

**Lubbock Independent School District**  
**District Improvement Plan**  
**2023-2024**



# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Learning 4
  - District Processes & Programs 5
  - Perceptions 14
- Priority Problem Statements 16
- Comprehensive Needs Assessment Data Documentation 17
- Goals 19
  - Goal 1: Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students 20
  - Goal 2: Lubbock ISD will attract, develop, retain, and reward highly effective teachers in an environment where talented staff and students can feel safe, supported, valued, and motivated. 38
  - Goal 3: Lubbock ISD will be a responsible steward of resources provided for the public and allocate the community's resources responsibly. 42
  - Goal 4: Lubbock ISD will engage, build, and nurture strong relationships within the community. 46
- RDA Strategies 51
- District Funding Summary 52
- Addendums 55

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Lubbock ISD family consists of 25,247 students and 3,428 staff members. Students are served from their early education years to twelfth grade across 29 elementary schools, 10 middle schools, five high schools, the Byron Martin Advanced Technology Center and several other specialty facilities. This includes four campuses with International Baccalaureate programs, an early college high school, and two magnet campuses (a STEAM, project-based learning campus and an all-girls advanced preparatory academy).

The district's student population is distributed as follows: 60.2% Hispanic, 21.1% White, 13.8% African American, 1.73% Asian, 0.4% American Indian, and 0.2% Pacific Islander. 2.45% of students classify as having two or more races. English learners make up 4.4% of the student population, and 15.7% receive special education services. 73% of students are identified as economically disadvantaged. More than 45 different languages spoken by families and students are indicated in the home language data.

The COVID-19 impact from 2020 is stabilizing. The number of students receiving special education services has increased by more than 3% over the last 3 years, now aligned to the national average.

Discipline data over the last few years has remained fairly constant, with noticeable increases in fourth grade and fifth grade of +0.3%. These numbers have stayed the same or slightly increased despite an overall decrease in student population.

Lubbock ISD offers an array of academic and extracurricular programming. Almost 2,500 students are enrolled in 29 Advanced Placement courses, with more than half earning qualifying scores on their AP exam this year. Students can also choose from Pre-AP courses and dual credit and dual enrollment opportunities. The district's Career and Technical Education (CTE) program continues to grow, with 77% post-program placement compared to 68% statewide, and the highest rates of middle school participation as compared statewide. Lubbock ISD's CTE department includes 34 unique programs of study, 132 CTE classes, 26 classes offered for credit at South Plains College, and 26 nationally recognized certifications. The district is opening a new, state-of-the-art Agri-STEM Complex for the 2023-2024 school year to further expand agricultural education. In the Fine Arts department, more than 80% of Lubbock ISD students are enrolled in a fine arts course, and a groundbreaking partnership allows these students to perform at the world-class Buddy Holly Hall of Performing Arts and Sciences. These programs are integral to sustaining Lubbock ISD's graduation rate, which consistently exceeds 90%.

40.5% of Lubbock ISD teachers have less than five years of experience. Challenges resulting from the COVID-19 pandemic and likely affected by the current political climate, teacher recruitment has been incredibly difficult. In light of the dwindling teacher pipeline and difficulty filling positions, the district began an adjunct instructor program to provide a pathway for those with a bachelor's degree but no teacher certification to pursue a teaching career with supportive structures in place. There are also several other programs in place to develop teachers, including Ready, Set, Teach, a grow-your-own Lubbock ISD student program. The district has also used ESSER funding to provide retention bonuses as one way to incentivize teachers and staff. Lubbock ISD continues to look at additional ways to increase recruitment and retention.

While Lubbock ISD enrollment has declined over time, the rest of Lubbock County continues to see increases. Many of the increases are at charter and private schools, but both larger neighboring school districts have seen increases over time. The decrease in enrollment in Lubbock ISD is mirrored by a decline in school-aged children living within the city of Lubbock. Although kindergarten enrollment has increased over COVID-19 numbers, elementary school enrollment overall continues to decrease. Both middle school and high school number are also decreasing.

Lubbock's population has grown by 4% over the last five years, with the population projected to reach 500,000 by 2050. Despite the population growth, birth rates have continued to decrease, with a substantive decline in children under 5 in Lubbock County. Several elementary schools in Central and East Lubbock have seen significant declines, possibly impacted by academic performance ratings. Housing instability also creates a large increase in mobility, with students frequently changing schools.

Lubbock is the 11th largest city in Texas and the median age of residents is 31. 19.8% of adults ages 18-64 in Lubbock County were in poverty in 2020, which is significantly higher

than the state (12.5%). Additionally, the overall percentage of adults in poverty in Texas has decreased by 5% over the last five years, while the percentage in Lubbock has increased by 4%.

## Demographics Strengths

One of Lubbock ISD's most significant strengths lies in academic opportunities. The district's CTE programming is an integral piece of changing the trajectory of families in Lubbock ISD, providing students with marketable skills and industry certifications to enter the workforce after high school graduation. The CTE program also responds to community needs, with a HVAC course beginning in the 2023-2024 school year. In addition to the AP, Pre-AP, dual credit, and numerous other academic opportunities, performance in core curriculum courses has provided cause to celebrate. In the first scores to be released since 2019, Lubbock ISD earned a B in the Texas Education Agency's Accountability Rating System for the 2021-2022 school year.

Groundbreaking partnerships have provided (and will provide) unrivaled opportunities for students. The district maintains an agreement with the Buddy Holly Hall of Performing Arts and Sciences, allowing all students enrolled in a fine arts course to perform at the facility at least once per year. The Early College High School (ECHS) program at Estacado High School is unique in its connection with Texas Tech University, when many other ECHS programs across the state are partnered with a community college. Texas Tech's partnership is also key in the new Agri-STEM Complex opening on their property this fall. In the largest continuous cotton growing area in the world and an agricultural hub, the Agri-STEM Complex will be the premier facility for agricultural education the region, if not the state.

Special education services also provide robust support for the students and families. Lubbock ISD offers a full continuum of services for students with disabilities including a therapeutic program, 18-plus program and a districtwide therapy dog program. Lubbock ISD is 100% compliant with all State Performance Plan Indicators as identified by the U.S. Department of Education's Office of Special Education Programs. The district is also 100% compliant in its Federal Local Determination for compliance and complaint resolution processes. The district also provides campus behavior support specialist sfor mental health, trauma informed care, and overall PBIS best practices at 28 campuses. Lubbock ISD has steadily improved its discipline disproportionality rate to less than 2.5% significance for Black/African American students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 70% of our teachers do not have advanced degrees.

**Problem Statement 2:** 26% of teachers have 1-5 years of experience.

**Problem Statement 3 (Prioritized):** Student enrollment has declined 10.8% since 2015-2016. This has been a steady decline of 1-3% each year. **Root Cause:** Staff and parents don't realize the power of one voice when talking about our district.

**Problem Statement 4 (Prioritized):** Increase in discipline in 4th grade from 2.7 to 3.0% and 5th grade 3.1 to 3.4% of all grade level incidents, while maintaining in secondary despite a total decrease in enrollment. **Root Cause:** A change in societal norms/expectations and a lack of skill set in staff to provide support.

# Student Learning

## Student Learning Summary

With the Texas Education Agency's Accountability Rating System still in transition, we only have access to preliminary, and primitive, student data. We will not have results beyond high school achievement data until late into August or September. With that being said, we know that due to a change in accountability calculations, we will see a dip in ratings for the district and individual campuses. While we continue to grow students and improve learning in the district, our overall rating looks differently. We continue to expand our use of HQIM to ensure equity and consistency in student learning.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 46% of our 8th grade students in LISD meet current Texas technology standards as measured by our LISD technology assessment.

**Problem Statement 2:** As evidenced by classroom observations there is a lack of consistent hands-on learning activities being utilized across all classrooms.

**Problem Statement 3:** Student progress was below state average in all grades and content areas except 5th grade.

**Problem Statement 4:** African American, Hispanic, and Economically Disadvantaged students score at least 10% below their White peers.

**Problem Statement 5:** Students who are in specialized groups (SPED, EB, ED) score lower than other students and below the state average.

**Problem Statement 6 (Prioritized):** Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. **Root Cause:** Lack of integrated academic and behavioral systems that are consistent for all students.

**Problem Statement 7 (Prioritized):** The gap between the state and district STAAR scores is significantly greater in middle grade levels than elementary grade levels. **Root Cause:** Classroom management is lacking such that teachers are unable to deliver effective instruction. Campuses do not have Tier 2 and Tier 3 academic and behavioral systems and strategies.

**Problem Statement 8 (Prioritized):** Less than 46% of eighth grade students are proficient in technology as measured by the LISD eighth grade district assessment **Root Cause:** Lack of focused technology instruction and access to technology resources on a set schedule.

# District Processes & Programs

## District Processes & Programs Summary

[https://drive.google.com/drive/folders/1IwuTQW\\_mUtvb68zImS3DmWLe4SXeepSV?usp=sharing](https://drive.google.com/drive/folders/1IwuTQW_mUtvb68zImS3DmWLe4SXeepSV?usp=sharing) - Programs and Services CNA Process and 2022 TAPR Report

Lubbock ISD offers a wide scale of programs to meet student needs. Lubbock ISD offers students the opportunity to learn about many career choices in fifteen of the career cluster areas. They are as follows: Agriculture, Food & Natural Resources, Architecture and Construction, Arts, Audio/Video Production & Communications, Business Management and Administration, Education & Training, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law and Public Safety, Manufacturing, Marketing, Science, Technology, Engineering & Mathematics, and Transportation, Distribution and Logistics. We actually combine Finance and Marketing into our Business Management and Administration cluster.

Lubbock ISD offers School Support and Special Services to support students with additional needs. These include 504, Bilingual/ESL, Dyslexia, Foster/Homeless services, pregnancy-related services, Regional Day School Program for the Deaf, as well a wide range of specialized programs such as ECSE, SEBBS, REACH, SLC/LIFE, Resource and Inclusion, and the Vocational Transition Center for 18 plus services, etc.





The addition of the Student and Parent Resolutions Director has helped bridged the gap in ensuring every aspect of the student's needs are considered during the parent resolution process. There were 0 Level 3 Grievances this year, to date. Over 200 parent resolutions and close to 100 DAEP appeals resolved. The DAEP programs are an area of continuous improvement, where there is no an emphasis on community connection and parent involvement, including drug prevention programs. Lubbock ISD also offers enrichment programs. Currently, 109 students are enrolled in IB programs. 2,537 are enrolled in Advanced courses.

All students in Lubbock ISD have assured admission to the schools in the attendance area in which they reside. Students may apply online for a transfer from one school to another within Lubbock ISD. This is referred to as an intradistrict transfer (in-district). A non-resident student living outside the Lubbock ISD boundaries that desires to attend school in the district may apply online for a transfer to a school found on the “open to transfer” list during the transfer application window. This type of transfer is referred to as an inter-district transfer (out of district). Lubbock ISD has magnet programs as well as four International Baccalaureate campuses.

Lubbock ISD maintains a guaranteed and viable curriculum for all students at all levels. Programs are frequently evaluated for success.

Lubbock ISD actively participates in job fairs across the state and country to recruit highly effective teachers. The district recognizes teachers through the Teacher Incentive Allotment and continues to expand this program to recruit and retain teachers by rewarding them for their success with students. The district provides high-quality New Teacher Induction and Academies to help support new teachers. LISD conducts Content Focus Sessions and other professional development to assist teachers in professional growth.

The district worked to gain feedback from campus administration where there will be new PD structures to help align processes for improving student achievement. That includes every campus having Teacher Leaders on the Campus (TLC), reimagining the BOY Leadership Conference (LEAD), and ensuring the content planning is meaningful for teachers (Content Coop). Content Coop occurs monthly by content, including allowing teachers to plan and engage in new learning. There are also after hours made available to teachers who need more support, with a special emphasis on Amplify. New Teacher Induction and New Teacher Academy is another system in place to support new teachers. 1st-3rd year teachers are supported through a PD framework where mentors work both 1:1 with teachers as well as offering monthly PD sessions on high priority topics and group wide needs. Based on Feedback from teachers, those structures will be reimagined and a New Teacher Symposium will be created, for the BOY training teachers will attend the new Strong Kick Off. In addition there will be Lead Mentor Teachers is to provide classroom-based instructional mentoring to first-year teachers, Pre-K through 12<sup>th</sup> grade. Effective mentors must establish and maintain a trustful, confidential and non-evaluative relationship with beginning teachers, and be willing to assist beginning teachers in reflecting on and analyzing practice.

PD and Leadership Development for Campus Administrators and District Administrators consist of: Regular Leadership Meetings built into the calendar year, a BOY LEAD Retreat. This summer Lubbock ISD will reexamine and align their Tier 1-Tier 3 Structures with an emphasis in Behavior. Training through Behavior Solutions will be provided alongside a new way of thinking about campus team structures.

District level and campus level coaches are trained through Coaching Collaboration, meeting together and then as a content 1x a month.

Next year the district will implement the District of Innovation Plan where Adjunct Instructors and Counselors will be considered for hire through a training and certification model. Also the DOI plan includes a Drug Prevention and Response Plan for students to access for 1st and 2nd offenses in place of a DAEP placement, part of that include parent/family engagement.

Mobility Rate:



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

Communities In Schools (CIS) provided 1735 students individualized services and group/schoolwide services to 5205 students from 23 Lubbock ISD campuses; since filling the Title I Parent Family Engagement specialist position, training, and monthly meetings have provided much-needed lines of communications and support for our CIS and LISD staff working with our students, families, community.

With the change in upper administration, there is more collaboration amongst departments for DIP planning, CIP development, and combining Special programs had led to equitable access to services.

There is a wide variety of CTE offerings, 31 programs of student,s and 152 courses, addressing career exploration and job/career readiness. The 22-23 school year, 1,641 students were enrolled in Career Clusters.

The district has multiple supports for teachers through New Teacher Academy, Induction, Instructional Coaches, Campus Mentors, CALs, Content Focus Session. The addition of Middle School and High School meetings has strengthened communication between Principals as well as assisted with gaining input and feedback from Principals to department heads.

Currently over 200 students access the Early College Program.

Over 1, 200 students transfer into Lubbock ISD to access programs such as Early College, IB, and Speciality Campuses, and Athletics.

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

**Problem Statement 1:** The district is below the state rate for graduation by less than 1%.

**Problem Statement 2:** The district attendance on average has reduced to below 95%, in some case below 90%. The mobility rate is 7% higher than the state average. SPED % is 2% above the state average. Chronic absenteeism exceeds that state average by 6%. **Root Cause:** Attendance has not been a priority at the campus or district level.

**Problem Statement 3:** Lubbock ISD teachers with 11-20 years experience is 5% less than the state. Teachers with 1-5 years experience exceeds the state by 5%.

**Problem Statement 4:** The damage rate for middle school student devices is over 40%, compared to 6% at high schools and 15% at elementary schools.

**Problem Statement 5:** Parents and students report a lack of knowledge about all CTE courses and programs.

**Problem Statement 6:** 41% of students are CTE completers and finish an aligned CTE program of study.

**Problem Statement 7:** SAT/ACT scores were below the state at all 3 levels.

**Problem Statement 8 (Prioritized):** Drug offenses have increase by 170 more incidents and DAEP placements than the previous year. **Root Cause:** There is a lack of education on consequences and an overwhelmed system. There is not a good definition between THC and other ingredients like Delta 8.

# Perceptions

## Perceptions Summary

Lubbock ISD's mission is the nurture, develop, and inspire, every child, every day. The district is led by a superintendent focused on three pillars - valuing data, developing leaders, and loving people. Both of these ideals drive the every day work in the district.

Stakeholder input is valuable, and the district has opportunities for parents, staff, and community members to be involved in decision making. Staff can participate on the District Educational Improvement Council, Superintendent Advisory Councils, and numerous other committees to learn, provide feedback, and be involved. A new opportunity this year was the Budget Development Committee, providing insight on the budget development process. The district partners with Friends of Texas Public Schools to provide an ambassador program for employees, arming them with information to build a culture of advocacy at their campus and within the district. Superintendent Dr. Kathy Rollo also visits campuses throughout the year for Lunch and Listen, where she's available to visit with staff during lunch and gather feedback and ideas.

Parents, guardians and community members also have many ways to get involved, whether through a Parent-Teacher Association, Parent University, a CTE advisory board, the Student Health Advisory Council, the Partners in Education program, and the Foundation for Excellence board, to name a few. The district started a Community Leadership Academy in the 2022-2023 school year, which provided monthly learning opportunities about the district to a cohort of 21 parents, guardians, and community members. The Superintendent Roundtable luncheons were also refreshed, using community partners to host the informational luncheons and increasing attendance by more than 50% over the previous year. Additionally, the annual Community Partnership Forum was given an update with a new location and new format, increasing attendance over the previous year by 6%.

Lubbock ISD maintains strong and growing partnerships within the community with more than 300 community partners. The district is also expanding its partnership with the Volunteer Center of Lubbock to streamline volunteer opportunities and tracking.

Communication with families and staff is focused on email, text messages, social media, and the district website. Email and text messages remain a challenge due to the lack of updated phone numbers and email addresses for parents and guardians. Of all messages sent via email, phone, and text for the 2022-2023 school year, only 42% were actually delivered and opened by recipients. Social media reach continues to increase across campus and district accounts by an average of 9% each year over the last three years. There are also opportunities with providing additional language support in family communication, with more than 45 different languages spoken in the district.

Streamlined survey data remains a challenge. The district uses ThoughtExchange to gather thoughts on a variety of topics, but the tool is focused on qualitative information and is not intended to provide measurable, quantitative data. The annual Title I District Parent/Family Survey has been the main survey related to perceptions (among other items), but a new focus for 2023-2024 will bring a more strategic focus to collecting and analyzing survey data to increase its value in district decision making.

## Perceptions Strengths

Community partnerships are one of the district's most significant assets. From CTE programs to the Foundation for Excellence, from Buddy Holly Hall to Texas Tech University, Lubbock ISD's community partners play an integral role in supporting the mission and vision of the district.

There are many ways for parents/guardians, staff, and community members to be involved, but the district continues to look at new ways to engage these stakeholders. Revamping the roundtables and forum and the addition of the Community Leadership Academy are just a few examples of new or updated programs to increase engagement.

In an effort to simplify communication tools for both parents/guardians and staff, the district has moved to a new provider for website, notifications, and the mobile app. The new provider has helped solve several communication gaps that existed with the previous platform.

Understanding the communication and data gaps is important for the district to assess and analyze perception data, and the strategic focus on gathering survey data going in to the new year will help advance these efforts.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** DAEP placements continue to rise and 80% of placement for the 2022-2023 school year were for mandatory offenses according to TEC Ch 37.

**Problem Statement 2 (Prioritized):** District communication tactics need improvement on reaching all sections of our family demographics; for example, more than 85% of our communication across all platforms is sent in English only. **Root Cause:** Format options to receive messages are unclear, not available in other languages.

**Problem Statement 3:** We do not have a strategic or streamlined process to gather/measure regular student, parent, and community feedback.

# Priority Problem Statements

**Problem Statement 1:** The gap between the state and district STAAR scores is significantly greater in middle grade levels than elementary grade levels.

**Root Cause 1:** Classroom management is lacking such that teachers are unable to delivery effective instruction. Campuses do not have Tier 2 and Tier 3 academic and behavioral systems and strategies.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas.

**Root Cause 2:** Lack of integrated academic and behavioral systems that are consistent for all students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Drug offenses have increase by 170 more incidents and DAEP placements than the previous year.

**Root Cause 3:** There is a lack of education on consequences and an overwhelmed system. There is not a good definition between THC and other ingredients like Delta 8.

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

**Problem Statement 4:** District communication tactics need improvement on reaching all sections of our family demographics; for example, more than 85% of our communication across all platforms is sent in English only.

**Root Cause 4:** Format options to receive messages are unclear, not available in other languages.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Student enrollment has declined 10.8% since 2015-2016. This has been a steady decline of 1-3% each year.

**Root Cause 5:** Staff and parents don't realize the power of one voice when talking about our district.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Increase in discipline in 4th grade from 2.7 to 3.0% and 5th grade 3.1 to 3.4% of all grade level incidents, while maintaining in secondary despite a total decrease in enrollment.

**Root Cause 6:** A change in societal norms/expectations and a lack of skill set in staff to provide support.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Less than 46% of eighth grade students are proficient in technology as measured by the LISD eighth grade district assessment

**Root Cause 7:** Lack of focused technology instruction and access to technology resources on a set schedule.

**Problem Statement 7 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) 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
- 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
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- 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.
- Section 504 data
- Homeless data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

#### **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

# Goals

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students

**Performance Objective 1:** By June 2024, the percentage of Lubbock ISD third graders meeting expectations in reading will increase from 51% to at least 52% on STAAR.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Istation reports  
District assessments  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train and support teachers and campus coaches on how to improve Tier I instruction through the use of HQIM and effective planning using data</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in Kinder-3rd grade who are in Levels 1 and 2 on Istation will decrease by 10%. The percentage of students meeting the Meets levels on district assessments will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff; campus instructional coaches</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> HQIM materials and professional development - 211 - Title 1, - ESSER 3, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 74% of the PK students will identify 54 letters by the end of the year according to CLI Engage Circle.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will enter kindergarten with a foundation of literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EC Instructional staff</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 205 - Head-start, - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct walks using the Amplify implementation tool in Kick-Up to ensure fidelity to the Tier I instruction, determine coaching goals and professional development opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of teachers implementing Amplify in grades K-8 with fidelity will be above 80%</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 211 - Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Train and support teachers in using differentiation and progress monitoring strategies specific to identified gifted and talented students</p> <p><b>Strategy's Expected Result/Impact:</b> Equipping teachers to teach to students' individual needs</p> <p><b>Staff Responsible for Monitoring:</b> Advanced Academics staff</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 70% of PK students will identify at least 40 sounds according to the CLI Engage Circle assessment</p> <p><b>Strategy's Expected Result/Impact:</b> Students will enter kindergarten with a foundation of literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EC Instructional Staff</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 205 - Head-start, - 211 - Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.</p> <p><b>Strategy's Expected Result/Impact:</b> November: Plan prepared for submission</p> <p>January: Collaborative committee will meet in breakout groups to evaluate progress in all activities</p> <p>March: 90% of activities show significant progress</p> <p>June: 90% or above of activities show significant progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, School Support and Special Services Director and Coordinators, Instructional Specialist, ARDC, LPAC, 504 Committees, General Education Coordinators, General Education Specialists, Assistant Superintendent for School Support and Special Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$10,000, - 224 - IDEA B - \$10,000, - 263 - Title 3 - \$10,000, - 211 - Title 1 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	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 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.</p>

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students

**Performance Objective 2:** By June 2024, the percentage of Lubbock ISD third graders meeting expectations in mathematics will increase from 44% to at least 50% on STAAR

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Assessments  
IXL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train and support teaches in either the use of HQIM or best practices for teaching mathematics using the LISD Math Framework as a foundation</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the RBIS to build a foundation in math</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff, campus instructional coaches</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train and support teachers in using differentiation and progress monitoring strategies specific to identified gifted and talented students</p> <p><b>Strategy's Expected Result/Impact:</b> Equipping teachers to teach to students' individual needs</p> <p><b>Staff Responsible for Monitoring:</b> Advanced Academics staff</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - G/T</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 85% of PK students will identify numerals 0-9 by the end of the year on CLI Circle Engage</p> <p><b>Strategy's Expected Result/Impact:</b> Students will enter kindergarten with a foundation in mathematics</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EC instructional staff</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 205 - Head-start, - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.</p> <p><b>Strategy's Expected Result/Impact:</b> November: Plan prepared for submission</p> <p>January: Collaborative committee will meet in breakout groups to evaluate progress in all activities</p> <p>March: 90% of activities show significant progress</p> <p>June: 90% or above of activities show significant progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, School Support and Special Services Director and Coordinators, Instructional Specialist, ARDC, LPAC, 504 Committees, General Education Coordinators, General Education Specialists, Assistant Superintendent for School Support and Special Services</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$10,000, - 224 - IDEA B - \$10,000, - 263 - Title 3 - \$10,000, - 211 - Title 1 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.</p>

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students





**Performance Objective 3:** By June 2024, the percentage of Lubbock ISD eighth graders meeting expectations in reading will increase from 46% to at least 51% on STAAR.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Istation  
District Assessments  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train and support teachers and campus coaches on how to improve Tier I instruction through the use of HQIM and effective planning with data</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in 6th-8th grade who score at the meets level on district assessments and STAAR will increase by 10 %</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff; campus instructional coaches</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p> <p><b>Funding Sources:</b> - 211 - Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet and train campus instructional coaches and academic deans monthly on effective reading strategies, data analysis, and use of HQIM</p> <p><b>Strategy's Expected Result/Impact:</b> Empower campus leadership to assist teachers in providing quality instruction to students</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff, campus leadership</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train teachers on effective Tier II and III programming and strategies to accelerate learning</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerate learning for students behind grade level and increase the number of students meeting the approaches and meets levels by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and instruction staff, campus coaches, and teachers</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p> <p><b>Funding Sources:</b> - 211 - Title 1, - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.</p> <p><b>Strategy's Expected Result/Impact:</b> November: Plan prepared for submission</p> <p>January: Collaborative committee will meet in breakout groups to evaluate progress in all activities</p> <p>March: 90% of activities show significant progress</p> <p>June: 90% or above of activities show significant progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, School Support and Special Services Director and Coordinators, Instructional Specialist, ARDC, LPAC, 504 Committees, General Education Coordinators, General Education Specialists, Assistant Superintendent for School Support and Special Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$10,000, - 224 - IDEA B - \$10,000, - 263 - Title 3 - \$10,000, - 211 - Title 1 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.</p>
<p><b>Problem Statement 7:</b> The gap between the state and district STAAR scores is significantly greater in middle grade levels than elementary grade levels. <b>Root Cause:</b> Classroom management is lacking such that teachers are unable to delivery effective instruction. Campuses do not have Tier 2 and Tier 3 academic and behavioral systems and strategies.</p>

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students





**Performance Objective 4:** By June 2024, the percentage of Lubbock ISD eighth graders meeting expectations in math will increase from 17% to at least 38% on STAAR.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District assessments; Unit assessments; IXL data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train and support teachers and campus coaches on how to improve Tier I instruction through the use of HQIM and effective planning with data</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in 6th-8th grade who score at the meets level on district assessments and STAAR will increase by 10 %</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff; campus instructional coaches</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p> <p><b>Funding Sources:</b> - 211 - Title 1, - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet and train campus instructional coaches and academic deans monthly on effective reading strategies, data analysis, and use of HQIM</p> <p><b>Strategy's Expected Result/Impact:</b> Empower campus leadership to assist teachers in providing quality instruction to students</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p> <p><b>Funding Sources:</b> - 211 - Title 1, - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train teachers on effective Tier II and III programming and strategies to accelerate learning</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerate learning for students behind grade level and increase the number of students meeting the approaches and meets levels by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and instruction staff, campus instructional coaches, teachers</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p> <p><b>Funding Sources:</b> - 211 - Title 1, - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.</p> <p><b>Strategy's Expected Result/Impact:</b> November: Plan prepared for submission</p> <p>January: Collaborative committee will meet in breakout groups to evaluate progress in all activities</p> <p>March: 90% of activities show significant progress</p> <p>June: 90% or above of activities show significant progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, School Support and Special Services Director and Coordinators, Instructional Specialist, ARDC, LPAC, 504 Committees, General Education Coordinators, General Education Specialists, Assistant Superintendent for School Support and Special Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$10,000, - 224 - IDEA B - \$10,000, - 263 - Title 3 - \$10,000, - 211 - Title 1 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.</p>
<p><b>Problem Statement 7:</b> The gap between the state and district STAAR scores is significantly greater in middle grade levels than elementary grade levels. <b>Root Cause:</b> Classroom management is lacking such that teachers are unable to delivery effective instruction. Campuses do not have Tier 2 and Tier 3 academic and behavioral systems and strategies.</p>

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students

**Performance Objective 5:** By June 2024, 50% of eighth grade students will be proficient in technology as measured by the LISD eighth grade district assessment.

**Evaluation Data Sources:** LISD eighth grade student assessment, IIQ inventory system

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LISD will provide every student with a technology device based on a one-to-one model.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing each student with a technology device enables students the opportunity to become proficient in using technology while maximizing learning in all subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Director of school based technology, Coordinator of digital learning</p> <p><b>Problem Statements:</b> Student Learning 8</p> <p><b>Funding Sources:</b> Chromebooks and iPads - 199 - General Fund - \$2,500,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> LISD will provide a framework for teaching technology TEKS based on the revised Technology TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> The LISD technology framework will provide teachers a roadmap to maximize technology instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Digital Learning</p> <p><b>Problem Statements:</b> Student Learning 8</p> <p><b>Funding Sources:</b> Personell - 199 - General Fund - \$380,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 8:</b> Less than 46% of eighth grade students are proficient in technology as measured by the LISD eighth grade district assessment <b>Root Cause:</b> Lack of focused technology instruction and access to technology resources on a set schedule.</p>

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students





**Performance Objective 6:** By June 2024, the achievement gap between Lubbock ISD general education students and students who receive special education services on the 3rd-EOC Reading STAAR will decrease from 28% to 23%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Assessments, Common Formative Assessments, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.</p> <p><b>Strategy's Expected Result/Impact:</b> November: Plan prepared for submission</p> <p>January: Collaborative committee will meet in breakout groups to evaluate progress in all activities</p> <p>March: 90% of activities show significant progress</p> <p>June: 90% or above of activities show significant progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, School Support and Special Services Director and Coordinators, Instructional Specialist, ARDC, LPAC, 504 Committees, General Education Coordinators, General Education Specialists, Assistant Superintendent for School Support and Special Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$10,000, - 224 - IDEA B - \$10,000, - 263 - Title 3 - \$10,000, - 211 - Title 1 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train and support teachers and campus coaches on how to improve Tier I instruction through the use of HQIM and effective planning using data</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in Kinder-3rd grade who are in Levels 1 and 2 on Istation will decrease by 10%. The percentage of students meeting the Meets levels on district assessments will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff; campus instructional coaches</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 211 - Title 1, - ESSER 3, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct walks using the Amplify implementation tool in Kick-Up to ensure fidelity to the Tier I instruction, determine coaching goals and professional development opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of teachers implementing Amplify in grades K-8 with fidelity will be above 80%</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction staff</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 6 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.</p>

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students

**Performance Objective 7:** By June 2024, the achievement gap between Lubbock ISD general education students and students who receive special education services on the 3rd-EOC Math STAAR will decrease from 22% to 18%.

**High Priority**

**Evaluation Data Sources:** District Assessments, Common Formative Assessments, STAAR


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.</p> <p><b>Strategy's Expected Result/Impact:</b> November: Plan prepared for submission</p> <p>January: Collaborative committee will meet in breakout groups to evaluate progress in all activities</p> <p>March: 90% of activities show significant progress</p> <p>June: 90% or above of activities show significant progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, School Support and Special Services Director and Coordinators, Instructional Specialist, ARDC, LPAC, 504 Committees, General Education Coordinators, General Education Specialists, Assistant Superintendent for School Support and Special Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$10,000, - 224 - IDEA B - \$10,000, - 263 - Title 3 - \$10,000, - 211 - Title 1 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train and support teachers in either the use of HQIM or best practices for teaching mathematics using the LISD Math Framework as a foundation</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the RBIS to build a foundation in math</p>	Formative			Summative
	Nov	Jan	Mar	June


**Staff Responsible for Monitoring:** Curriculum and Instruction staff, campus instructional coaches


**Results Driven Accountability**


**Problem Statements:** Student Learning 6

**Funding Sources:** - 211 - Title 1

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 7 Problem Statements:**

**Student Learning**

**Problem Statement 6:** Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. **Root Cause:** Lack of integrated academic and behavioral systems that are consistent for all students.

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students

**Performance Objective 8:** By June 2024, the percentage of Lubbock ISD students qualifying as College, Career and Military Ready (CCMR) will increase from 76% to 78%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Dual credit enrollment

IB

AP

ACT

SAT





TSI

Industry-based certifications

Coherent sequence of courses

Participation in career and technical education courses

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CTE will increase CCMR data through CTE Dual Credit opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students who receive CTE dual credit will increase by 2% from the previous year. 2022-2023: 204 students/Targeted result: 209 students (Fund 244)</p> <p><b>Staff Responsible for Monitoring:</b> CTE</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The number of TEA approved Industry-Based Certifications will increase by 2%. (Fund 244) (Fund 199) (ESSR)</p> <p><b>Strategy's Expected Result/Impact:</b> 2022-2023 588 earned/ Targeted result: 600 IBC's</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The number of CTE "Completers" will increase by 1% (Fund 244) (Fund 199) <b>Strategy's Expected Result/Impact:</b> 2022-2023: 33% Expected result: 34%  <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> CTE will provide program awareness and informational events to parents, students, counselors and administrators about course offerings, college credit, and Programs of Study. (Fund 244) (Fund 199) <b>Strategy's Expected Result/Impact:</b> Expected result: At least one training, event or document per year for each target audience.  <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 8 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Student enrollment has declined 10.8% since 2015-2016. This has been a steady decline of 1-3% each year. <b>Root Cause:</b> Staff and parents don't realize the power of one voice when talking about our district.

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students

**Performance Objective 9:** At least 80% of CTE courses in grades 7-12 will be equipped with industry-level curriculum, equipment and resources to increase hands-on learning and career readiness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CTE will provide program improvements through updated equipment, curriculum, training materials, special events, and classroom supplies that enhance learning experiences for all students.(Fund 244) (Fund 199)</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will utilize purchases to impact student learning.</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use activities listed in the scope and sequence document to be strategic about teaching soft skills and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 65% of CTE courses will have a scope and sequence document by the end of 2023-2024. CTE supply purchases will align to instructional needs and activities in the scope and sequence to build soft skill development. (Fund 244) (Fund 199)</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 9 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.</p>

**Goal 1:** Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students

**Performance Objective 10:** By June 2024, the use of exclusionary disciplinary consequences (suspension and discretionary placement at DAEP) will decrease by 5% as evidenced by Review 360 data.

**Evaluation Data Sources:** Review 360 disciplinary reports  
Campus behavior handbooks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategically monitor the implementation of multi-tiered systems of support at all campuses through campus walks, coaching, data analysis, and reviews of campus behavior handbooks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in fidelity of implementation at Tier 1, 2, &amp; 3 for behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Student Behavior Support Division Staff Campus Student Behavior Support Specialist Executive Principals</p> <p><b>Problem Statements:</b> Demographics 4</p> <p><b>Funding Sources:</b> - 289- Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a variety of trainings and resources to campus and district staff around behavioral best practice through a monthly district-wide newsletter, summer trainings, Strong Start, Content Co-Op, PBIS TLC, and campus-based PD.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in staff philosophy and skillset regarding preventing and intervening with behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Student Behavior Support Division Campus Student Behavior Support Specialists</p> <p><b>Problem Statements:</b> Demographics 4 - District Processes &amp; Programs 8</p> <p><b>Funding Sources:</b> - 289- Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 10 Problem Statements:**

Demographics
<p><b>Problem Statement 4:</b> Increase in discipline in 4th grade from 2.7 to 3.0% and 5th grade 3.1 to 3.4% of all grade level incidents, while maintaining in secondary despite a total decrease in enrollment. <b>Root Cause:</b> A change in societal norms/expectations and a lack of skill set in staff to provide support.</p>





## District Processes & Programs

**Problem Statement 8:** Drug offenses have increase by 170 more incidents and DAEP placements than the previous year. **Root Cause:** There is a lack of education on consequences and an overwhelmed system. There is not a good definition between THC and other ingredients like Delta 8.

**Goal 2:** Lubbock ISD will attract, develop, retain, and reward highly effective teachers in an environment where talented staff and students can feel safe, supported, valued, and motivated.

**Performance Objective 1:** Lubbock ISD will have 92% of vacancies filled by October and again by February following December resignations.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HR will host a employment job fair in October</p> <p><b>Strategy's Expected Result/Impact:</b> Build an applicant pool for campuses and departments to be able to select candidates to screen for vacant positions.</p> <p><b>Staff Responsible for Monitoring:</b> HR Department</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Student enrollment has declined 10.8% since 2015-2016. This has been a steady decline of 1-3% each year. <b>Root Cause:</b> Staff and parents don't realize the power of one voice when talking about our district.</p>

**Goal 2:** Lubbock ISD will attract, develop, retain, and reward highly effective teachers in an environment where talented staff and students can feel safe, supported, valued, and motivated.

**Performance Objective 2:** 100% of Lubbock ISD teachers will have access to appropriate, reliable technology equipment, software and resources.

**Evaluation Data Sources:** Data showing all teachers having access to mobile computing devices, large screen displays, internet connectivity, printing availability and student devices capable of interacting with assignments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LISD will continue to provide all teachers with: stylus enabled touch screen chromebook, classrooms that are equipped with large screen monitors with input from classroom CPU, wireless access in all areas of the school, anywhere printing activated by teacher badges, a wide range of instructional tools and just in time PD focused on the teachers request and needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Access to appropriate, reliable technology equipment, software and resources will result in maximizing teacher's instructional impact with students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of technology</p> <p><b>Problem Statements:</b> Student Learning 8</p> <p><b>Funding Sources:</b> Funding for instructional hardware, software and access to resources - 199 - General Fund - \$2,500,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> LISD will provide technology support for hardware, software and pedagogy in a same day support structure.</p> <p><b>Strategy's Expected Result/Impact:</b> Hardware and software will be maintained on a same day support structure.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director, Coordinator ESC</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> LISD will continue to pilot innovative technology based on teacher input.</p> <p><b>Strategy's Expected Result/Impact:</b> LISD technology will provide teacher input to modify instructional technology services and support.</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	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 2 Problem Statements:**





## Student Learning

**Problem Statement 8:** Less than 46% of eighth grade students are proficient in technology as measured by the LISD eighth grade district assessment **Root Cause:** Lack of focused technology instruction and access to technology resources on a set schedule.

**Goal 2:** Lubbock ISD will attract, develop, retain, and reward highly effective teachers in an environment where talented staff and students can feel safe, supported, valued, and motivated.

**Performance Objective 3:** The average percentage of TIA teachers will increase from 32% to 33% at Elementary Campuses and 14% to 15% at Secondary Campuses.

**Evaluation Data Sources:** TIA Designated Teachers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leaders will work with teachers on monitoring TIA data components applicable to their TIA Teacher Category in order for teachers to better understand the expectations for meeting local designation system requirements. Campus leaders will focus specifically on student growth measures and T-TESS goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of TIA designated teachers</p> <p><b>Staff Responsible for Monitoring:</b> CIO, CAO, Executive Principals</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.</p>
<p><b>Problem Statement 7:</b> The gap between the state and district STAAR scores is significantly greater in middle grade levels than elementary grade levels. <b>Root Cause:</b> Classroom management is lacking such that teachers are unable to delivery effective instruction. Campuses do not have Tier 2 and Tier 3 academic and behavioral systems and strategies.</p>

**Goal 3:** Lubbock ISD will be a responsible steward of resources provided for the public and allocate the community's resources responsibly.

**Performance Objective 1:** 100% of students will have working, non-damaged student devices for the 2023-2024 school year.

**Evaluation Data Sources:** IIQ data related to damage and repair.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LISD will review usage rates of technology as it relates to physical damage.</p> <p><b>Strategy's Expected Result/Impact:</b> LISD will have a more accurate view of the correlation between usage and physical damage.</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> LISD will continue to develop standard procedures and practice related to the use of technology resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in physical damage to technology devices.</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> LISD will pilot changes in technology devices and materials that show promise in reducing breakage rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in physical damage to technology devices.</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Lubbock ISD will research and implement systematic changes in middle school technology usage to diminish purposeful destruction of devices.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in physical damage to technology devices.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





## Student Learning

**Problem Statement 8:** Less than 46% of eighth grade students are proficient in technology as measured by the LISD eighth grade district assessment **Root Cause:** Lack of focused technology instruction and access to technology resources on a set schedule.

**Goal 3:** Lubbock ISD will be a responsible steward of resources provided for the public and allocate the community's resources responsibly.

**Performance Objective 2:** By June 2024, each campus will have a comprehensive plan to address sustainability after ESSER funding ends using ROI evaluation as evidenced by 2024-2025 campus budgets.

**Evaluation Data Sources:** Title/ESSER budget spreadsheet completion  
 Adopted Budget  
 Revenues vs. Expenditures  
 Comprehensive plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet monthly with campus/district leadership to train and develop effective Return on Investment (ROI) strategies, such as building a culture of reflective data-driven evaluations and calculating ROI on each investment (program/personnel/activity).</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will make data-driven decisions regarding personnel and programs to continue supporting in the 2024-25 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs staff, Executive Principals, AST Team</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collect data/information at weekly ESSER/ROI meetings to ensure Campus/Department supervisors have the support needed to calculate ROI on programs/staff/activities and make critical decisions that are impacted with funding cuts.</p> <p><b>Strategy's Expected Result/Impact:</b> At both the campus and district level, data-driven decisions will be made regarding the personnel and programs to support for the 2024-25 school year.</p> <p><b>Staff Responsible for Monitoring:</b> ESSER/ROI Committee</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**


<b>Demographics</b>
<p><b>Problem Statement 3:</b> Student enrollment has declined 10.8% since 2015-2016. This has been a steady decline of 1-3% each year. <b>Root Cause:</b> Staff and parents don't realize the power of one voice when talking about our district.</p>


**Goal 3:** Lubbock ISD will be a responsible steward of resources provided for the public and allocate the community's resources responsibly.


**Performance Objective 3:** By June 2024, 100% of campuses with state/federal grants will receive a coordinated district-wide system of support to ensure effective utilization of funds and resources.


**Evaluation Data Sources:** District Policy & Procedure Manuals - Edgar, Grants, Title I  
 Quarterly campus budget meetings  
 State/Federal Compliance Reports  
 District/Campus CIP/TIP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet monthly with campus/district leadership to train and develop effective Return on Investment (ROI) strategies, such as building a culture of reflective data-driven evaluations and calculate ROI on each investment (program/personnel/activity).</p> <p><b>Strategy's Expected Result/Impact:</b> Strategy will build and sustain a community of program evaluation practitioners that will be able to assess ROI as we move into 2024-2025 and must make difficult funding choices.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Department, ESSER Committee, DOI,</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Student enrollment has declined 10.8% since 2015-2016. This has been a steady decline of 1-3% each year. <b>Root Cause:</b> Staff and parents don't realize the power of one voice when talking about our district.</p>

**Goal 4:** Lubbock ISD will engage, build, and nurture strong relationships within the community.

**Performance Objective 1:** Increase the number of active community partners from 300 to 350 by the end of the 2023-2024 school year.





**Evaluation Data Sources:** Community relations tracking sheet; survey of campus partnerships

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Communications and Community Relations staff will continue to use the master contact list and referral tab established last year to identify and engage new community partners.</p> <p><b>Strategy's Expected Result/Impact:</b> The referral tab is a collaborative approach to collect information that was previously captured through social media screenshots, emails, and sticky notes. Streamlining the collection and follow-up of new leads ensures timely and detailed follow-up on potential partners.</p> <p><b>Staff Responsible for Monitoring:</b> Communications and Community Relations staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In an effort to capture more accurate partner information, a new form will be distributed to campuses (with support from principal supervisors) at least once per semester to collect partner activities and better account for partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> District-level tracking of community partners frequently lacks the inclusion of campus partners. Collection of this information will allow better recognition of donors, expand our list of active community partners, and provide more accurate data when the need to report this information arises. Support from principal supervisors will help alleviate campus fears that reporting their partners will result in them being removed (a common fear we hear).</p> <p><b>Staff Responsible for Monitoring:</b> Community relations coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Reimagine Partners in Education Committee with a more strategic focus on advocacy and leadership in recruiting new partners to the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Restructuring the activities and focus for the Partners in Education Committee adds value to their volunteer role and provides an additional tactic for new partner recruitment for the district.</p> <p><b>Staff Responsible for Monitoring:</b> Executive director of communications and community relations, community relations coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Lubbock ISD will engage, build, and nurture strong relationships within the community.

**Performance Objective 2:** Increase participation in the Community Partnership Forum, Community Leadership Academy and Superintendent Roundtables from 372 to 400.

**Evaluation Data Sources:** Attendance lists for events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase awareness of Community Leadership Academy application window through expanded marketing opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Using feedback from the first cohort and distributing the information to a wider audience will increase applications. Additional participants will result in increased advocacy for the district and additional opportunities for listening and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Executive director of communication and community relations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase awareness of Community Partnership Forum through more structured and strategic communication planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated communication efforts will enhance awareness of event and increase attendance. Last year's updated format was popular and we plan to leverage the positive feedback to continue updating the event.</p> <p><b>Staff Responsible for Monitoring:</b> Executive director of communications, community relations coordinator</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Engage community partners to host superintendent roundtables, continuing success of update to last year's events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of events; provide additional opportunities for partners to get involved with the additional benefit of highlighting their business/organization.</p> <p><b>Staff Responsible for Monitoring:</b> Executive director of communications and community relations, community relations coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**





## Perceptions

**Problem Statement 2:** District communication tactics need improvement on reaching all sections of our family demographics; for example, more than 85% of our communication across all platforms is sent in English only. **Root Cause:** Format options to receive messages are unclear, not available in other languages.

**Goal 4:** Lubbock ISD will engage, build, and nurture strong relationships within the community.

**Performance Objective 3:** Increase the annual amount of donations to the Foundation for Excellence from \$170,000 to \$175,000.





**Evaluation Data Sources:** Sponsorships for FFE golf tournament; annual donation totals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase awareness of Foundation for Excellence golf tournament and donation opportunities with strategic communication planning.</p> <p><b>Strategy's Expected Result/Impact:</b> The golf tournament is the foundation's only fundraiser and consistently sells out of golfing spots. Gift Don't Golf and other initiatives offer additional donation opportunities. The event's 25th anniversary provides unique marketing angles, along with the FFE board's decision to begin offering scholarships this year.</p> <p><b>Staff Responsible for Monitoring:</b> Executive director of communications and community relations, community relations coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize online donation system to continue streamlining donor management.</p> <p><b>Strategy's Expected Result/Impact:</b> The online management system is more convenient for donors, and also allows more efficient tracking and systems for follow-up and donor campaigns.</p> <p><b>Staff Responsible for Monitoring:</b> Executive director of communications and community relations, community relations coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Initiate new annual campaign to provide an additional funding opportunity for the Foundation for Excellence.</p> <p><b>Strategy's Expected Result/Impact:</b> An annual campaign will expand opportunities for the Foundation's new initiative to provide scholarships, and increase awareness of the Foundation's work.</p> <p><b>Staff Responsible for Monitoring:</b> Executive director of communications and community relations, community relations coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Lubbock ISD will engage, build, and nurture strong relationships within the community.

**Performance Objective 4:** By May 2024 increase the number of parents attending educational opportunities as a district by 25%.

**Evaluation Data Sources:** Sign-in Sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a Parent and Family Engagement district committee that meets quarterly to develop stakeholder voice.  <b>Problem Statements:</b> Perceptions 2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train and communicate what "educational opportunities" means and share the educational opportunities that are available to campuses.  <b>Problem Statements:</b> Student Learning 6, 7	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 6:</b> Meets and Masters STAAR scores are at or below the state average in most grade levels and content areas. <b>Root Cause:</b> Lack of integrated academic and behavioral systems that are consistent for all students.
<b>Problem Statement 7:</b> The gap between the state and district STAAR scores is significantly greater in middle grade levels than elementary grade levels. <b>Root Cause:</b> Classroom management is lacking such that teachers are unable to delivery effective instruction. Campuses do not have Tier 2 and Tier 3 academic and behavioral systems and strategies.
Perceptions
<b>Problem Statement 2:</b> District communication tactics need improvement on reaching all sections of our family demographics; for example, more than 85% of our communication across all platforms is sent in English only. <b>Root Cause:</b> Format options to receive messages are unclear, not available in other languages.

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	6	Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.
1	3	4	Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.
1	4	4	Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.
1	6	1	Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.
1	6	2	Train and support teachers and campus coaches on how to improve Tier I instruction through the use of HQIM and effective planning using data
1	6	3	Conduct walks using the Amplify implementation tool in Kick-Up to ensure fidelity to the Tier I instruction, determine coaching goals and professional development opportunities
1	7	1	Use the 2023 RDA reports to create an integrated Strategic Support Plan to monitor the achievement and growth of students receiving special education, emergent bilingual services, and other populations. Students with dyslexia will be monitored within each program area.
1	7	2	Train and support teaches in either the use of HQIM or best practices for teaching mathematics using the LISD Math Framework as a foundation

# District Funding Summary

ESSER 3					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	6	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	6			\$10,000.00
1	2	4			\$10,000.00
1	3	3			\$0.00
1	3	4			\$10,000.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$10,000.00
1	5	1	Chromebooks and iPads		\$2,500,000.00
1	5	2	Personell		\$380,000.00
1	6	1			\$10,000.00
1	6	2			\$0.00
1	7	1			\$10,000.00
2	1	1			\$0.00
2	2	1	Funding for instructional hardware, software and access to resources		\$2,500,000.00
<b>Sub-Total</b>					<b>\$5,440,000.00</b>
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	HQIM materials and professional development		\$0.00
1	1	2			\$0.00



211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	1	6			\$10,000.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	4			\$10,000.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$10,000.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$10,000.00
1	6	1			\$10,000.00
1	6	2			\$0.00
1	6	3			\$0.00
1	7	1			\$10,000.00
1	7	2			\$0.00
<b>Sub-Total</b>					\$60,000.00
224 - IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$10,000.00
1	2	4			\$10,000.00
1	3	4			\$10,000.00
1	4	4			\$10,000.00
1	6	1			\$10,000.00
1	7	1			\$10,000.00
<b>Sub-Total</b>					\$60,000.00

263 - Title 3					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$10,000.00
1	2	4			\$10,000.00
1	3	4			\$10,000.00
1	4	4			\$10,000.00
1	6	1			\$10,000.00
1	7	1			\$10,000.00
<b>Sub-Total</b>					\$60,000.00
205 - Head-start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
199 - G/T					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
289- Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$0.00
1	10	2			\$0.00
<b>Sub-Total</b>					\$0.00

# Addendums

**District Improvement Plan: Comprehensive Needs Assessment for Program and Services**

05/10/23

Print Name / ID#	Signature
Joshlyn Cotton	Joshlyn Cotton
HOLLYE LADD	Hollye Ladd
Margaret Del Toro	Margaret Del Toro
Kathleen Meadors	
DAVID JOHNSON	
GEORGE COVE	George J. Cove, Jr.
Alma Cunningtubby 2329	Alma Cunningtubby
Chris Lopez	Caught up in interview...
Chris Huber	Safety issues
Justin Newman	Safety issues

Kim Callison	1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	Accelerated Learning Lubbock ISD Implementation 2023-2024	
	2. Evidence-based practices that address the needs of students for special programs, including:		
Stacy Carter	a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]	<a href="#">Behavior Assessment Protocol</a>	<a href="https://www.lubbockisd.org/o/lisd/page/safety-and-security-parent-resources">https://www.lubbockisd.org/o/lisd/page/safety-and-security-parent-resources</a>
Brian Ellyson	b. conflict resolution programs [TEC 11.252(3)(B)(ii)]	<a href="https://www.lubbockisd.org/o/lisd/page/student-and-parent-resolutions">https://www.lubbockisd.org/o/lisd/page/student-and-parent-resolutions</a>	
Brian Ellyson	c. violence prevention programs [TEC 11.252(3)(B)(iii)]	<a href="https://sites.google.com/lubbockisd.net/special-services-manual/home">https://sites.google.com/lubbockisd.net/special-services-manual/home</a>	
Dana King	d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]	<a href="https://tea.texas.gov/Academics/Special_Student_Populations/Dyslexia_and_Related_Disorders">https://tea.texas.gov/Academics/Special_Student_Populations/Dyslexia_and_Related_Disorders</a>	
Brian Ellyson	e. Dropout reduction [TEC 11.252(a)(3)(C)]	<a href="https://docs.google.com/document/d/1d5A2mpsVJs8qApf3C1335gZEXzjvKKdBvITC52ck/edit">https://docs.google.com/document/d/1d5A2mpsVJs8qApf3C1335gZEXzjvKKdBvITC52ck/edit</a>	
Damon Jackson	3. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	<a href="https://drive.google.com/file/d/1nuv-hvPNvuMy4oq89-hDfQ6gqLsk-e-U/view?usp=sharing">https://drive.google.com/file/d/1nuv-hvPNvuMy4oq89-hDfQ6gqLsk-e-U/view?usp=sharing</a>	
Martha Dodge	4. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E)]	<a href="#">Social Emotional Learning</a>	<a href="https://docs.google.com/document/d/1w7o7Dz4f5NUfJR9IK2_Ytj_7EVdhi2t-GlzGYjvBUol/edit?usp=sharing">https://docs.google.com/document/d/1w7o7Dz4f5NUfJR9IK2_Ytj_7EVdhi2t-GlzGYjvBUol/edit?usp=sharing</a>
Beth Berridge	5. Staff development for professional staff of the LEA [TEC 11.252(3)(F)]	2023-2024 Professional Development Plan	
Amy Baker	6. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]	<a href="#">Career and Technical Education (CTE)</a>	<a href="https://docs.google.com/document/d/10840sOeKzOtW0pm9c_A1XM-pd71xMjY9/edit?usp=sharing&amp;ouid=116021663348304322402&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/10840sOeKzOtW0pm9c_A1XM-pd71xMjY9/edit?usp=sharing&amp;ouid=116021663348304322402&amp;rtfpof=true&amp;sd=true</a>
Kim Callison	7. Accelerated education [TEC 11.252(c)(3)(H)]; and	Accelerated Learning Lubbock ISD Implementation 2023-2024	
Charlotte Sessom	a. Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)] and [TEC 33.005]	<a href="https://www.lubbockisd.org/o/lisd/page/counseling-and-college-career-readiness">https://www.lubbockisd.org/o/lisd/page/counseling-and-college-career-readiness</a>	
Brian Ellyson	8. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]	<a href="https://www.lubbockisd.org/o/lisd/page/student-and-parent-resolutions">https://www.lubbockisd.org/o/lisd/page/student-and-parent-resolutions</a>	
	9. Dating violence [TEC 37.0831]	<a href="https://www.lubbockisd.org/o/hr/page/title-ix-compliance">https://www.lubbockisd.org/o/hr/page/title-ix-compliance</a>	
	10. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(a)], [TEC 11.252(c)(9)]	<a href="https://www.lubbockisd.org/o/hr/page/title-ix-compliance">https://www.lubbockisd.org/o/hr/page/title-ix-compliance</a>	
Max Flores	11. Strategies for recruiting highly effective teachers	<a href="https://lubbockisdtx.sites.thrillshare.com/o/hr/">https://lubbockisdtx.sites.thrillshare.com/o/hr/</a>	
	12. Strategies for providing to middle school, junior high, and high school students, their teachers and counselors and their parents information about	<a href="https://www.lubbockisd.org/o/lisd/page/college-career-readiness">https://www.lubbockisd.org/o/lisd/page/college-career-readiness</a>	
	a. higher education admissions and financial aid opportunities (such as the TEXAS and the TEACH for Texas grant program)	<a href="https://www.lubbockisd.org/o/lisd/page/college-career-readiness">https://www.lubbockisd.org/o/lisd/page/college-career-readiness</a>	
	b. the TEXAS grant program and the Teach for Texas grant program	<a href="https://www.lubbockisd.org/Domain/1707">https://www.lubbockisd.org/Domain/1707</a>	
Kim Callison	c. the need for students to make informed curriculum choices to be prepared for success beyond high school	<a href="https://www.lubbockisd.org/o/lisd/page/curriculum-and-instruction">https://www.lubbockisd.org/o/lisd/page/curriculum-and-instruction</a>	
Stacy Caviel-Watson	d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]	<a href="https://www.lubbockisd.org/o/lisd/page/college-career-readiness">https://www.lubbockisd.org/o/lisd/page/college-career-readiness</a>	
	Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]; and	<a href="https://pol.tasb.org/Policy/Code/830?filter=FFG">https://pol.tasb.org/Policy/Code/830?filter=FFG</a>	
	e. Trauma-informed care policy [TEC 11.252(a)(10)] and [TEC 38.036]	<a href="https://pol.tasb.org/Policy/Download/830?filename=FFBA(LOCAL).pdf">https://pol.tasb.org/Policy/Download/830?filename=FFBA(LOCAL).pdf</a>	
Ray Mendoza	13. Duties of peace officers, school resource officers, and security officers [TEC 38.081]	SBLE ROLES AND RESPONSIBILITIES.docx	
Brian Ellyson	Bullying Policy	<a href="https://pol.tasb.org/PolicyOnline/PolicyDetails?key=830&amp;code=FFI#LegalTabContent">https://pol.tasb.org/PolicyOnline/PolicyDetails?key=830&amp;code=FFI#LegalTabContent</a>	

	<b>DAEP Requirements</b>	<b>Not a Shared Service</b>	
	1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive special education and limited English proficiency services	Not a Shared Service	
	2. Attendance rates	Not a Shared Service	
	3. Pre- and post-assessment results	Not a Shared Service	
	4. Dropout rates	Not a Shared Service	
	5. Graduation rates	Not a Shared Service	
	6. Recidivism rates	Not a Shared Service	
	<b>Emergent Bilingual</b>		
Margaret Del Toro	Emergent Bilingual Handbook	<a href="https://drive.google.com/file/d/1hX18-BPcglGI5aVAnobwO37zN4lubB1G/view?usp=drive_link">https://drive.google.com/file/d/1hX18-BPcglGI5aVAnobwO37zN4lubB1G/view?usp=drive_link</a>	
Margaret Del Toro	Continuous Improvement Plan	<a href="https://drive.google.com/drive/folders/1056uDvZrgE63gCjipFGlij9j_hYY77RI">https://drive.google.com/drive/folders/1056uDvZrgE63gCjipFGlij9j_hYY77RI</a>	Updated in October of every year
Margaret Del Toro	ESL Waiver 23-24	<a href="https://docs.google.com/spreadsheets/d/1OF_AFoFr7niXZJOW8ubYuk1pRKxGodb9/edit?usp=sharing&amp;oid=106072311061496365109&amp;rtopof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/1OF_AFoFr7niXZJOW8ubYuk1pRKxGodb9/edit?usp=sharing&amp;oid=106072311061496365109&amp;rtopof=true&amp;sd=true</a>	Upload end of October every year
	ESSA Compliance Reports	Available in TEAL	Completed
	ESSA Application	Available in TEAL	Completed
	<b>Special Education</b>		
Kami Finger	Operating Guidelines	<a href="https://drive.google.com/drive/folders/1jmk_9uboww4Ooxsikwzi5kvKf1Xane?usp=sharing">https://drive.google.com/drive/folders/1jmk_9uboww4Ooxsikwzi5kvKf1Xane?usp=sharing</a>	
Kami Finger	Policies and Procedures	<a href="https://sites.google.com/lubbockisd.net/special-education-policy-and-p/home">https://sites.google.com/lubbockisd.net/special-education-policy-and-p/home</a>	
Kami Finger	Continuous Improvement Plans	<a href="https://drive.google.com/drive/folders/1qFWPaespSwbutudV5iP1zEOFO4FixRIY">https://drive.google.com/drive/folders/1qFWPaespSwbutudV5iP1zEOFO4FixRIY</a>	
Kami Finger	Special Education Self Assessment	Avilable in TEAL/Ascend	
	<b>SEL</b>		
Martha Dodge	Programs and Services Manual	<a href="https://sites.google.com/lubbockisd.net/pbis/home">https://sites.google.com/lubbockisd.net/pbis/home</a>	
Martha Dodge	5 Year Strategic Plan	<a href="https://docs.google.com/document/d/1z0c2QUWYcxzPw7v8zdNaOF8R0qsRI_TxrGNyNreqalA/edit?usp=sharing">https://docs.google.com/document/d/1z0c2QUWYcxzPw7v8zdNaOF8R0qsRI_TxrGNyNreqalA/edit?usp=sharing</a>	
Martha Dodge	Continuous Improvement Plan	<a href="https://drive.google.com/drive/folders/1TkSxB06smJBeJazwPqVInjathZ98ZmaJ?usp=sharing">https://drive.google.com/drive/folders/1TkSxB06smJBeJazwPqVInjathZ98ZmaJ?usp=sharing</a>	
Martha Dodge	PBIS Handbook	<a href="https://docs.google.com/document/d/1w7o7Dz4f5NUfJR9jK2_Ytj_7EVdhi2t-GlzGYivBUol/edit?usp=sharing">https://docs.google.com/document/d/1w7o7Dz4f5NUfJR9jK2_Ytj_7EVdhi2t-GlzGYivBUol/edit?usp=sharing</a>	
Heather Wood	SEBSS Resource Guide	<a href="https://sites.google.com/lubbockisd.net/sebssandacademictransition/home/about/sebss-resource-guide">https://sites.google.com/lubbockisd.net/sebssandacademictransition/home/about/sebss-resource-guide</a>	
Heather Wood	SEBSS Critical Components	<a href="https://docs.google.com/document/d/1v-7ynl-0Kk3cDwhDmDmkgEwbWUlaC-bWRsBxpzLEyQI/edit">https://docs.google.com/document/d/1v-7ynl-0Kk3cDwhDmDmkgEwbWUlaC-bWRsBxpzLEyQI/edit</a>	
	ESSA Compliance Report	Available on TEAL	
	ESSA Title IV Application	Available on TEAL	

Martha Dodge	Campus SEL Specialist Support Plan	<a href="https://docs.google.com/document/d/178zFPdzHUNIKlg864Phtx71spG00QRnVUHSDuN965eE/edit?usp=sharing">https://docs.google.com/document/d/178zFPdzHUNIKlg864Phtx71spG00QRnVUHSDuN965eE/edit?usp=sharing</a> <a href="https://docs.google.com/spreadsheets/d/1S-TaHzScQfVQE-KvzdU9BTD3QOXOAFtbgFMxOk1nFHc/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1S-TaHzScQfVQE-KvzdU9BTD3QOXOAFtbgFMxOk1nFHc/edit?usp=sharing</a>	
	<b>Migrant</b>		
Shelly Bratcher	MEP Guidance	<a href="https://drive.google.com/file/d/1LnnQhJws8qwBz-7oOEIRNpzSwUppuiSK/view?usp=sharing">https://drive.google.com/file/d/1LnnQhJws8qwBz-7oOEIRNpzSwUppuiSK/view?usp=sharing</a>	
Shelly Bratcher	Parent Survey	<a href="https://drive.google.com/file/d/1nLiMvFWaBp1V-YNeaknkuh-KFkG7wHct/view?usp=sharing">https://drive.google.com/file/d/1nLiMvFWaBp1V-YNeaknkuh-KFkG7wHct/view?usp=sharing</a>	
Shelly Bratcher	Parent Advisory Council Information	Available in the MOU	
Shelly Bratcher	ESSA Compliance Report	Available in TEAL	
Shelly Bratcher	ESSA Application	Available in TEAL	
Shelly Bratcher	MEP Strategic Plan	<a href="https://docs.google.com/document/d/1q1nJWPMojOGOJtqtthtO0EV4k983alR5EJjd_x4pul8/edit?usp=sharing">https://docs.google.com/document/d/1q1nJWPMojOGOJtqtthtO0EV4k983alR5EJjd_x4pul8/edit?usp=sharing</a>	
	<b>Perkins</b>		
Amy Baker	Perkins V [Section 3(48)]	<a href="#">Perkins V Comprehensive Local Needs Assessment.pdf</a>	
	<b>PD and Program Evaluation</b>		
Beth Berridge	PD and Program Evaluation	<a href="https://docs.google.com/document/d/1pJwom9J-yeCtUUAo7_urfqZl7dQFZveH5S37_8asKA/edit?usp=sharing">https://docs.google.com/document/d/1pJwom9J-yeCtUUAo7_urfqZl7dQFZveH5S37_8asKA/edit?usp=sharing</a>	
	<b>EA Plan and Middle School, Junior High, High School</b>		
	LEA and campus committees must analyze the following data and use the information in developing the campus and LEA plans. [TEC 11.255]	Data is analyzed as part of CNA	
	1. Results of audit of dropout records		
	2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade		
	3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate		
	4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions		
	5. Results of an evaluation of each school-based dropout prevention program		
Beverly Finch / Christa Ritchey	District PFE Policy	2023-2024 LUBBOCK ISD PARENT ENGAGEMENT POLICY .docx.pdf	

<b>EA Plan and Middle School, Junior High, High School</b>	
LEA and campus committees must analyze the following data and use the information in developing the campus and LEA plans. [TEC 11.255]	Data is analyzed as part of CNA
1. Results of audit of dropout records	
2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade	
3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate	
4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions	
5. Results of an evaluation of each school-based dropout prevention program	