campus, internet safety, and internal security audits. In alignment with updated safety guidelines, security measures include; access control procedures, assigned door security checks, exterior door audit, active shooter training, substitute Standard Response Protocol and SRP on all badges, LISD safety and security designated area on the district website, Safety and Threat Assessment Team and training, safety walks, and increased training, planning, and collaboration with outside local law enforcement. Raptor Alert will be utilized for timely communication for safety alerts. Raptor Student Safe will be utilized to document behavioral and suicide threats.</p> <p>Strategy's Expected Result/Impact: All campuses maintain records verifying student and staff participation.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Principals Counselors School Psychologists Director of Federal Programs</p>
Strategy 2 Details
<p>Strategy 2: Continue the anonymous reporting system, STOPit, for cyberbullying in compliance with David's Law for students to report incidents without revealing their identity.</p> <p>Strategy's Expected Result/Impact: Documentation from the implemented system of reporting to show reports made and the resolution for each report.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Counselors School Resource Officers</p>
Strategy 3 Details
<p>Strategy 3: District will provide a Police Officer at every campus to strengthen security for students and staff. Police officers duties include protecting the safety and welfare of any person in LISD and the property of LISD, enforcing all laws according to the Texas Code of Criminal Procedures, enforcing district policies, rules, and regulations, and carry out all other duties as directed by the Chief of Police or the Superintendent.</p> <p>Strategy's Expected Result/Impact: Enhanced security for students and staff across the district.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent LISD Chief of Police Campus Principals</p>

Strategy 4 Details

Strategy 4: Dating violence will not be tolerated and systems of addressing any such action will be maintained and monitored on each campus by campus administrators and counselors, in accordance with LISD Board Policy FFH (Local)

Strategy's Expected Result/Impact: Enhanced safety for students across the district

Staff Responsible for Monitoring: Campus Administrators

Counselors

Title IX Coordinator

504/ADA Coordinator

Strategy 5 Details

Strategy 5: Bullying prevention training will be conducted for teachers. Students will be exposed to bullying prevention through various programs. Counselors will be provided Bullying Prevention resources including the Bullying Prevention videos and the Bullying Checklist from the Texas State School Safety Center. Counselors and campus administrators will follow standards for bullying prevention.

Strategy's Expected Result/Impact: District compliance with updated TEA bullying standards. Enhanced safety for students across the district.

Staff Responsible for Monitoring: District Administrators, Campus Administrators, Counselors

Goal 2: All campuses will promote nurturing, safe, and secure environments for all students, staff, and parents.

Performance Objective 2: Provide interventions and increase awareness of student social-emotional needs.

Evaluation Data Sources: Monitor and record the number and types of student conflicts.

Strategy 1 Details
<p>Strategy 1: Provide assistance in grades 7-12: assistance will be provided for at-risk students through Children's Advocacy Center Counselor with Trauma-Informed Focus.</p> <p>Strategy's Expected Result/Impact: Students' social-emotional health and academic success will increase.</p> <p>Staff Responsible for Monitoring: District Administrators Counselors</p>
Strategy 2 Details
<p>Strategy 2: Monitor and evaluate the district discipline management plans and procedures to address early intervention, guidelines for OCS/AEP assignments, and monitor and evaluate effectiveness of behavior interventions. Each campus will implement positive behavior support program that includes reinforcement and incentives.</p> <p>Strategy's Expected Result/Impact: Progress monitoring data will reflect effectiveness of positive behavior supports and discipline plans.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent District Administrators Campus Administrators</p>
Strategy 3 Details
<p>Strategy 3: The district will ensure teachers and staff are provided professional development for suicide prevention, conflict resolution, sexual abuse and sex trafficking, and dating violence prevention. In addition, all campuses will continue the STOPit program to provide an anonymous incident reporting system in response to David's Law and our continued need to provide a safe environment for our students. In alignment with updated security protocols, a threat assessment procedure has been put in place to identify support needs. Each campus will display posters provided by TEA that raise awareness of child abuse and sex trafficking.</p> <p>Strategy's Expected Result/Impact: 100% of all professional staff will participate as noted in training dates verified by sign in records.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Curriculum Directors Counselors Deputy Superintendent Director of Federal Programs LISD Police Officers</p>

Goal 3: Align professional development to meet the needs of all students and staff.

Performance Objective 1: Staff will participate in professional development activities to provide opportunities to become more effective and improve student performance.

Evaluation Data Sources: Accomplishment of objectives will result in increased student engagement in all classrooms as measured through walk-throughs and observations.

Strategy 1 Details
<p>Strategy 1: PK-12: Promote, support, and monitor effective implementation of PLCs throughout the district.</p> <p>Strategy's Expected Result/Impact: Increased teacher collaboration for instructional growth and student achievement.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: K-12: Provide professional development sessions to staff that align with the district goals of instruction and address inclusion of differentiation strategies for all GT, ESL, Dyslexia, and at risk students. Take Flight and Reading by Design training and certification will be provided for district Dyslexia teachers.</p> <p>Strategy's Expected Result/Impact: Staff will demonstrate increased capacity for serving the needs of students.</p> <p>Staff Responsible for Monitoring: Curriculum Department GT Coordinator Federal Programs Director</p>
Strategy 3 Details
<p>Strategy 3: Maintain a contract with Region 7 Bilingual/ESL Services to provide targeted support and professional development for staff, and instructional services for students, in order to address the unique academic and linguistic needs of Emergent Bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: EB students will receive equitable access to high-quality instruction and language supports, and staff will be equipped with strategies to effectively meet EB student needs, resulting in increased student achievement and language proficiency.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs Curriculum Directors Campus Administrators ESL Coordinators</p>

Strategy 4 Details

Strategy 4: PK-12: Ongoing information provided to principals and administrators of Federal Program requirements.

Strategy's Expected Result/Impact: Meeting agendas will reflect information shared when applicable.

Staff Responsible for Monitoring: Director of Federal Programs

Strategy 5 Details

Strategy 5: PK-12: Provide professional development sessions and learning facilitators for all content areas aligned with the goals of instruction established through vertical alignment of curriculum. Sessions offered through Region VII and locally through contracted specialists will be provided/available. Sessions that support alignment to STAAR/EOC assessments will continually be provided for teachers of those content areas.

Strategy's Expected Result/Impact: To grow teacher capacity, increase teacher retention, and improve student outcomes.

Staff Responsible for Monitoring: Curriculum Department
Principals

Strategy 6 Details

Strategy 6: Continue to review and analyze professional development needs as related to student progress.

Strategy's Expected Result/Impact: Improved professional development opportunities and alignment to district and student needs.

Staff Responsible for Monitoring: Curriculum Department
Campus Administrators

Strategy 7 Details

Strategy 7: Implement Research-based Instructional Strategies (RBIS) in mathematics that emphasize a balance of conceptual understanding and procedural fluency. Teachers will focus on the depth and coherence of key mathematical concepts across grade levels, while intentionally incorporating opportunities for productive struggle to increase rigor and support higher-order thinking in all mathematics classrooms.

Strategy's Expected Result/Impact: Students will demonstrate deeper mathematical understanding, improved problem-solving skills, and increased performance on district and state math assessments.

Staff Responsible for Monitoring: Teachers
Campus Administrators
Curriculum Directors

Goal 4: Develop and expand innovative community and parental partnerships.

Performance Objective 1: Provide multiple parent, family and community engagement opportunities across all campuses.

Evaluation Data Sources: Documentation of the number of opportunities and attendance of parent and staff members will be maintained by each campus.

Strategy 1 Details
Strategy 1: PK-12: Monitor programs in place which provide parent information and support for parents of Special Education students. Strategy's Expected Result/Impact: Records will be maintained to document the participation of parents and the information shared with them. Staff Responsible for Monitoring: Director of Special Education
Strategy 2 Details
Strategy 2: PK-12: Utilize annual survey to provide feedback of school culture, facilities, safety, and curriculum to guide campus and district goals. Strategy's Expected Result/Impact: At least 70% of participants will complete and submit the survey. Staff Responsible for Monitoring: Director of Federal Programs Curriculum Department
Strategy 3 Details
Strategy 3: Plan and provide a variety of opportunities for parents, students, and community members to create, explore, and interact in a positive environment. Strategy's Expected Result/Impact: Participation will be documented and involvement will enhance school/parent/community partnerships. Staff Responsible for Monitoring: District Administrators Campus Administrators Counselors Teachers
Strategy 4 Details
Strategy 4: Regular access of the research and resources provided by Region 16 service center, the state designated resource for parent and family engagement. Strategy's Expected Result/Impact: Information will be readily available for district and campus administrators regarding compliance with federal requirements and opportunities available for parent and family engagement opportunities. Staff Responsible for Monitoring: Director of Federal Programs Curriculum Department

Strategy 5 Details

Strategy 5: Provide annual campus access to technology platforms that allow campus administrators to create parent and family engagement newsletters and communication on a regular basis.

Strategy's Expected Result/Impact: Increased parent/family communication resulting in a higher level of student preparedness and success.

Staff Responsible for Monitoring: Campus Principals
Director of Federal Programs

Strategy 6 Details

Strategy 6: Utilize a mass communication platform, such as SMORE, to share newsletters and updates with parents and families, ensuring consistent, timely, and accessible communication across the district.

Strategy's Expected Result/Impact: Increase parent engagement opportunities

Staff Responsible for Monitoring: Teachers
Campus administrators
Director of Federal Programs

Goal 5: Create and support a learning environment to foster inquiry, creativity, and innovation utilizing technology resources.

Performance Objective 1: Through integration into classroom instruction, all students are provided with innovative, technology-based experiences that enhance student learning.

Evaluation Data Sources: Evidence of technology integration is documented through classroom observations, walk-throughs, and PLT meeting agendas and notes.

Strategy 1 Details
<p>Strategy 1: District will continue to provide for and support the 1:1 iPad initiative K-12. The district will continue to provide keyboards for 1:1 keyboard access to support STAAR/EOC/ TELPAS online assessments and increase student competency with typing on the keyboards.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to use online tools, including typing, on the STAAR/EOC assessments online. Students will also have more opportunities to use innovative tools for learning on a daily basis.</p> <p>Staff Responsible for Monitoring: Director of Technology Curriculum Department Campus Principals</p>

Goal 5: Create and support a learning environment to foster inquiry, creativity, and innovation utilizing technology resources.

Performance Objective 2: Recruit and retain highly effective teachers

Strategy 1 Details
<p>Strategy 1: Increase recruitment of bilingual certified teachers, special education staff, school psychologists and licensed professional counselors.</p> <p>Strategy's Expected Result/Impact: Increased availability of bilingual teachers, special education staff, and mental health professionals.</p> <p>Staff Responsible for Monitoring: Human Resources District Administration</p>
Strategy 2 Details
<p>Strategy 2: Participate in the Texas Teacher Incentive Allotment program and use the successful implementation of this program to recruit and retain highly effective teachers.</p> <p>Strategy's Expected Result/Impact: Increased number of LISD teachers receiving designations.</p> <p>Staff Responsible for Monitoring: Human Resources Curriculum Directors</p>