

Lamar Consolidated Independent School District

District Improvement Plan

2024-2025



Mission Statement

To educate all students by ensuring access to a superior education through inspired leadership among parents, teachers, administrators, and staff, allowing students to achieve their full potential to participate in future social, economic and educational opportunities in their community.

Strategic Plan Goals

Goal 1: Evolve the Student Learning Experience

As the needs of employers continue to evolve, it is critical that our educators are equipped with the best possible tools, technology and resources to prepare Lamar CISD students for their future life and careers.

Goal 2: Equip Students with Knowledge and Skills to Succeed in a Changing World

Ensure Lamar CISD graduates have effective critical thinking, problem solving and communications skills in order to be successful in professional and personal relationships.

Goal 3: Promote a Safe and Healthy Environment

The District should ensure that facilities are safe and up-to-date and that students and staff have access to an increased number of high-quality mental health supports.

Goal 4: Plan for Rapid Growth While Preserving District Culture

The District should work to maintain the “small-town feel” of Lamar CISD that is valued in the community by maintaining neighborhood schools and feeder pattern alignment. The District should also ensure consistent, proactive communication with stakeholders.

Goal 5: Focus on Talent

The District should ensure it is attracting and retaining top talent by maintaining competitive salary and benefits, as well as investing in professional learning opportunities for staff.

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Goal 5: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2023-2024 results.	40
Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.	56
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Priority Problem Statements

Problem Statement 1: Gaps in SPED, EB and dually coded students in ELAR and US History STAAR at the secondary level.

Root Cause 1: -Lack of teaching at the appropriate level and rigor.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers.

Root Cause 2: - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student enrollment in higher-level foreign language classes is low.

Root Cause 3: Lower-level classes are not growing student language proficiency in preparation for higher level courses. Teachers are not tracking student proficiency data to assess growth in student language proficiency. Parents are not aware of the benefits of taking higher level language courses.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of First grade students reaching proficiency in reading is low.

Root Cause 4: -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on foundational skills

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low.

Root Cause 5: -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In elementary science, the meets and masters level on the STAAR is low.

Root Cause 6: -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores.

Root Cause 7: -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Dip in Secondary STAAR scores associated with composition writing.

Root Cause 8: There was not enough push towards Masters level learning.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Grade 8 STAAR data shows the lowest category in Force and Motion for science.

Root Cause 9: The test occurs during 4th six weeks and math doesn't do graphing until the 6th six weeks.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Biology STAAR saw a dip in reporting category 2, which focuses on genetics.

Root Cause 10: -Lack of scaffolding for TEKS in grades below 9th. -Needs more application to develop critical thinking skills.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Main issue in secondary history content is primary resources.

Root Cause 11: -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: At the pre-K level, there is a lack of knowledge of how to deal with students with severe behavior concerns.

Root Cause 12: -Need to track and document for the following year. -Additional teacher training is needed. -Lack of parent/guardian education.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: The percentage of students meeting college and career readiness indicators is low.

Root Cause 13: -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Student discipline and fragile student data is at a high rate.

Root Cause 14: Proactive measures need to be improved to support students in understanding appropriate behavior, as well as supporting students going through difficult situation.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: A higher turnover rate occurred within the last year.

Root Cause 15: -There isn't a current tool to gauge employee satisfaction. -No solid onboarding process. -Lack of social media presence.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Lack of Safety and Security training for Spanish speaking personnel

Root Cause 16: -Lack of training resources in Spanish. -Need individuals who can translate the training and materials.

Problem Statement 16 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Homeless data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals

Goal 1: Lamar CISD will create a positive school culture where the school community including staff, students, and parents/guardians express that they feel valued, connected, and safe as measured by more than 80% responding Agree or Strongly Agree in the areas of Safety and Behavior on the 2024-2025 campus and district climate surveys.

Performance Objective 1: For the 2024-2025 school year, LCISD will foster a positive, safe, drug free learning environment that supports academic achievement by decreasing mandatory DAEP placements by 3% as compared to 2023-2024.


Evaluation Data Sources: Discipline Data, Attendance Data, Fragile Student Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LCISD will continue and improve Positive Behavior Intervention and Support (PBIS) process at all LCISD campuses to reduce the number of students removed from their regular educational setting.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Programs, Area Superintendents, Director of Discipline</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LCISD will utilize the TxSSC standards and protocols, TEA's Safe and Supportive School Program (SSSP) policies and procedures to help maintain a safe learning environment by utilizing the MTSS Framework and evaluating threat assessment reports and implementing an approach focused on preparedness and response.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Programs, MTSS Coordinator, Area Superintendents</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: LCISD will be proactive by facilitating drug education and prevention programs to educate students and parents about the ill effects of vaping and drug use.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: LCISD will utilize data systems to track student programming, track student attendance, and all disciplinary referrals, to identify patterns and trends in the data and adapt accordingly to reduce recidivism by 10%.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Discipline, Director of RA&A</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: McKinney-Vento Student Support Specialist will maintain a system for data tracking to communicate effectively, engage with, and develop interventions to support McKinney-Vento eligible students with decreased attendance.</p> <p>Strategy's Expected Result/Impact: Attendance reports will show a discrepancy of less than 3% between homeless and non-homeless students</p> <p>Staff Responsible for Monitoring: Executive Director of Student Programs, Director of Federal Programs, McKinney Vento Student Support Specialist</p> <p>Results Driven Accountability</p> <p>Funding Sources: McKinney Vento Student Support Specialist - 206Texas Education Homeless Children/Youth Grant - \$52,491, McKinney Vento Student Support Specialist - 211 Title I, Part A - \$43,340.25</p>	Formative		
	Feb	Apr	June
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Goal 1: Lamar CISD will create a positive school culture where the school community including staff, students, and parents/guardians express that they feel valued, connected, and safe as measured by more than 80% responding Agree or Strongly Agree in the areas of Safety and Behavior on the 2024-2025 campus and district climate surveys.

Performance Objective 2: LCISD will increase student attendance to school by 3% during the 2024-25 school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LCISD will monitor each campus' Average Daily Attendance Report to track student daily attendance percentages by school. District Attendance SMART goals will be reviewed to pinpoint barriers and improvements to attendance.</p> <p>Staff Responsible for Monitoring: Director of Research and Accountability, Campus Administrators, Area Superintendents, Campus Attendance Personnel, Administrator Truancy and Dropout Prevention</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LCISD Campus Attendance Review Committees will meet monthly to analyze attendance rates, identify trends, patterns and specific populations with lower attendance, conferences will be held with students and their parents to uncover root causes of potential chronic absenteeism; schoolwide student incentives will be created to promote everyday attendance to school.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Attendance Review Committee, Area Superintendents, Administrator Truancy and Dropout Prevention</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: An LCISD districtwide assessment will be used to measure student engagement, academic achievement, connectivity, safety and belonging which leads to increased attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators, District Academic Coordinators, Executive Director of Teaching and Learning, Area Superintendents, School Counselors, Campus Teachers</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: LCISD will use district communication tools to report student absences to parents.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Attendance Personnel, Director of Information Services, Administrator Truancy and Dropout Prevention</p>	Formative		
	Feb	Apr	June
			


Goal 1: Lamar CISD will create a positive school culture where the school community including staff, students, and parents/guardians express that they feel valued, connected, and safe as measured by more than 80% responding Agree or Strongly Agree in the areas of Safety and Behavior on the 2024-2025 campus and district climate surveys.

Performance Objective 3: Lamar CISD will create collaborative partnerships with local law enforcement agencies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Set up quarterly meetings with local law enforcement to discuss safety concerns and address community issues. Staff Responsible for Monitoring: Superintendent, Chief of Police	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Invite law enforcement to participate in school safety drills. Staff Responsible for Monitoring: Superintendent, Chief of Police	Formative		
	Feb	Apr	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 1: Lamar CISD will create a positive school culture where the school community including staff, students, and parents/guardians express that they feel valued, connected, and safe as measured by more than 80% responding Agree or Strongly Agree in the areas of Safety and Behavior on the 2024-2025 campus and district climate surveys.


Performance Objective 4: Involve community stakeholders in safety meetings and initiatives.

Strategy 1 Details	Formative Reviews		
Strategy 1: Organize workshops and forums for parents, students, and community stakeholders to discuss safety concerns and gather input on school climate. Staff Responsible for Monitoring: Chief of Police, School Safety Coordinator, Campus Administrators	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote open communication channels between the district and the community regarding safety initiatives. Staff Responsible for Monitoring: Chief of Police, School Safety Coordinator, Campus Administrators	Formative		
	Feb	Apr	June
			


Goal 1: Lamar CISD will create a positive school culture where the school community including staff, students, and parents/guardians express that they feel valued, connected, and safe as measured by more than 80% responding Agree or Strongly Agree in the areas of Safety and Behavior on the 2024-2025 campus and district climate surveys.

Performance Objective 5: Continue to ensure the safety and well-being of students, staff, parents and community members.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct annual surveys to assess teacher, student, and parent perception of safety within the schools, aiming for a 20% increase in positive feedback by the end of the academic year. Staff Responsible for Monitoring: Chief Communications Officer, School Safety Coordinator, Campus Administrators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure at least 90% of staff complete emergency preparedness training sessions by the end of the first semester and 100% by the end of the academic year. Strategy's Expected Result/Impact: Chief of Police, School Safety Coordinator, Campus Administrators</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement new policies and reporting systems within the school year with the goal of a 25% reduction in reported bullying and harassment incidents. Staff Responsible for Monitoring: School Safety Coordinator, Executive Director of Student Programs, Campus Administrators, School Counselors</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase community involvement in safety initiatives by 30% as measured by attendance at safety forums and participation in discussions by the end of the academic year. Strategy's Expected Result/Impact: Chief of Police, School Safety Coordinator, Executive Director of Student Programs, Campus Administrators</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Establish a safety committee that meets quarterly to monitor the implementation of the improvement plan, evaluate progress, and make adjustments as needed. Staff Responsible for Monitoring: Chief of Police, School Safety Coordinator</p>	Formative		
	Feb	Apr	June

 No Progress


 Accomplished







 Continue/Modify

 Discontinue

Goal 2: By the end of the 2024-2025 school year, the total number of protocols completed for students in crisis including non-suicidal self-injury, homicidal, and suicidal ideation, will decrease by 7% for all students with the assistance of increased wellness campus supports as compared to 2023-2024.

Performance Objective 1: Provide mental wellness education opportunities for students, staff and parents during the school year with emphasis on building an awareness of signs and symptoms associated with mental health challenges.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus counselors will provide at least six guidance lessons using Character Counts and/or Responsive Counselor curriculum on a regular schedule</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: Character Counts Renewal - 289 - Title IV, Part A-SSAEP - \$1,750, Character Counts "Reboot" Training for 6 campuses - 289 - Title IV, Part A-SSAEP - \$30,000</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate opportunities to staff about required Texas Education Agency Youth Mental Health First Aid Training for district employees to improve staff members' ability to recognize the signs and symptoms of students experiencing mental health concerns.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Feb	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote awareness of community-based trainings available for employees and parents regarding the needs of youth by providing training opportunities and resources to campuses for their newsletters.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Student Support Services, Counselor Coordinators, Campus Administrators</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: Family Support Specialist - 211 Title I, Part A - \$173,529, Parent Powered - 289 - Title IV, Part A-SSAEP - \$2,000</p>	Formative		
	Feb	Apr	June


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure that the Family Support Specialists attend at least two professional development sessions per semester to enhance their skills and effectiveness in supporting students and families dealing with mental health challenges.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Student Support Services, Student Services Coordinator</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: Professional Development for Family Support Specialists - 289 - Title IV, Part A-SSAEP - \$63,607</p>	Formative		
	Feb	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure that the Counseling Response Team members attend at least one Grief/Crisis training to enhance their skills and effectiveness in supporting students and families dealing with grief and crisis-related situations</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Student Support Services, Student Services Coordinator</p> <p>Funding Sources: Grief Crisis Training - 289 - Title IV, Part A-SSAEP - \$5,000</p>	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 3: Student discipline and fragile student data is at a high rate. Root Cause: Proactive measures need to be improved to support students in understanding appropriate behavior, as well as supporting students going through difficult situation.</p>


Goal 2: By the end of the 2024-2025 school year, the total number of protocols completed for students in crisis including non-suicidal self-injury, homicidal, and suicidal ideation, will decrease by 7% for all students with the assistance of increased wellness campus supports as compared to 2023-2024.

Performance Objective 2: Students will have increased access to the campus and district counselors during the 2024-2025 school year through the LCISD Whole Child Safety & Wellness Model as measured by the percentage of time logged in counseling duties in the district counseling logs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus counselor will provide guidance content that enhances student self-awareness and the skills needed for daily life. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus counselors will communicate to all students to ensure students understand that they have the opportunity to meet with their counselors to address immediate concerns and challenges. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors and Family Support Specialists will designate the necessary time to support students and families by providing student needs consultation, parent education, and community resource information. Counselor and Family Support Specialists will work with campus leaders to communicate these available opportunities. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3 Funding Sources: Counselor for Pregnancy Related Services - 289 - Title IV, Part A-SSAEP - \$48,401, Common Threads Worker - 211 Title I, Part A - \$12,528, Family Support Specialists - 211 Title I, Part A</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors ensure that they work with students on educational planning, decision making, and goal setting. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue




Performance Objective 2 Problem Statements:


District Processes & Programs


Problem Statement 3: Student discipline and fragile student data is at a high rate. **Root Cause:** Proactive measures need to be improved to support students in understanding appropriate behavior, as well as supporting students going through difficult situation.


Goal 2: By the end of the 2024-2025 school year, the total number of protocols completed for students in crisis including non-suicidal self-injury, homicidal, and suicidal ideation, will decrease by 7% for all students with the assistance of increased wellness campus supports as compared to 2023-2024.

Performance Objective 3: Based on strategies implemented through campus Safe and Supportive School Support Systems, 80 percent of the student, staff and parent climate surveys will "Agree" or "Strongly Agree" in the areas of student supports and safety and behavior by the conclusion of the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased visibility of support available on the Lamar CISD Homepage, posters at each campus in common areas, and information provided in weekly campus communication. (988 Suicide and Crisis Lifeline and Speak Up)</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Chief Communications Officer, Executive Director of Student Programs, Director of Communications</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Feb	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus staff will provide training for students on access to the support available through Speak Up Bullying and Student Safety Reporting.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Campus Administrators</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each campus will identify members of their Behavioral Threat Assessment Team and ensure that all members of the team have received training on Behavioral Threat Assessment through the Texas State School Safety Center.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Campus Principals</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The district will partner with community mental health providers including Memorial Hermann, United Human Services, TCHAAT, and Youth Aware of Mental Health (YAM), HGI, Fort Bend Regional, Child Advocates of Ft. Bend, Expose Excellence and Texana to increase mental health students.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Feb	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Performance Objective 3 Problem Statements:

District Processes & Programs

Problem Statement 3: Student discipline and fragile student data is at a high rate. **Root Cause:** Proactive measures need to be improved to support students in understanding appropriate behavior, as well as supporting students going through difficult situation.





Goal 3: By implementing competitive and innovative plans to recruit, recognize, and retain LCISD teachers, the district will increase teacher retention by 5% by the end of the 2024-2025 school year as compared to 2023-2024.

Performance Objective 1: Engage in collaborative efforts with stakeholders to ensure high quality, well-trained teachers are recruited for our classrooms.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Facilitate support for paid resident teachers through a collaboration between LCISD, University of Houston and University of Houston - Victoria teacher residency programs to ensure 100% placement of all LCISD resident teachers for the 2025 school year.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of HR, Director of Human Resource Services - Instructional</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with LCISD instructional teams and campus principals to better prepare the LCISD-Grow Your Own candidates in the alternative teacher certification cohort by exposing them to real world experiences and observations at varied campus types, grade levels and content areas.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of HR, Director of Talent Development, Executive Director of Teaching and Learning</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Attend recruitment events earlier and more strategically to promote positive employer branding making LCISD an employer of choice for qualified applicants and increase the number of new recruits.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of HR, Director of Human Resource Services - Instructional</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Coordinate outreach efforts to encourage high school students to enter the teaching profession through future teacher after school clubs, in school coursework and exposure to teaching pathways.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Staffing</p>	Formative		
	Feb	Apr	June
			





Goal 3: By implementing competitive and innovative plans to recruit, recognize, and retain LCISD teachers, the district will increase teacher retention by 5% by the end of the 2024-2025 school year as compared to 2023-2024.

Performance Objective 2: Provide tools for district leaders to create a focused effort around recognizing high-performing teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a toolbox of resources to support principals in recognizing staff regularly. Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Human Resources	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create and communicate plans for district leaders to support staff appreciation and recognizing the positive. Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Human Resources	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a school instructional calendar that is built to include more breaks, and additional times for planning and data analysis. Staff Responsible for Monitoring: Chief Communications Officer, Director of RA&A, Chief Learning Officer	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By implementing competitive and innovative plans to recruit, recognize, and retain LCISD teachers, the district will increase teacher retention by 5% by the end of the 2024-2025 school year as compared to 2023-2024.

Performance Objective 3: Use innovative strategies to retain high-performing teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish a partnership to provide wellness programs including an employee clinic, mental health support services, employee assistance programs, and campus wellness areas.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Chief Student Services Officer, Executive Director of Student Programs, Director of Employee Services</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to assess current benefit offerings to ensure competitive salaries and cost-effective resources to meet the personal health and well-being goals of employees and their families.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Human Resources, Director Employee Services</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain weekly contact between each first year teacher (FYT) with both his/her District mentor utilizing a guided support calendar and resources to focus the mentor support, which could include additional in class support.</p> <p>Strategy's Expected Result/Impact: Teacher growth in T-TESS Domain III Learning environment as measured by weekly observations and coaching</p> <p>Staff Responsible for Monitoring: Director of Talent Development</p> <p>Funding Sources: Salary Costs for two part-time district mentors - 255 - Title II, Part A - \$32,470</p>	Formative		
	Feb	Apr	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 3: By implementing competitive and innovative plans to recruit, recognize, and retain LCISD teachers, the district will increase teacher retention by 5% by the end of the 2024-2025 school year as compared to 2023-2024.


Performance Objective 4: Build leadership capacity of district and campus leaders through research based strategies, mentorship and professional development.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement and support professional development centered around difficult conversations for all district and campus leaders. Strategy's Expected Result/Impact: High Quality Leadership Skills, Higher retention rate of all positions Staff Responsible for Monitoring: Deputy Superintendent, Chief Learning Officer, Chief Student Services Officer, Executive Director of Teaching and Learning, Director of Innovative Learning, Director of Leadership Development Funding Sources: Professional Development for campus and district leaders - 255 - Title II, Part A - \$30,000</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide district and campus leaders with research based strategies and professional development to support professional learning communities. Staff Responsible for Monitoring: Chief Learning Officer, Area Superintendents, Executive Director of Teaching and Learning, Director of Innovative Learning Funding Sources: PLC PD and resources for district and campus leaders - 255 - Title II, Part A - \$59,500</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide campus leaders with leadership training, support and resources through the Rice Leadership Institute. Strategy's Expected Result/Impact: High Quality Leadership, Higher retention of campus leaders Staff Responsible for Monitoring: Chief Learning Officer, Area Superintendents, District Leadership Development Director Funding Sources: Rice Leadership Academy - 255 - Title II, Part A - \$70,000</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide mentorship and coaching for novice or developing campus leaders. Staff Responsible for Monitoring: Chief Learning Officer, Area Superintendents, District Leadership Development Director Funding Sources: Mentor/Coaching Support - 255 - Title II, Part A - \$25,000</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 4: By June 2025, students in Grades Pre-K through 2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2023-2024 results.

Performance Objective 1: Pre-K teachers will implement the Lamar CISD Pre-K Curriculum aligned with the 2022 Texas Pre-K Guidelines.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training for all Pre-K teachers on the Roadmaps that reflect the 2022 Texas Pre-K Guidelines. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K Problem Statements: Student Learning 3</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create and deliver professional learning opportunities in the areas of emergent literacy and mathematics that are aligned to the 2022 Texas Pre-K Guidelines. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K Problem Statements: Student Learning 3, 4</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Guide teachers in identifying patterns of student needs by reviewing CLI CIRCLE data to effectively address instructional areas of growth. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K, Director of RA&A Problem Statements: Student Learning 3, 4</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers, with guidance from the district Pre-K specialists, will utilize the district curriculum when planning and implementing small group lessons that address emergent literacy and mathematics. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K Problem Statements: Student Learning 3, 4</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 3: The number of First grade students reaching proficiency in reading is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on foundational skills

Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. **Root Cause:** -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity.

Goal 4: By June 2025, students in Grades Pre-K through 2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2023-2024 results.

Performance Objective 2: The number of students in kindergarten to second grade reaching meets or exceeds proficiency on sentence reading fluency will increase as measured by the MAP Reading Fluency assessment in English and Spanish.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Align written, taught, and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5, 7</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all K-2 ELAR/SLAR teachers receive resources and professional learning on key components of literacy instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Professional Development for teachers and instructional coaches - 255 - Title II, Part A - \$10,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide on-demand instructional coaching for any teacher.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote the use of learning walks and feedback to improve implementation of literacy components.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Communicate and execute a plan for implementation of foundational literacy skills. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents Results Driven Accountability Problem Statements: Student Learning 1, 3	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus librarians will provide engaging lessons that integrate core content TEKS and support the development of digital literacy skills. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of Innovative Learning Problem Statements: Student Learning 1, 3, 4, 5	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase access to language enrichment opportunities aligned to TEKS and ELPS for Emergent Bilingual (EB) students. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 3, 4, 5 Funding Sources: Professional Development Consultants, Substitutes, and Supplemental Resources - 263 Title III, LEP - \$114,466	Formative		
	Feb	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers. Root Cause: - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students

Student Learning

Problem Statement 3: The number of First grade students reaching proficiency in reading is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on foundational skills

Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. **Root Cause:** -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity.





Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. **Root Cause:** -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.

Problem Statement 7: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. **Root Cause:** -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Goal 4: By June 2025, students in Grades Pre-K through 2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2023-2024 results.

Performance Objective 3: The overall percentage of first and second grade students meeting beginning of year to end of year growth projection on MAP assessment will increase in each tested subject.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will align written, taught, and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Professional Development for Teachers, Instructional Coaches and Administrators - 255 - Title II, Part A - \$35,000</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all first and second grade teachers receive appropriate MAP training to use the data to drive instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide on-demand instructional coaching for any teacher.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop and train all teachers with research based professional development on effective strategies related to the content they teach as well as Content Based Language Instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$10,000</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus librarians will provide engaging lessons that integrate core content TEKS and support the development of digital literacy skills.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Innovative Learning</p> <p>Results Driven Accountability</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase access to language enrichment opportunities aligned to TEKS and ELPS for EB students.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Professional Consultants, Substitutes, and Supplemental Resources - 263 Title III, LEP - \$114,566</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Increase parent, family, and community participation in various campus and district outreach activities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p>	Formative		
	Feb	Apr	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>			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers. **Root Cause:** - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students

Problem Statement 3: The number of First grade students reaching proficiency in reading is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on foundational skills





Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. **Root Cause:** -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity.

Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. **Root Cause:** -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.

Goal 4: By June 2025, students in Grades Pre-K through 2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2023-2024 results.

Performance Objective 4: The percentage of Emergent Bilingual (EB) students meeting the yearly progress monitor indicator on TELPAS by at least one proficiency level will increase by at least 10%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote the use of learning walks and feedback to increase the amount of time students spend attending to academic tasks, through a language proficiency lens.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Area Superintendents, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide on-demand instructional coaching for any teacher using CBLI and the LCISD Instructional Handbook.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Talent Development, Director of Multilingual Education.</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Emergent Bilingual Salaries, materials and resources used to support on-demand coaching - 263 Title III, LEP - \$312,866</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the number of appropriately certified teachers (ESL and BILINGUAL) serving EB students through participation in specialized courses.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Resources to reimburse teachers with funding to add ESL certification to TX teaching license; provide materials for ESL exam prep course - 263 Title III, LEP - \$30,800</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the knowledge of EB student data and understanding of their culturally diverse heritage to set individual, realistic language proficiency goals.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education, Area Superintendents</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Language objectives will be data driven and include academic language with its form and function supported by training from the EB Specialists.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase parent, family, and community awareness of services that are available to EB students and their families.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education</p> <p>Funding Sources: Plan and host events and share resources to increase parent and family engagement. - 263 Title III, LEP - \$42,866</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Increase parent, family, and community participation in various campus and district outreach activities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education</p> <p>Funding Sources: Programs, resources, events, and opportunities for parents and families to participate with campuses. - 263 Title III, LEP - \$42,866</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers. **Root Cause:** - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students

Problem Statement 3: The number of First grade students reaching proficiency in reading is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on foundational skills





Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. **Root Cause:** -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity.

Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. **Root Cause:** -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.

Goal 4: By June 2025, students in Grades Pre-K through 2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2023-2024 results.

Performance Objective 5: Teachers in a resource/inclusion setting will consistently utilize differentiation strategies to meet the individual needs as outlined in each student's IEP.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Special Education staff will provide ongoing professional learning opportunities to general education and special education teachers on academic strategies and differentiation for students with disabilities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3, 4, 5</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special Education Staff collaborate with campus instructional coaches to ensure campuses understand the professional learning provided and are effectively implementing strategies.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3, 4, 5</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Education staff will participate in Professional Learning Communities (PLC)/Kid Chat meetings with campuses to review data and review special education student progress in grades K-2.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3, 4, 5</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Education staff will ensure campuses are effectively monitoring the implementation and documentation of Individual Education Plans (IEP).</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents</p> <p>Problem Statements: Student Learning 3, 4, 5</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase parent, family, and community participation in various campus and district outreach activities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: The number of First grade students reaching proficiency in reading is low. Root Cause: -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on foundational skills</p>
<p>Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. Root Cause: -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity.</p>
<p>Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. Root Cause: -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.</p>

Goal 5: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2023-2024 results.





Performance Objective 1: By June 2025, the overall percentage of students in grade three through high school scoring at meets grade level or above on STAAR/EOC will increase.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will align written, taught, and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure access to engaging, rigorous, culturally relevant, real-world learning opportunities supporting quality Tier 1 instruction for all students.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11</p> <p>Funding Sources: Resources for Private Schools to Promote well-rounded education (Equitable Service Reservation) - 289 - Title IV, Part A-SSAEP - \$3,948, Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$50,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Analyze common formative assessments and district assessments to develop intervention and extension strategies.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of RA&A</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize beginning of the year and end of year MAP data to address instructional needs in ELAR and math.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 7, 8</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide on-demand instructional coaching for any teacher.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Talent Development, Director of Innovative Learning, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11</p> <p>Funding Sources: Professional Development for Instructional Coaches - 255 - Title II, Part A - \$40,000</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Promote the use of learning walks and feedback to improve instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Area Superintendents, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Develop and train all teachers with research-based professional development on effective strategies related to the content they teach.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Innovative Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 8, 9, 10, 11</p> <p>Funding Sources: Private School Professional Development (Required Equitable Services) - 255 - Title II, Part A - \$10,717, Curriculum Content Specialist - 255 - Title II, Part A - \$314,535, Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$50,365</p>	Formative		
	Feb	Apr	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide science teachers with professional development and coaching to ensure effective implementation of the 2020/2021 Science TEKS.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Problem Statements: Student Learning 5, 9, 10</p> <p>Funding Sources: Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$30,000</p>	Formative		
	Feb	Apr	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Use digital tools for formative assessment to check understanding and prepare students for online assessment.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11</p>	Formative		
	Feb	Apr	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Campus librarians will provide engaging lessons that integrate core content TEKS and support the development of digital literacy skills.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Innovative Learning</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 8, 9, 10, 11</p>	Formative		
	Feb	Apr	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: With district team support, campuses will work to increase parent, family, and community participation in various campus and district outreach activities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p>	Formative		
	Feb	Apr	June

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Title I campus contacts and Project Learn Personnel will provide opportunities for increased parental involvement by offering multiple family engagement sessions utilizing a variety of platforms (virtual & in-person)</p> <p>Strategy's Expected Result/Impact: Increased participation at Title I family engagement events Increased participation in the spring 2025 Title I survey Continued fiscal and programmatic compliance at Title I campuses</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs Project Learn Personnel Title I Campus Contacts Campus Administrators</p> <p>Funding Sources: Title I Crate/Software - 211 Title I, Part A - \$15,400, Title I Campus Contact Stipends - 211 Title I, Part A - \$64,800 , Personnel-Director of State and Federal Prog/Project Learn Staff - 211 Title I, Part A - \$111,539, Parent and Family Engagement Supplies, Materials, PD costs - 211 Title I, Part A - \$34,547.75, Budget Analyst - 211 Title I, Part A - \$51,431</p>	Formative		
	Feb	Apr	June
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Students will have access to wireless hotspots for checkout, enabling them to support their learning and complete instructional activities at home on an as-needed basis, ensuring access to online resources and academic success outside of the classroom/campus.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Executive Director of Technology, Director of Innovative Learning, Director of Federal Programs, Campus Administrators</p> <p>Results Driven Accountability</p> <p>Funding Sources: Wireless Hotspot Service Costs - 289 - Title IV, Part A-SSAEP - \$6,728</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Gaps in SPED, EB and dually coded students in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.</p>
Student Learning
<p>Problem Statement 1: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers. Root Cause: - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students</p>
<p>Problem Statement 2: Student enrollment in higher-level foreign language classes is low. Root Cause: Lower-level classes are not growing student language proficiency in preparation for higher level courses. Teachers are not tracking student proficiency data to assess growth in student language proficiency. Parents are not aware of the benefits of taking higher level language courses.</p>

Student Learning

Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. **Root Cause:** -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity.

Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. **Root Cause:** -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.

Problem Statement 7: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. **Root Cause:** -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Problem Statement 8: Dip in Secondary STAAR scores associated with composition writing. **Root Cause:** There was not enough push towards Masters level learning.

Problem Statement 9: Grade 8 STAAR data shows the lowest category in Force and Motion for science. **Root Cause:** The test occurs during 4th six weeks and math doesn't do graphing until the 6th six weeks.





Problem Statement 10: Biology STAAR saw a dip in reporting category 2, which focuses on genetics. **Root Cause:** -Lack of scaffolding for TEKS in grades below 9th. -Needs more application to develop critical thinking skills.

Problem Statement 11: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Goal 5: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2023-2024 results.

Performance Objective 2: Teachers across all content areas in Grades 2-12 will consistently provide authentic learning opportunities to engage students in the writing process.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all teachers receive professional development on effective writing strategies, rubric development and Content Based Language Strategies (CBLI). Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of Multilingual Education</p> <p>Results Driven Accountability Problem Statements: Student Learning 1, 5, 8, 9, 10, 11 Funding Sources: Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$10,000</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure incorporation of content-specific district resources to provide frequent writing opportunities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 5, 7, 8, 9, 10, 11</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all core content teachers effectively give students meaningful feedback on writing. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 8, 9, 10, 11</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure all teacher in grades 3-12 gather student writing samples to build portfolios that indicate growth over time. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 8</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide on-demand instructional coaching for any teacher. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Innovative Learning, Director of Multilingual Education Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Use digital tools for formative assessment to check understanding and prepare students for online assessment. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of RA&A Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 8, 9, 10, 11	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Gaps in SPED, EB and dually coded students in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.
Student Learning
Problem Statement 1: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers. Root Cause: - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students Problem Statement 2: Student enrollment in higher-level foreign language classes is low. Root Cause: Lower-level classes are not growing student language proficiency in preparation for higher level courses. Teachers are not tracking student proficiency data to assess growth in student language proficiency. Parents are not aware of the benefits of taking higher level language courses. Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. Root Cause: -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity. Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. Root Cause: -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level. Problem Statement 7: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. Root Cause: -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly. Problem Statement 8: Dip in Secondary STAAR scores associated with composition writing. Root Cause: There was not enough push towards Masters level learning.

Student Learning

Problem Statement 9: Grade 8 STAAR data shows the lowest category in Force and Motion for science. **Root Cause:** The test occurs during 4th six weeks and math doesn't do graphing until the 6th six weeks.

Problem Statement 10: Biology STAAR saw a dip in reporting category 2, which focuses on genetics. **Root Cause:** -Lack of scaffolding for TEKS in grades below 9th. -Needs more application to develop critical thinking skills.





Problem Statement 11: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Goal 5: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2023-2024 results.

Performance Objective 3: As part of a professional learning community, teachers will plan and implement high-quality, TEKS-aligned assessments and instruction.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development and resources to support teacher and administrator clarity on the implementation of planning processes as part of the PLC.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of Innovative Learning</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 7, 8, 9, 10, 11, 13</p> <p>Funding Sources: Supplemental Training and PLC Resources - 255 - Title II, Part A - \$59,500</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement consistent data protocols to guide data conversations during the PLC.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director RA&A, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 8, 9, 10, 11, 13</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Refine MTSS supports to grow students to the next performance level on district and state assessments and close achievement gaps between student subpopulations.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Student Programs, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 8, 9, 10, 11, 12</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide on-demand instructional coaching for any teacher. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Innovative Learning, Director of Multilingual Education Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 8, 9, 10, 11	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide science teachers with professional development and coaching to ensure effective implementation of the 2020/2021 Science TEKS. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents Problem Statements: Student Learning 1, 5, 9, 10	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Gaps in SPED, EB and dually coded students in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.
Student Learning
Problem Statement 1: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers. Root Cause: - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students Problem Statement 2: Student enrollment in higher-level foreign language classes is low. Root Cause: Lower-level classes are not growing student language proficiency in preparation for higher level courses. Teachers are not tracking student proficiency data to assess growth in student language proficiency. Parents are not aware of the benefits of taking higher level language courses. Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. Root Cause: -The understanding of number sense is not there. -Teachers need additional professional learning. -Fluency TEKS aren't taught with fidelity. Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. Root Cause: -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level. Problem Statement 7: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. Root Cause: -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly. Problem Statement 8: Dip in Secondary STAAR scores associated with composition writing. Root Cause: There was not enough push towards Masters level learning.

Student Learning

Problem Statement 9: Grade 8 STAAR data shows the lowest category in Force and Motion for science. **Root Cause:** The test occurs during 4th six weeks and math doesn't do graphing until the 6th six weeks.

Problem Statement 10: Biology STAAR saw a dip in reporting category 2, which focuses on genetics. **Root Cause:** -Lack of scaffolding for TEKS in grades below 9th. -Needs more application to develop critical thinking skills.

Problem Statement 11: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.





Problem Statement 12: At the pre-K level, there is a lack of knowledge of how to deal with students with severe behavior concerns. **Root Cause:** -Need to track and document for the following year. -Additional teacher training is needed. -Lack of parent/guardian education.

Problem Statement 13: The percentage of students meeting college and career readiness indicators is low. **Root Cause:** -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.

Goal 5: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2023-2024 results.

Performance Objective 4: Increase by at least 10% the percentage of Emergent Bilingual students meeting the yearly progress monitor indicator on TELPAS by at least one proficiency level.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote the use of learning walks and feedback to increase the amount of time students spend attending to academic tasks through a language proficiency lens.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the number of appropriately certified teachers (ESL and BILINGUAL) serving EB students through participation in specialized courses.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Professional consultants and materials for specialized courses - 263 Title III, LEP - \$80,672</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the knowledge of EB student data and understanding of their culturally diverse heritage to set individual, realistic language proficiency goals.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Language objectives will be data driven and include academic language with its form and function supported by training from the EB Specialists. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide on-demand instructional coaching for any teacher using CBLI and the LCISD Instructional Handbook. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Materials and resources to improve on-demand coaching - 263 Title III, LEP - \$25,176	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase parent, family, and community awareness of services that are available to EB and dually served students and their families. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Funding Sources: Supplemental Resources - 263 Title III, LEP - \$50,672	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Gaps in SPED, EB and dually coded students in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.





Student Learning

Problem Statement 1: Emergent Bilingual students are experiencing lower academic performance compared to their non-identified peers. **Root Cause:** - Significant disparity in STAAR scores across different campus programs and grade levels. - Number of long-term EB students has increased due to changes in TELPAS and reclassification criteria - Students who are dually served are falling even further behind their peers academically - There is a lack of awareness among parents regarding available services for these students

Goal 5: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2023-2024 results.

Performance Objective 5: Teachers in a resource/inclusion setting will consistently utilize differentiation strategies to meet the individual needs as outlined in each student's IEP.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Special Education staff will provide ongoing professional learning opportunities to general education and Special Education teachers on academic strategies and differentiation for students with disabilities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special Education staff will collaborate with campus instructional coaches to ensure campuses understand the professional learning provided and are effectively implementing strategies.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Education staff will participate in elementary 3-5 PLC/Kid Chat meetings with campuses to review data and review special education student progress.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents, Campus Principals</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Education staff will ensure campuses are effectively monitoring the implementation and documentation of IEPs.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents, Campus Principals</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: With district team support, campuses will work to increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education	Formative		
	Feb	Apr	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>			


Performance Objective 5 Problem Statements:


Demographics
Problem Statement 1: Gaps in SPED, EB and dually coded students in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.


Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.

Performance Objective 1: By May 2025, all 6 high school campuses will implement AVID with fidelity to achieve the AVID national certification as evidenced by the AVID Coaching and Certification Instrument.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Help foster an AVID school-wide culture and support the AVID elective courses and teachers in AVID instructional Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies to achieve national certification status at Lamar, Terry, Foster, George Ranch, Fulshear, and Randle high schools</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer and Director of Advanced Academics & College Readiness</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement AVID Advisory for all 7th-grade students to foster an AVID school-wide culture and support teachers in AVID instructional WICOR strategies.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer and Director of Advanced Academics & College Readiness</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide registration and participation fees for five staff members from each AVID campus to attend the annual AVID Summer Institute to support AVID planning and execution of site team college and career readiness goals.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer and Director of Advanced Academics & College Readiness</p> <p>Problem Statements: Student Learning 13</p> <p>Funding Sources: AVID Summer Institute registration fees - 289 - Title IV, Part A-SSAEP - \$59,940</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Select and train an AVID Coordinator at each high school and an AVID Team Leader at each junior high school to facilitate the campus Site Team and monitor the progress of AVID schoolwide practices.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, CCMR Coordinator</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 13: The percentage of students meeting college and career readiness indicators is low. **Root Cause:** -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.

Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.

Performance Objective 2: The percentage of students scoring a 3, 4 or 5 on each AP exam will improve to 60%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct an AP exam data review of the previous year's performance by district and campus with all AP teachers, associate principals, instructional coaches, and secondary coordinators.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, Advanced Academics Coordinator, Secondary Coordinators, Campus Administrators</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with Curriculum and Instruction to define, monitor, and evaluate instructional objectives and student performance in Advanced Placement courses.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics & College Readiness, Executive Director of Teaching and Learning, Advanced Academics Coordinator</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Facilitate campus AP exam tutorials and mock exams and, in partnership with The Princeton Review, AP Cram exam preparation sessions in AP Human Geography</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics & College Readiness, Advanced Academics Coordinator, Secondary Social Studies Coordinator</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Assist students that demonstrate need with an AP Exam Scholarship to cover a portion of the AP exam fees.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics & College Readiness, Campus Administrators</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide College Board-approved AP teacher training to new and experienced teachers.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics & College Readiness, Advanced Academics Coordinator</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use the College Board's AP Potential Reports to identify students for AP courses and provide detailed data analysis and class placement recommendations to campuses.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, Advanced Academics Coordinator, Secondary Coordinators</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 13: The percentage of students meeting college and career readiness indicators is low. Root Cause: -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.</p>


Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.


Performance Objective 3: The percentage of 2025 graduates who meet CCMR by completing the TSI College Prep course will improve:


* from 31% to 35% in ELAR

* from 42% to 45% in Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide unlimited access to Texas College Bridge College Prep ELA and Math courses to all high schools and 1621 Place. Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics & College Readiness</p> <p>Results Driven Accountability Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train campus staff in strategic scheduling and registration of senior students for Texas College Bridge English and/or math courses. Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, CCMR Coordinator</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Secondary English/Language Arts will embed Texas College Bridge into English IV to support college prep ELA course completion. Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, CCMR Coordinator, Executive Director of Teaching and Learning</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Secondary Math will embed Texas College Bridge into Advanced Quantitative Reasoning to support college prep math course completion. Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, CCMR Coordinator, Executive Director of Teaching and Learning</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning


Problem Statement 13: The percentage of students meeting college and career readiness indicators is low. **Root Cause:** -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.

Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.


Performance Objective 4: The percentage of 2025 graduates who meet CCMR by Dual Credit will improve from 32% to 35%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with Institutions of Higher Education to expand course offerings to provide students with additional options for earning dual credit.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics & College Readiness, Executive Director of CTE</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct course audits to identify potential high school courses to crosswalk for dual credit.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, Secondary Content Coordinators, Executive Director of CTE</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide funding for a Dual Credit Counselor at each high school to manage and facilitate campus dual credit programs.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics</p> <p>Problem Statements: Student Learning 13</p> <p>Funding Sources: Dual Credit Counselor Stipends - 289 - Title IV, Part A-SSAEP - \$19,980</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide funding for the Plus 18 Tuition Reimbursement Program for a cohort of up to six teachers to earn graduate credit hours to be credentialled as dual credit staff.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics, Director of Federal Programs</p> <p>Problem Statements: Student Learning 13</p> <p>Funding Sources: Plus 18 Tuition Reimbursement - 289 - Title IV, Part A-SSAEP - \$60,000</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:


Student Learning

Problem Statement 13: The percentage of students meeting college and career readiness indicators is low. **Root Cause:** -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.

Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.

Performance Objective 5: The percentage of 2025 graduates who meet CCMR by TSI will improve from 39% to 42%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In partnership with The Princeton Review, facilitate TSI instructor training for ELA and math teachers, test preparation boot camps for students, and campus-based TSI tutorials.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Director of Advanced Academics & College Readiness</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Formalize TSI ELA and math teacher PLCs to design and implement a comprehensive TSI tutorial plan for high schools.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics & College Readiness, CCMR Coordinator, Executive Director of Teaching and Learning</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Feb	Apr	June
			

Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 13: The percentage of students meeting college and career readiness indicators is low. Root Cause: -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.</p>

Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.

Performance Objective 6: Increase SPED Advanced graduates by 1%.

HB3 Goal





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Add certification testing available accommodations to each SPED CTE ARD binder to equip staff with the knowledge and resources needed to advocate for students to have access to the appropriate accommodations when testing.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer professional development to CTE teachers about all possible accommodations available for industry testing.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Request all accommodations 3 months prior to industry testing.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: When attending ARDs, CTE teachers will recommend sequence courses to complete endorsements/programs of study.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Identify and train - Develop procedures for SPED CCR/Grad Plans/Flowcharts. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education	Formative		
	Feb	Apr	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 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.





Performance Objective 7: The percentage of 2025 graduates who meet CCMR by industry-based certification and CTE course completion will improve from 39% to 42%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure there is an IBC available for each program of study. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Results Driven Accountability	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Certification checkpoint testing every six weeks until certification is earned. This data will be used at PLCs to monitor and adjust instruction and common formative assessments. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Results Driven Accountability	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize PLC times with programs to ensure vertical alignment and that critical IBC skills are incorporated within all program courses. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Results Driven Accountability	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.


Performance Objective 8: Increase the number of students who graduate with a Level 1 or Level 2 certificate from TSTC by 1%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide field trip opportunities within principles and intro classes related to dual-credit courses offered at TSTC. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote programs to both students and parents at CTE Course Carnival and CCMR Night. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.

Performance Objective 9: Increase students completing a CTE program of study by 30%.


HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enlist campus leadership (administrators, counselors, ILT, CCFs, CTE Department Chairs) and parents to strongly encourage students to complete their course sequence in their program of study.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Area Superintendents</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use SchoolLinks Career Assessments to guide students to make effective and efficient program of study course choices by implementing career assessments starting at 6th grade.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness</p>	Formative		
	Feb	Apr	June
			

Goal 6: By the end of the 2024-2025 school year, 97% of Lamar CISD graduates will be college, career or military-ready as measured by TEA CCMR indicators.

Performance Objective 10: Track students who enlist in the military or armed forces.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a process to collect data/information on student's enlistment decisions post-secondary. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Executive Director of CTE & Career Readiness, Director of RA&A</p> <p>Results Driven Accountability</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Change the marketing strategies and recruitment process for growing the JROTC program by ensuring students know the benefits of being in JROTC. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with the Boy Scouts and Girl Scouts to get the word out about JROTC. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Communications</p>	Formative		
	Feb	Apr	June
			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$11,069,111.73

Total FTEs Funded by SCE: 6.22

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. Lamar CISD utilizes SCE funds on the following programs and services: Tutorials; Class size reduction (including Excess Cost teachers); Computer-assisted instruction; Specialized staff development to train personnel who are working with students at risk of dropping out of school; Specialized reading and math materials; Specialized reading and math programs; STAAR and End Of Course exam remediation; Individualized instruction; Accelerated instruction; and Extended day, week, or year programming. The majority of SCE funds noted above are allocated directly to campuses to support at risk students and are reflected in Campus Improvement Plans.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aimee Lenz	Pre-K Specialist	1
Dr. Michael Milstead	Admin. Truancy/Dropout Prevention	1
Elida Garza	Common Threads (Manager)	1
Maria Garza	Common Threads (Worker)	0.5
Neneh Koroma	State/Federal Budget Analyst	0.25
Ramona Vargas	Administrative Assistant-Truancy/At-Risk	1
Stephanie Deleon	Pre-K Specialist	1
Torivia Hernandez	Project Learn Specialist	0.47

District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	McKinney Vento Student Support Specialist		\$43,340.25
2	1	3	Family Support Specialist		\$173,529.00
2	2	3	Common Threads Worker		\$12,528.00
2	2	3	Family Support Specialists		\$0.00
5	1	12	Budget Analyst		\$51,431.00
5	1	12	Personnel-Director of State and Federal Prog/Project Learn Staff		\$111,539.00
5	1	12	Title I Crate/Software		\$15,400.00
5	1	12	Parent and Family Engagement Supplies, Materials, PD costs		\$34,547.75
5	1	12	Title I Campus Contact Stipends		\$64,800.00
Sub-Total					\$507,115.00
Budgeted Fund Source Amount					\$507,115.00
+/- Difference					\$0.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	7	Professional Development Consultants, Substitutes, and Supplemental Resources		\$114,466.00
4	3	6	Professional Consultants, Substitutes, and Supplemental Resources		\$114,566.00
4	4	2	Emergent Bilingual Salaries, materials and resources used to support on-demand coaching		\$312,866.00
4	4	3	Resources to reimburse teachers with funding to add ESL certification to TX teaching license; provide materials for ESL exam prep course		\$30,800.00
4	4	6	Plan and host events and share resources to increase parent and family engagement.		\$42,866.00
4	4	7	Programs, resources, events, and opportunities for parents and families to participate with campuses.		\$42,866.00
5	4	2	Professional consultants and materials for specialized courses		\$80,672.00
5	4	5	Materials and resources to improve on-demand coaching		\$25,176.00
5	4	6	Supplemental Resources		\$50,672.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$814,950.00
Budgeted Fund Source Amount					\$814,950.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3	Salary Costs for two part-time district mentors		\$32,470.00
3	4	1	Professional Development for campus and district leaders		\$30,000.00
3	4	2	PLC PD and resources for district and campus leaders		\$59,500.00
3	4	3	Rice Leadership Academy		\$70,000.00
3	4	4	Mentor/Coaching Support		\$25,000.00
4	2	2	Professional Development for teachers and instructional coaches		\$10,000.00
4	3	1	Professional Development for Teachers, Instructional Coaches and Administrators		\$35,000.00
4	3	4	Professional Development for Teachers and Instructional Coaches		\$10,000.00
5	1	2	Professional Development for Teachers and Instructional Coaches		\$50,000.00
5	1	5	Professional Development for Instructional Coaches		\$40,000.00
5	1	7	Curriculum Content Specialist		\$314,535.00
5	1	7	Private School Professional Development (Required Equitable Services)		\$10,717.00
5	1	7	Professional Development for Teachers and Instructional Coaches		\$50,365.00
5	1	8	Professional Development for Teachers and Instructional Coaches		\$30,000.00
5	2	1	Professional Development for Teachers and Instructional Coaches		\$10,000.00
5	3	1	Supplemental Training and PLC Resources		\$59,500.00
Sub-Total					\$837,087.00
Budgeted Fund Source Amount					\$837,087.00
+/- Difference					\$0.00
289 - Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Character Counts Renewal		\$1,750.00
2	1	1	Character Counts "Reboot" Training for 6 campuses		\$30,000.00
2	1	3	Parent Powered		\$2,000.00

289 - Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Professional Development for Family Support Specialists		\$63,607.00
2	1	5	Grief Crisis Training		\$5,000.00
2	2	3	Counselor for Pregnancy Related Services		\$48,401.00
5	1	2	Resources for Private Schools to Promote well-rounded education (Equitable Service Reservation)		\$3,948.00
5	1	13	Wireless Hotspot Service Costs		\$6,728.00
6	1	3	AVID Summer Institute registration fees		\$59,940.00
6	4	3	Dual Credit Counselor Stipends		\$19,980.00
6	4	4	Plus 18 Tuition Reimbursement		\$60,000.00
Sub-Total					\$301,354.00
Budgeted Fund Source Amount					\$301,354.00
+/- Difference					\$0.00
206Texas Education Homeless Children/Youth Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	McKinney Vento Student Support Specialist		\$52,491.00
Sub-Total					\$52,491.00
Budgeted Fund Source Amount					\$52,491.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,512,997.00
Grand Total Spent					\$2,512,997.00
+/- Difference					\$0.00

Addendums



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Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department

Procedures, Systems, and Policies

Executive Teaching and Learning Department

1. Ensure access to engaging, rigorous, culturally relevant, real-world learning opportunities supporting quality Tier 1 instruction for all students.
2. Analyze common formative assessments and district assessments to develop intervention and extension strategies.
3. Refine MTSS supports to grow students to the next performance level on district and state assessments and close achievement gaps between student subpopulations.
4. Teachers will align written, taught, and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.

Description 2

How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

Staff/Department

Procedures, Systems, and Policies

Executive Director of Human Resources

Conduct a teacher quality audit and analyze data on teacher assignments, qualifications, and experience broken down by student demographics. Analyze teacher effectiveness. Survey students. Targeted recruitment and retention strategies. Provide support and pathways for teachers new to the field. Potential retention efforts in high-need fields (TIA).



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Description 3	
How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)	
Staff/Department	Procedures, Systems, and Policies
Executive Teaching and Learning Department	Lamar CISD prioritizes Title II, Part A funds for Title I-served campuses (GJH, Navarro, LJH, Wessendorff) that are identified for interventions under federal accountability as requiring Targeted Support (TSI).
Description 4	
The poverty criteria that will be used to select school attendance areas under Section 1113 (<i>Within-LEA Allocation Procedures</i>)	
Staff/Department	Procedures, Systems, and Policies
Budget and Compliance Department State and Federal Programs Department	Based on federal guidance, Lamar CISD ensures that Title I campuses are identified based on student enrollment in the Free & Reduced Lunch program. Lamar CISD ranks campuses in order of poverty without regard to the grade span they serve –Section 1113(a)(3) All LCISD campuses with an Eco. Dis. Population of above 50% are identified as Title I eligible and served.
Description 5	
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	
Staff/Department	Procedures, Systems, and Policies
Director of State and Federal Programs	There are no neglected facilities within LEA boundaries. Lamar CISD receives Title I, Part D funds to support programs and services at the Juvenile Detention Center/delinquent facility. The Instructional Coach position at JDC is supported by Title I Part D funds.
Description 6	
The services the LEA will provide homeless children and youth to support the enrollment,	



Plan4Learning

attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (<i>Homeless LEA Reservation</i>)	
Staff/Department	Procedures, Systems, and Policies
Director of State and Federal Programs	The Homeless LEA reservation is utilized to support the McKinney Vento Student Support Specialist position.
Description 7	
The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116 (<i>LEA Written Parent and Family Engagement Policy</i>)	
Staff/Department	Procedures, Systems, and Policies
Director of State and Federal Programs	The Lamar CISD parent and family engagement policy can be found at the following link: https://www.lcisd.org/departments/academics/state-federal-programs The policy is updated on an annual basis.
Description 8	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (<i>LEA Reservation for Preschool</i>)	
Staff/Department	Procedures, Systems, and Policies
N/A	Lamar CISD does not reserve Title I, Part A funds for preschool programs
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
N/A	Lamar CISD does not operate targeted assistance programs.
Description 10	
How the LEA will implement strategies to facilitate effective transitions for students from	



middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Staff/Department	Procedures, Systems, and Policies
Director of Advanced Academics	Lamar CISD holds memorandums of understanding with Lone Star College and The University of Texas at Austin to offer dual credit and dual enrollment courses to students.

Description 11

How the LEA will **support efforts to reduce the overuse of discipline practice that remove students from the classroom**, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

Staff/Department	Procedures, Systems, and Policies
Director of Student Discipline	To address the overuse of exclusionary discipline practices that remove students from the classroom, campuses will implement a comprehensive support system to help schools reduce reliance on exclusionary measures, particularly in high-discipline schools and among disproportionately impacted student subgroups. The school's approach includes the following key strategies: Professional Development on Positive Behavioral Supports, Mental Health and Social Emotional Learning Programs, and Policy Review and Adjustments.

Description 12

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Staff/Department	Procedures, Systems, and Policies
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<p>Executive Director of CTE and Career Readiness</p>	<ol style="list-style-type: none"> 1. Promote programs to both students and parents at CTE Course Carnival and CCMR Night. <ol style="list-style-type: none"> 1a. Enlist campus leadership (administrators, counselors, ILT, CCFs, CTE Department Chairs) and parents to strongly encourage students to complete their course sequence in their program of study. 1b. Use School Links Career Assessments to guide students to make effective and efficient program of study course choices by implementing career assessments starting at 6th grade. 2. Provide field trip opportunities within principles and intro classes related to dual-credit courses offered at TSTC.
<p>Description 13</p>	
<p>Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p> <ol style="list-style-type: none"> 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement. 	
<p>Staff/Department</p>	<p>Procedures, Systems, and Policies</p>
<p>Director of Advanced Academics Library Coordinator</p>	<ol style="list-style-type: none"> 1. A Gifted and Talented Facilitator is assigned to each campus and coordinates the identification and assessment process, the delivery of the gifted and talented pullout services, and facilitating GT professional learning for the campus staff. 2. Students will have access to wireless hotspots for checkout, enabling them to support their learning and complete instructional activities at home on an as-needed basis, ensuring access to online resources and academic success outside of the classroom/campus.

2024-2025 Lamar CISD Parent and Family Engagement Policy

All school districts receiving Federal Title I, Part A funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written parent and family engagement policy. The policy establishes how the school district supports the important role of families in the education of their children and the action steps the district will take to facilitate family support in promoting the academic success of students. This plan, as outlined below, complies with ESSA Section 1116.

1. Lamar CISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)

Lamar CISD will provide opportunities for families to be actively engaged in their child's education through a variety of activities and strategies for the family before, during, and after school, as well as online and when possible; publicize parent and family engagement activities and events through different communication channels like social media and other electronic methods; facilitate a welcoming environment at family engagement events to promote staff approachability and parent-staff member collaboration, and include multilingual staff readily available to support with translations.

2. Lamar CISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)

Families/guardians with children attending campuses with Title I, Part A Programs and district personnel will meet at least twice a year to review and revise the district and campus family engagement plans. Such meetings will be scheduled at convenient times and locations to support active participation in the comprehensive review of the plans and family engagement programs. Families will be informed about the meetings through multiple communication methods translated in the top 5 languages represented in the student population. The LEA Parent and Family Engagement Policy will be posted on the State and Federal Programs website. Pro

3. Lamar CISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals

with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B)

4. Lamar CISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (a)(2)(C) and Section 1116 (e)(4).

Lamar CISD will coordinate and integrate parent capacity-building sessions, in collaboration with Project LEARN and Pre-K programs to ensure Pre-K students experience a smooth transition to kindergarten. Transition programs for elementary to secondary and secondary middle school to secondary high school is also encouraged to promote a healthy transition. Additionally, coordination will occur with:

- Community-based organizations outside of the district, such as Houston Community College and YMCA;
- Departments within Lamar CISD; and
- District and campus site-based decision-making committees.

5. Lamar CISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Section 1116 (a)(2)(D).

Each spring, Lamar CISD will conduct an annual Title I survey to assess the effectiveness of the parent and family engagement plan. Title I survey results will be used to assist in the planning process, including the development of the Comprehensive Needs Assessment, District Improvement Plan, Campus Improvement Plans and shared with departments, campuses, parents, and community stakeholders. These plans will be used by district and campus leadership teams to outline the activities that will address specific needs to ensure that every student enters with a promise and exits with a purpose. Title I Survey results will address: barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions.

6. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, shall:
 - (i.) providing assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family

- engagement program, and how to monitor a child’s progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)
- (ii.) providing materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)
- (iii.) educating teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

Lamar CISD will help increase family engagement by selecting a designated Title I Campus Contact at each Title I campus to promote parental and family engagement activities and building parent capacity in the school. The Title I Campus Contact will be introduced to parents via Title I brochures, social media, campus websites, or other appropriate means. The purpose of the Title I Campus Contact will be to encourage communication between parents and school personnel; create parental awareness of school policies, procedures, and programs; and provide valuable learning opportunities for parents to use at home to help their children succeed.

Lamar CISD will also provide the following learning opportunities to build parent capacity: Parent University Courses, Burlington English Courses, Parent and Child Nutrition Courses, and Basic Computer Skills Courses.

This Parent and Family Engagement Policy was developed jointly with and agreed upon by parents of children participating on campuses with Title I, Part A programs. The plan was reviewed with parents during the Federal Programs Parent Consultation meeting on **October 8, 2024**, and will be in effect for the **2024-2025 school year**. The plan will be reviewed annually and revised, as necessary. For more information, please contact Dr. Marva O’Neal, Director of State and Federal Programs at 832-223-0430 or moneal@lcisd.org.

This policy will be posted on the Lamar CISD State and Federal Program website and is available in English, Spanish, and other languages upon request.

Esta política se encuentra disponible en inglés, español y otros idiomas bajo solicitud previa.