

Lovejoy Independent School District

District Improvement Plan

2024-2025



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Mission Statement

To propel every person to personal excellence.

Vision

The District's vision is to create a learning environment that's caring and creative, and to encourage students to reach their potential.

Core Beliefs

One Heart, one Lovejoy

We are a community of inclusion. We value & respect the thoughts, feelings and perspectives of every community member.

We commit to sharing information directly, honestly, & with positive intent.

We value our rich traditions and work to embrace and protect them.

We have hearts of service. We seek ways to make a positive impact, then we act.

We celebrate all things Lovejoy!

Best Today, Better Tomorrow

We are in pursuit of our best without limits in our mind, everyday.

We are continually learning and growing in all areas of life.

We will hold ourselves accountable to living our values in all of our choices and actions.

Kids Come First

We make decisions in the best interest of each student.

We educate beyond academics.

We add value to the lives of every kid in our district.

We seek to understand and invest in each child, preparing them for the future of their choosing.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Lovejoy Independent School District is a suburban community located 25 miles north of Dallas. The district covers an approximately 19 square mile area in Collin County. Students in Lovejoy ISD attend one of 6 campuses that include Lovejoy Early Childhood Center, Hart Elementary, Puster Elementary, Sloan Creek Intermediate School, Willow Springs Middle School and Lovejoy High School.

Student Enrollment and Attendance

Student enrollment as of October 1, 2024 reached 3,965 students. The district has experienced a decline in enrollment in recent years as residential zoned areas throughout the community have built out.

Student Demographics

Ethnicity/Race - The student demographics of Lovejoy ISD include 72% White, 3.2% Black, 9.9% Asian or Asian/Pacific Islander, 9.2% Hispanic/Latino, 0.6% American Indian or Alaska Native and 5% two or more races.

Gender - Gender breakdown includes 48% female and 52% male.

Economically Disadvantaged - The percent of economically disadvantaged students in the district is 2.8%.

Student Programs - Students identified as English language learners is 7.2%, students receiving Special Education services is 10.09%, and Gifted and Talented identification includes 18.9% of total student population.

Demographics Strengths

Lovejoy Independent School District is a top rated school district in North Texas, consistently receiving both national and state recognitions in academics, athletics and fine arts. Lovejoy High School boasts a 96% college matriculation rate. It's comprehensive educational experience is grounded in rigorous liberal arts and college preparatory curriculum. Advanced Placement (AP), Dual Credit, and CTE courses provide college and career readiness. Lovejoy offers exceptional Fine Arts programs including Band, Orchestra, Choir, Drill Team, Cheer and Theatre. A state-of-the-art Robotics program, media, debate, leadership, and student clubs offer engaging opportunities for all students.

The District's location within the DFW Metroplex attracts a diverse population of families that allows opportunities to build awareness of different perspectives and enhances learning experiences for students.

Lovejoy staff demonstrate a strong commitment to providing high quality learning experiences for students.

Lovejoy Independent School District has a significantly high percentage of parent and community involvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff retention rates is an identified area of focus.

Student Learning

Student Learning Summary

High levels of learning for all students is the top priority in Lovejoy ISD. Lovejoy ISD is a uniquely special place where Kids Come First. Student academic performance outcomes reflect a collective commitment to excellence. Lovejoy ISD is dedicated to "one standard of excellence" across all student experiences, including academics, athletics, and fine arts.

Accountability Ratings

In the 2022 state accountability system, Lovejoy ISD earned an overall "A" rating from the state for academic performance. Of the 1,207 districts in the state, LISD was one of less than 400 districts receiving an "A" rating. *Accountability ratings have not been released by the Texas Education Agency since 2022 pending litigation of the state accountability rating system.*

STAAR Performance

Lovejoy ISD's overall 2024 STAAR assessment results reflect the following for grades 3-8 and End of Course.

STAAR READING PERFORMANCE 2024

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
Grade 3	98%	96%	85%	82%	51%	49%
Grade 4	97%	95%	84%	80%	59%	50%
Grade 5	94%	97%	79%	85%	54%	54%
Grade 6	95%	99%	89%	92%	61%	63%
Grade 7	95%	99%	90%	92%	69%	69%
Grade 8	99%	98%	91%	94%	66%	70%
English I	97%	97%	91%	94%	44%	50%
English II	96%	98%	91%	92%	23%	28%

- Student achievement gains were made on STAAR Reading in grades 3-6 comparing the 2023 and 2024 STAAR assessment results.
- Lovejoy ISD ranks 3rd in Texas for 2024 3rd Grade Reading STAAR performance. (Among districts with 50 or more students in the tested area.)
- 3rd, 4th and 6th grade STAAR reading results increased in “approaches” “meets” and “masters” from 2023 to 2024.
- 5th grade STAAR reading increased in “masters” from 2023-2024.
- Grade 5 STAAR reading decreased in “meets” from 2023-2024.
- Secondary STAAR and EOC performance remained consistent from 2023-2024 within five percentage points, with the exception of English I EOC.

STAAR MATH PERFORMANCE 2024

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
Grade 3	97%	95%	86%	86%	50%	58%
Grade 4	98%	96%	90%	89%	59%	68%
Grade 5	93%	97%	74%	86%	37%	56%
Grade 6	95%	98%	81%	87%	45%	61%
Grade 7	86%	74%	69%	44%	19%	3%
Grade 8	94%	99%	86%	92%	62%	59%
Algebra I	99%	100%	90%	94%	67%	81%

- Grades 3 and 4 maintained consistent performance or increased in both the “approaches” and “meets” performance levels.
- Significant increases in all performance levels, “approaches” and above, for Grade 7 mathematics.
- Grade 8 mathematics increase in “masters”. Slight decline in the “approaches” and “meets” performance levels
- Grades 3-6 and Algebra 1 reflect a decrease in "masters" performance level.

STAAR SOCIAL STUDIES PERFORMANCE 2024

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
Grade 8	94%	94%	68%	69%	45%	49%
US History	100%	99%	93%	97%	69%	71%

- Secondary STAAR and EOC performance results remain consistent from 2023-2024, within five percentage points.
- All students received an “approaches” performance level or higher on the US History EOC exam.
- Slight decrease in “masters” performance level on 8th grade SS and US History EOC.

STAAR SCIENCE PERFORMANCE 2024

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
Grade 5	80%	94%	47%	75%	23%	47%
Grade 8	97%	98%	81%	85%	38%	46%
Biology	99%	100%	92%	94%	46%	56%

- Grade 5 decreased in “masters”, meets, and approaches level (both state and district)
- Secondary STAAR and EOC performance remained consistent from 2023-2024, within five percentage points, with the exception of Grade 8 and Biology “masters” performance.
- Grade 8 Science “masters” performance dropped eight percentage points.
- Biology “masters” performance dropped 10 percentage points.
- Overall performance for 5th grade Science is an area of needed improvement and focus.

Other Assessment and Student Learning Data

Data below is provided to further demonstrate student learning beyond the state's STAAR assessments and aligns with the commitment to promoting progress for all learners.

2024 AP SCHOLAR SUMMARY

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Capstone Diploma	AP Seminar and Research Certificate	All Awards
Class of 2024						
Number of Scholars	150	73	176	18	2	420
Average Score	3.15	3.68	4.16	3.94	2.15	3.80
Class of 2023						
Number of Scholars	156	36	120	7	5	324
Average Score	3.01	3.61	4.14	4.01	2.76	3.60
Class of 2022						
Number of Scholars	129	36	107	16	2	290
Average Score	2.92	3.64	4.12	4.07	2.82	3.62
Class of 2021						
Number of Scholars	110	49	113	25	13	310

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Capstone Diploma	AP Seminar and Research Certificate	All Awards
Average Score	2.94	3.55	4.07	3.64	2.97	3.59

2024 SAT COMPOSITE SCORES

	Total	ERW	Math
Class of 2024			
LHS	1142	575	567
National*			
Class of 2023			
LHS	1148	577	571
National	1028	520	508
Class of 2022			
LHS	1182	595	587
National	1050	529	521
Class of 2021			

	Total	ERW	Math
LHS	1168	585	584
National	1060	533	528

2024 ACT COMPOSITE SCORES

	English	Math	Reading	Science Reasoning	Composite Score
Class of 2024					
LHS	25.0	24.6	26.1	24.9	25.3
National*					
Class of 2023					
LHS	22.9	23.7	24.5	24.0	23.8
National	18.6	19.0	20.1	19.6	19.3
Class of 2022					
LHS	20.9	22.2	23.2	22.6	22.3
National	20.2	20.5	21.3	20.8	20.7
Class of 2021					
LHS	25.6	25.4	26.2	25.0	25.6

	English	Math	Reading	Science Reasoning	Composite Score
National	18.9	20.0	20.6	20.3	20.0

Student Learning Strengths

The shared mission of Lovejoy ISD is to propel every person to personal excellence by surrounding our students by highly qualified and dedicated professionals. Lovejoy ISD's Legacy of Excellence includes:

- Shared commitment to high levels of learning for all students
- Implementation of tightly aligned curriculum that is collaboratively developed and reviewed
- Well-rounded student learning opportunities
- Collaboration with Collin College to provide opportunities to assist with preparing students for postsecondary pursuits
- The District has adopted a Professional Learning Communities framework that encourages shared accountability to support student success
- Student performance remains well above the state and region in most academic areas
- Lovejoy High School is ranked in the top 1% of traditional high schools in Texas (2024)
- Lone Star Cup Winner (2024)
- Best Communities for Music Education 4 years in a row
- Top 1% of School Districts in the Nation by Niche (2024)
- 99/100 "A" Ranking by the Texas Education Agency (TEA) Accountability Report (2022)
- 45 State Athletic Championships (Team (20) and Individual (25) since the inception of the secondary program in 2006)
- 37 Lovejoy High School students have been recognized in the 2025 National Merit Scholarship Program
- 13 of the 2025 National Merit Scholars have been named National Merit Scholarship Program Semifinalists

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to emphasize the focus for one year's learning within a year's time for every Lovejoy ISD student.

Problem Statement 2 (Prioritized): There is a need to target specific literacy, math, and science skills to close learning gaps as early as possible.

Problem Statement 3 (Prioritized): Masters Performance Level across all content areas is an area of focus.

District Processes & Programs

District Processes & Programs Summary

Lovejoy ISD curricular programming provides extensive learning opportunities for PreK-12 students. Student support programs are available to propel students to their personal best. These programs may include, but not limited to:

- Accelerated Instruction
- Special Education Services
- Gifted and Talented Services
- Section 504 Services
- Intervention and Enrichment Opportunities
- Problem Solving Support Team (PST)
- Multi-Tiered Systems of Support (MTSS)
- Comprehensive School Counseling Programs
- English Learner Services
- Student Behavior Support System

Opportunities for student learning acceleration include but not limited to:

- Advanced Courses
- AP Courses
- Gifted and Talented Services
- Credit by Exam Opportunities
- Dual Credit Opportunities

Extracurricular programs are a cornerstone for the district, which include the following student opportunities:

- Athletics
- Fine Arts
- Career and Technology Education
- UIL
- Extra-Curricular Clubs and Activities

Human Resources

Lovejoy ISD is committed to attracting and retaining the highest-quality employees. Team Lovejoy offers a uniquely special workplace culture and community, Lovejoy ISD Human Resources supports a staff of over 500 employees. The District participates in recruiting events throughout the year, seeking to recruit highly-qualified candidates with diverse experiences and backgrounds. The District values the small town feel and ability to know and build professional relationships with all staff.

New to the profession teachers are assigned mentors to support them in their new career. Structures for ongoing professional development and support are available to all staff. Lovejoy ISD has adopted a specifically designed calendar to support teacher training, collaboration, instructional planning, and retention.

Additionally, District leaders and content specialists provide ongoing, job embedded learning opportunities and support for staff. Through these efforts, the District seeks to maximize achievement and growth for all students by building capacity in staff.

Planning for Learning

As a professional learning community, Lovejoy ISD embraces the continuous improvement process where schools and teams are responsible for working interdependently in order to achieve high levels of learning for all students. The priorities of our work are grounded in LEARNING, COLLABORATION, and RESULTS.

- LEARNING - In Lovejoy ISD we believe our fundamental purpose is to support all students to achieve high levels of learning.
- COLLABORATION - In Lovejoy ISD we are committed to working together to achieve our collective purpose of learning for all students. Collaborative teams share a collective responsibility as they work interdependently across all departments to meet the needs of every student.
- RESULTS - In Lovejoy ISD we assess our effectiveness with student learning on the basis of results. Schools will utilize relevant and timely data to support continuous student improvement.

Technology

Lovejoy ISD students respond to our ever-changing world by moving beyond consumers of knowledge, contributing to society by creating and applying their solutions to real-world problems. Digital tools enable collaboration, multimodal communication, ways to create and share new knowledge, and opportunities to connect with others. Access to a wide variety of tools and applications are available to staff and students as well as utilization of learning management platforms such as Google Classroom.

Comprehensive School Counseling

The mission of the Lovejoy ISD Guidance and Counseling Department is to propel students to personal excellence by equipping them with academic, emotional, and social skills to unlock their full potential. Following the Texas Model for Comprehensive School Counseling programs, LISD school counselors seek to meet the priority needs of students through four delivery components:

- Individual Planning
- Guidance
- Responsive Services
- Systems Support

Safety and Security

Lovejoy ISD is committed to providing a safe and secure environment for our students, staff members and visitors. We work closely with our local law enforcement, fire and emergency management partners to provide a robust security program. The District believes in the "force multiply" concept in all that we do. Everyone plays a vital role in the safety and security of our organization, and we value inclusion within our programs.

Communications

The focus of communications within Lovejoy ISD is to develop strong community connections through effective communication with both internal and external stakeholders. In addition to ensuring alignment between district messaging and core values, the District is committed to overseeing various communication tools and strategies to help facilities effectively communicate between school staff, students, parents and community members.

District Processes & Programs Strengths

District Processes and Program Strengths include:

- The District offers a great sense of community and connection that is centered on creating excellence with student opportunity.
- A wide range of learning opportunities and experiences for students within and outside of the school day.
- A strong commitment to high levels of student learning and achievement.
- Programs and systems of support for all learners.
- Investment in staff and building capacity through collective learning.
- Districtwide implementation of Professional Learning Communities framework.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to continue to review, adjust, and create high quality systems and processes for students to achieve high levels of academic and personal growth

Priority Problem Statements

Problem Statement 1: Staff retention rates is an identified area of focus.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to emphasis the focus for one year's learning within a year's time for every Lovejoy ISD student.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to target specific literacy, math, and science skills to close learning gaps as early as possible.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Masters Performance Level across all content areas is an area of focus.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to continue to review, adjust, and create high quality systems and processes for students to achieve high levels of academic and personal growth

Root Cause 5:

Problem Statement 5 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

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

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: LEARNING





Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 1: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Reading will increase from 85% to 87% by 2025 and 91% by 2028.

HB3 Goal

Evaluation Data Sources: STAAR Data
 mClass Assessment Data
 DRA Assessment Data
 MAP Growth
 Priority Standards Student Tracking Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lovejoy ISD will implement explicit and systematic structured literacy instruction in all K-3 Reading Language Arts classrooms.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd, and 3rd grade students that are reading on grade level will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator, Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lovejoy ISD will implement a comprehensive workshop model with a focus on differentiated small group instruction using guided reading, decodable text lessons, and strategy groups in all Reading Language Arts classrooms.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd, and 3rd grade students that are reading on grade level will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator, Campus Administrators</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lovejoy ISD collaborative teams will develop common formative assessments and utilize progress monitoring tools to monitor students' progress toward mastery of grade level RLA priority standards and expected text levels.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd, and 3rd grade students that are reading on grade level will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator, and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Lovejoy ISD will utilize a Multi Tiered System of Support (MTSS) framework to assist teachers and staff with problem solving and the opportunity to identify students' reading levels in order to determine the appropriate intervention and enrichment supports.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd, and 3rd grade students that are reading on grade level will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will be provided with opportunities to respond to open ended questions through writing in all content areas.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd, and 3rd grade students that are reading and writing on grade level will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: District and campus administrators will conduct regular classroom walkthroughs to provide feedback and monitor implementation of Unit Planning Guides and impact on teaching and learning.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd, and 3rd grade students that are reading and writing on grade level will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: LEARNING





Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 2: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Math will increase from 88% to 90% by 2025 and by 93% by 2028.

HB3 Goal

Evaluation Data Sources: STAAR Data
 District Math Benchmark Assessments
 MAP Growth
 Priority Standards Student Tracking Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lovejoy ISD will implement a workshop model with a focus on differentiated small group instruction in all Math classrooms.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd and 3rd grade students that score High Average or above Math MAP Growth will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lovejoy ISD collaborative teams will develop common formative assessments and utilize progress monitoring tools to monitor students' progress toward mastery of grade level math priority standards.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd and 3rd grade students that score High Average or above Math MAP Growth will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lovejoy ISD will utilize a Multi Tiered System of Support (MTSS) framework to assist teachers and staff with problem solving and the opportunity to target students' specific needs in math in order to determine intervention and enrichment supports.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd and 3rd grade students that score High Average or above Math MAP Growth will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District and campus administrators will conduct regular classroom walkthroughs to provide feedback and monitor implementation of Unit Planning Guides and impact on teaching and learning.</p> <p>Strategy's Expected Result/Impact: The percent of Kindergarten, 1st, 2nd and 3rd grade students that score High Average or above Math MAP Growth will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 3: The percentage of 5th grade students that score Meets Grade Level or above on STAAR Reading will increase from 79% to 82% or higher by 2025.

Evaluation Data Sources: STAAR Data
 District Reading Benchmark Assessments
 MAP Growth
 Interim Assessments (TEA Resource)
 Priority Standards Student Tracking Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lovejoy ISD will implement a comprehensive workshop model with a focus on differentiated small group instruction using guided reading, decodable text lessons, and strategy groups in K- 5th grade Reading Language Arts classrooms.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Reading test will increase to 82% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kindergarten through fifth grade collaborative teams will develop common formative assessments and utilize progress monitoring tools to monitor students' progress toward mastery of grade level RLA priority standards and expected text levels.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Reading test will increase to 82% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Kindergarten through fifth grade teachers and support staff will utilize a Multi Tiered System of Support (MTSS) framework to assist teachers and staff with problem solving and the opportunity to identify students' reading levels in order to determine the appropriate intervention and enrichment supports.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Reading test will increase to 82% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will be provided with opportunities to respond to open ended questions through writing in all content areas.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Reading test will increase to 82% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: District and campus administrators will conduct regular classroom walkthroughs to provide feedback and monitor implementation of Unit Planning Guides and impact on teaching and learning.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Reading test will increase to 82% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Prek-6 RLA Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 4: The percentage of 5th grade students that score Meets Grade Level or above on STAAR Math will increase from 74% to 80% or higher by 2025.

Evaluation Data Sources: STAAR Data
 District Math Benchmark Assessments
 Interim Assessments (TEA Resource)
 MAP Growth
 Priority Standards Student Tracking Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kindergarten through fifth grade teachers will implement a workshop model with a focus on differentiated small group instruction in all Math classrooms.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Math test will increase to 80% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kindergarten through fifth grade collaborative teams will develop common formative assessments and utilize progress monitoring tools to monitor students' progress toward mastery of grade level math priority standards.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Math test will increase to 80% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Kindergarten through fifth grade teachers and support staff will utilize a Multi Tiered System of Support (MTSS) framework to assist teachers and staff with problem solving and the opportunity to identify students' math levels in order to determine the appropriate intervention and enrichment supports.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Math test will increase to 80% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator, and Campus Administrators</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will be provided with opportunities to respond to open ended questions through writing in all content areas.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Math test will increase to 80% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: District and campus administrators will conduct regular classroom walkthroughs to provide feedback and monitor implementation of Unit Planning Guides and impact on teaching and learning.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Math test will increase to 80% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, Math Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 5: The percentage of 5th grade students that score Meets Grade Level or above on STAAR Science will increase from 47% to 70% or higher by 2025.

Evaluation Data Sources: STAAR Data
 District Science Benchmark Assessments
 Interim Assessments (TEA Resource)
 MAP Growth
 Priority Standards Student Tracking Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kindergarten through fifth grade collaborative teams will develop common formative assessments and utilize progress monitoring tools to monitor students' progress toward mastery of grade level science priority standards.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Science test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, C&I Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kindergarten through fifth grade teachers and support staff will utilize a Multi Tiered System of Support (MTSS) framework to assist teachers and staff with problem solving and the opportunity to identify students' science performance in order to determine the appropriate intervention and enrichment supports.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Science test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, C&I Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be provided with opportunities to respond to open ended questions through writing in all content areas.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Science test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, C&I Coordinator and Campus Administrators</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District and campus administrators will conduct regular classroom walkthroughs to provide feedback and monitor implementation of Unit Planning Guides and impact on teaching and learning.</p> <p>Strategy's Expected Result/Impact: The percent of 5th grade students that score Meets Grade Level or above on the STAAR Science test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, and Early Childhood, C&I Coordinator ,and Campus Administrators</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 6: The percentage of 8th grade students that score Meets Grade Level or above on STAAR Social Studies will increase from 68% to 70% or higher by 2025.

Evaluation Data Sources: STAAR Data
 District Social Studies Benchmark Assessments
 Priority Standards Student Tracking Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kindergarten through eighth grade collaborative teams will develop common formative assessments and utilize progress monitoring tools to monitor students' progress toward mastery of grade level social studies priority standards.</p> <p>Strategy's Expected Result/Impact: The percent of 8th grade students that score Meets Grade Level or above on the STAAR Social Studies test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Elementary Education and Early Childhood, C&I Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kindergarten through eighth grade teachers and support staff will utilize a Multi Tiered System of Support (MTSS) framework to assist teachers and staff with problem solving and the opportunity to identify students' social studies performance in order to determine the appropriate intervention and enrichment supports.</p> <p>Strategy's Expected Result/Impact: The percent of 8th grade students that score Meets Grade Level or above on the STAAR Social Studies test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Elementary Education and Early Childhood, C&I Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be provided with opportunities to respond to open ended questions through writing in all content areas.</p> <p>Strategy's Expected Result/Impact: The percent of 8th grade students that score Meets Grade Level or above on the STAAR Social Studies test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Elementary Education and Early Childhood, C&I Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District and campus administrators will conduct regular classroom walkthroughs to provide feedback and monitor implementation of Unit Planning Guides and impact on teaching and learning.</p> <p>Strategy's Expected Result/Impact: The percent of 8th grade students that score Meets Grade Level or above on the STAAR Social Studies test will increase to 70% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Elementary Education and Early Childhood, C&I Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 7: The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 92% to 95% by 2025 and 98% by 2028. (HB 3)

HB3 Goal





Evaluation Data Sources: Industry-based certification metrics

CTE completer data

Dual credit data

SAT, ACT data

TSIA data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Systematic processes to monitor students' completion of CCMR indicators will be implemented at LHS.</p> <p>Strategy's Expected Result/Impact: The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase to 95% or higher by 2025.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, LHS Administrators, LHS Counselors</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement systematic professional learning for Grade 7-12 Reading and Mathematics teachers that focuses on effective instructional strategies to improve reading and mathematics skills.</p> <p>Strategy's Expected Result/Impact: Increase number of students earning their CCMR indicator.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, LHS Administrators, LHS Counselors</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Lovejoy ISD collaborative teams will analyze data from college and career readiness exams to plan and implement targeted intervention strategies.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students meeting the success criteria on readiness exams</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, LHS Administrators, LHS Counselors, Gr 9-12 Reading and Mathematics teachers</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 8: The percentage of LISD students that achieve a year's learning will increase from 77% to 82% by 2025

Evaluation Data Sources: STAAR Data
Interim Assessments
Common Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement data informed systems and practices such as PLC's and the LISD Balanced Assessment System. Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks, and STAAR Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement systematic professional learning that focuses on effective instructional strategies to promote academic growth such as Think, Talk, Write, and other Lead4ward Instructional Strategies. Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks, and STAAR Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement student progress monitoring systems at the district and campus levels for staff to analysis quantitative and qualitative data and determine timely responsive actions to improve student achievement outcomes. Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks and STAAR Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.


Performance Objective 9: Lovejoy ISD staff will design instruction that reflects utilization of the 4 guiding questions of Professional Learning Communities and follow the Unit Planning Guides resulting in engaging and rigorous student learning experiences.

- Evaluation Data Sources:** Lesson Plans
 Classroom observation and walkthrough data
 District Benchmarks
 Priority standards student data results
 STAAR Data
 MAP Growth Data
 SAT, ACT
 AP Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PreK-12 collaborative teams will meet weekly to develop lesson plans using the 4 guiding PLC questions and Unit Planning Guides.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize common formative assessments, unit assessments and district benchmarks to respond to 4 PLC questions, develop targeted lesson plans and interventions to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Curriculum coordinators, MTSS Leads, Campus and District Administrators will regularly participate and support PreK-12 collaborative teams with weekly planning.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators, and Campus Administrators</p>	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.


Performance Objective 10: Lovejoy ISD staff will implement systematic student progress monitoring processes to support high levels of achievement for all students.

- Evaluation Data Sources:** Priority Standards Student Tracking Data
 District Benchmark Assessments
 STAAR Data
 Interim Assessments
 SAT, ACT
 AP Scores
 Campus and District Student Progress Meeting Agendas and Notes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District curriculum and instruction staff will schedule regular data analysis meetings to review and monitor student achievement data that includes but not limited to campus priority standards student data, reading levels, MAP Growth data, and district benchmarks. The team will identify timely responsive actions to support campuses with improving student achievement outcomes.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education and PreK-12 Coordinators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tracking systems to monitor students mastering PreK-12 priority standards (RLA, Math, Science and Social Studies) will be implemented.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, PreK-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PreK-12 campuses will schedule regular data analysis meetings to review and monitor student achievement data that includes but not limited to common formative assessment data, campus priority standards student data, reading levels, MAP Growth data, unit assessment data and district benchmarks. Campus staff will identify timely responsive actions to support improving student achievement outcomes.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, PreK-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 11: Lovejoy ISD staff will implement intervention and enrichment opportunities for students based on assessed needs to support high levels of achievement for all students.

- Evaluation Data Sources:** PST Documentation
 Priority Standards Student Tracking Data
 STAAR Data
 Interim Assessments
 SAT, ACT
 AP Scores


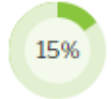

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lovejoy ISD will implement differentiated small group instruction such as through workshop model and Leopard Time. PreK-12 collaborative teams will plan small group instruction during weekly lesson planning.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lovejoy ISD will utilize a Multi Tiered System of Support (MTSS) framework to assist teachers and staff with problem solving and the opportunity to identify students' reading levels in order to determine the appropriate intervention and enrichment supports.</p> <p>Strategy's Expected Result/Impact: Increased academic growth on MAP Growth, mClass, DRA, District Benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Prek-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 12: Lovejoy ISD will implement a comprehensive school counseling program to include guidance curriculum, responsive services, individual planning, and system support (HB 18)

Evaluation Data Sources: Professional Development Calendar,
Lovejoy ISD Counseling Framework,
Counselor Time Log Report,
Xello Usage Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-12 counselors will log how they spend their time on a daily basis to show full implementation of the 80/20 rule for school counseling.</p> <p>Strategy's Expected Result/Impact: Improve the ratio of time spent on counseling duties so the time is in alignment with the Texas Model for Comprehensive School Counseling Program.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction and Director of Student Support</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lovejoy ISD Counseling will review current communication structures, develop parent and student surveys, and use advisory groups to address areas of need within our program.</p> <p>Strategy's Expected Result/Impact: This strategy will help us improve program components as well as communication and collaboration with our parents resulting in increased customer service.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Student Support</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: K-12 Counselors will offer a minimum of one small-group grief counseling at each campus using Journey of Hope curriculum.</p> <p>Strategy's Expected Result/Impact: Impact students who have experienced loss so that they can feel safe and secure and ready to learn.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Student Support</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: K-12 Counselors will implement a minimum of 1 lesson per grade level from Xello.</p> <p>Strategy's Expected Result/Impact: Implementation of College and Career Readiness lessons across all grade levels will assist our students in self-awareness and post-secondary planning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Student Support</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: LEARNING

Lovejoy ISD will prioritize high levels of student learning and academic excellence.

Performance Objective 13: The average daily attendance rate for Lovejoy ISD during the 2024-2025 school year will increase to an average of 96% (or higher) by June 2025.

High Priority

Evaluation Data Sources: ADA Data Tracking Sheets, State Reporting Data, Attendance Rate, Comparison to 23-24 Data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lovejoy ISD Student Services will work in unison with PEIMS Staff, Campus Administrators, and Community Stakeholders to develop a comprehensive attendance plan which will yield positive results by June 2025. Please look for ongoing communication, best practices, and a focus on partnering with our community to improve attendance. Internal processes and resources will also be added through an ongoing cycle of analysis and continuous improvement.</p> <p>Strategy's Expected Result/Impact: Higher levels of attendance, learning, and connection.</p> <p>Staff Responsible for Monitoring: Student Services, PEIMS Staff, District Leadership, Campus Leadership</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: INNOVATION


Lovejoy ISD will prepare students for future ready success.


Performance Objective 1: Classroom instruction will reflect students engaging in critical thinking, collaboration, communication, inquiry, problem solving, creativity, innovation and practice of resilience.

Evaluation Data Sources: Classroom Observations and Walkthrough Data
Lesson Plans
Student Artifacts

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement systematic professional learning that focuses on effective instructional strategies to promote rigorous and hands on learning such as Think, Talk, Write, Argument Driven Inquiry, S3strategies, Depth and Complexity strategies, and Lead4ward Instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase students applying skills and behaviors that reflect critical thinking, collaboration, communication, inquiry, problem solving, creativity, innovation and resilience during learning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, PreK-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PreK-12 collaborative teams will meet weekly to develop lesson plans that reflect instructional strategies that reflect opportunities for students to apply skills including critical thinking, collaboration, communication, inquiry, problem solving, innovation and resilience.</p> <p>Strategy's Expected Result/Impact: Increase PreK-12 students' application of skills and behaviors that reflect critical thinking, collaboration, communication, inquiry, problem solving, creativity, innovation and resilience during learning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, PreK-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District and campus administrators will conduct regular classroom walkthroughs to provide feedback and monitor students engaging in critical thinking, collaboration, communication, inquiry, problem solving, creativity, innovation and practice of resilience.</p> <p>Strategy's Expected Result/Impact: Increase students applying skills and behaviors that reflect critical thinking, collaboration, communication, inquiry, problem solving, creativity, innovation and resilience during learning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, PreK-12 Coordinators and Campus Administrators</p>	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: INNOVATION

Lovejoy ISD will prepare students for future ready success.

Performance Objective 2: Lovejoy ISD will implement a PK-12 STEM curriculum that reflects Life Ready competencies and align with the Lovejoy ISD Graduate Profile.

Evaluation Data Sources: Lesson Plans
 PK-12 STEM Curriculum
 Classroom Observation and Walkthrough Data
 Student Artifacts





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Plan and implement quarterly Digital Citizenship lessons in grades PreK-12. Strategy's Expected Result/Impact: Deliver lessons to grade-level peer groups with the expectation that students demonstrate the use of technology responsibly and equitably Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education, Campus Administrators, Instructional Technology Coordinator</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a common understanding of STEM education and the future ready skills across all disciplines. Strategy's Expected Result/Impact: Staff will be able to define the concepts of STEM education and embed opportunities for students to further develop future ready skills. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education, Campus Administrators, Instructional Technology Coordinator</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Form a STEM Council to identify additional needs and develop strategies to identify indicators of high quality STEM education in Lovejoy ISD. Strategy's Expected Result/Impact: Teachers will plan and implement innovative practices to provide students with a high quality STEM Education, such as Argument-Driven Inquiry, Tynker, etc. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education, Campus Administrators, Instructional Technology Coordinator</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: INNOVATION

Lovejoy ISD will prepare students for future ready success.

Performance Objective 3: Lovejoy ISD will provide students innovative experience with technology to enhance individual student learning outcomes.

- Evaluation Data Sources:** Student Artifacts
- Technology Application Metrics
- Google Classroom
- Classroom Observations and Walkthrough Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Enhance classroom display technologies at middle and high school campuses. Strategy's Expected Result/Impact: Improved instructional delivery and student interaction with curriculum. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Technology	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Improve classroom labs ability to support resource heavy CTE curriculums. Strategy's Expected Result/Impact: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Technology Staff Responsible for Monitoring: Teachers	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Plan and implement opportunities for PK-12 students to develop and showcase creativity and innovation. Strategy's Expected Result/Impact: Students will be provided innovative classroom experiences as noted in lesson plans and in Google Classroom. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education, Campus Administrators, Instructional Technology Coordinator	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: INNOVATION

Lovejoy ISD will prepare students for future ready success.

Performance Objective 4: Lovejoy ISD will prepare students to be college ready upon graduation, possessing the knowledge and skills for success at a higher education institution.

HB3 Goal


Evaluation Data Sources: SAT, ACT, TSIA data

College acceptance data


Post high school student survey data


Dual Credit data

AP data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for teachers of Advanced and Advanced Placement courses to attend College Board training and mentoring, and imbed instructional strategies into daily lesson plans.</p> <p>Strategy's Expected Result/Impact: Increase in the rigor of instruction and better prepare students for Advanced Placement testing</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, WSMS and LHS Campus Administrators, Instructional Program Facilitator</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lovejoy ISD collaborative teams will analyze data from college readiness exams and dual credit courses to plan and implement targeted intervention strategies.</p> <p>Strategy's Expected Result/Impact: An increase in the number of student meeting the success criteria on college readiness exams and successfully completing dual credit courses</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, LHS Campus Administrators, LHS Counselors, LHS Teachers</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a committee of stakeholders to determine a plan and timeline for the use of the Course Planner in Xello.</p> <p>Strategy's Expected Result/Impact: Real-time information on student progress towards college readiness and allows parent to be part of the collaborative process</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Student Support, WSMS and LHS Campus Administrators, WSMS and LHS Counselors</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify


 Discontinue

Goal 2: INNOVATION

Lovejoy ISD will prepare students for future ready success.

Performance Objective 5: Lovejoy ISD will provide technologies and certifications that give students job ready skills for the future workforce.

Evaluation Data Sources: Classroom Device Specifications
Student Certifications

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assess whether current technologies are sufficient to support CTE courses that provide certifications. Determine what upgrades need to be made to our current lab environments.</p> <p>Strategy's Expected Result/Impact: Improved ability for the students to complete course work and practice content relevant to certifications</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Technology and LHS Administrators</p> <p>Equity Plan</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lovejoy ISD collaborative teams and community stakeholders will analysis workforce patterns and trends to determine most relevant certifications to administer, and monitor progress of exams currently in place.</p> <p>Strategy's Expected Result/Impact: Students will obtain certifications that provide an advantage for them in the workforce.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, LHS Administrators and LHS Counselors</p>	Formative		
	Nov	Feb	May
			





Goal 3: PEOPLE

Lovejoy ISD will recruit, retain, support and develop personnel, resulting in a positive student experience.

Performance Objective 1: Lovejoy ISD will increase teacher retention.

High Priority

Evaluation Data Sources: District surveys
 Staff feedback and retention data
 Stay interviews





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Human Resources department will engage stakeholders through the use of staff satisfaction surveys, district advisory boards, campus and district committees, the Superintendent's Teacher Counsel, and mentor/mentee training.</p> <p>Strategy's Expected Result/Impact: Data collected from district surveys will enable our Human Resources department to identify areas of strength as well as areas of growth which will enable our focus to remain on a positive impact on student achievement and teacher satisfaction.</p> <p>Staff Responsible for Monitoring: Human Resources Department</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: PEOPLE

Lovejoy ISD will recruit, retain, support and develop personnel, resulting in a positive student experience.

Performance Objective 2: Lovejoy ISD will continue partnerships with universities and alternative certification programs to recruit and retain talent.

Evaluation Data Sources: Number of Teacher Residents in the residency program and the number of Teacher Residents hired at the end of their term, surveys at the end of semester with Cooperating Teachers and Residents to gather feedback on the program

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Human Resource department will continue to partner with universities and alternative certification programs to develop teacher pipelines. This will allow us to recruit preservice teachers who have shown an interest in becoming Lovejoy ISD teachers.</p> <p>Strategy's Expected Result/Impact: Recruit more highly qualified teachers who can assimilate quickly into the Lovejoy ISD culture after a year-long residency.</p> <p>Staff Responsible for Monitoring: Human Resource department</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			






Goal 3: PEOPLE

Lovejoy ISD will recruit, retain, support and develop personnel, resulting in a positive student experience.

Performance Objective 3: Lovejoy ISD will provide multiple avenues of support to teachers and leaders through professional development in an effort to retain and grow staff.

Evaluation Data Sources: Professional development surveys, staff retention data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Human Resources will implement a school leadership retention training with district leadership personnel (directors, principals, associate and assistant principals).</p> <p>Strategy's Expected Result/Impact: Higher retention rates of campus personnel</p> <p>Staff Responsible for Monitoring: Human Resources, Directors, Principals, Associate and Assistant Principals</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district will continue implementation of the mentor program.</p> <p>Strategy's Expected Result/Impact: Provide support and training to new teachers so that best practices are implemented to ensure a positive impact on student achievement. Continue monitoring new teachers through stay interviews and surveys.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Human Resource Department, Curriculum & Instruction Directors and Coordinators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement teacher vertical teams and advisory committees to provide opportunities for collaboration and teacher input with decision-making.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention, increase student achievement outcomes</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of Curriculum & Instruction, Chief Financial Officer, Human Resource Department, Curriculum & Instruction Directors and Coordinators, Director of Special Education, Executive Director of Student Services, Executive Director of District Support Services</p>	Formative		
	Nov	Feb	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement Teacher Planning Days to provide opportunities for collaboration, professional development, and time for teachers to plan quality instruction.</p> <p>Strategy's Expected Result/Impact: Increase preparedness in teachers and staff, increase the quality of lesson plans, increase time for collaboration or professional development</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of Curriculum & Instruction, Chief Financial Officer, Human Resource Department, Curriculum & Instruction Directors and Coordinators, Director of Special Education, Executive Director of Student Services, Executive Director of District Support Services, Principals, Associate and Assistant Principals</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Lovejoy ISD will implement the Texas Evaluation Model for Professional School Counselors with all district counselors. This model aligns the counselor appraisal tool with best practices of goal setting, monitoring, and use of artifacts/evidence and aligns with the Texas Model for a Comprehensive School Counseling Program.</p> <p>Strategy's Expected Result/Impact: Increase counselor impact on campuses and the implementation of the Comprehensive School Counseling Program</p> <p>Staff Responsible for Monitoring: Human Resources, Director of Student Support</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: PEOPLE

Lovejoy ISD will recruit, retain, support and develop personnel, resulting in a positive student experience.

Performance Objective 4: Lovejoy ISD will provide multiple avenues of support and growth for new and veteran teachers through professional development, mentorships, and individual teacher goal setting.

Evaluation Data Sources: T-TESS Data
 Professional Development Agendas
 Staff Surveys
 Staff Retention Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: New teachers are assigned teacher mentors that include opportunities for collaboration, learning walks and coaching. District facilitated meetings are scheduled throughout the year that include new teachers and mentors.</p> <p>Strategy's Expected Result/Impact: Improved staff retention</p> <p>Staff Responsible for Monitoring: Human Resources Staff Curriculum and Instruction</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development opportunities are offered throughout the school year that are targeted and based on needs derived from student achievement data, staff surveys and curricular program needs.</p> <p>Strategy's Expected Result/Impact: Staff retention Student Achievement Growth</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Staff Human Resources Staff</p>	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: PEOPLE

Lovejoy ISD will recruit, retain, support and develop personnel, resulting in a positive student experience.

Performance Objective 5: Lovejoy ISD will identify areas of deficits in non-instructional staff and provide opportunities for growth, learning, and certification.

Evaluation Data Sources: Certifications program, HR review, operations and technology staff feedback





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review programs and identify areas of need and staff that can be trained to support those areas.</p> <p>Strategy's Expected Result/Impact: Support staff is better prepared to respond to technical/operational issues that are detrimental to instruction</p> <p>Staff Responsible for Monitoring: Director of Technology, Director of Transportation, Director of Maintenance, PEIMS</p> <p>Equity Plan</p>	Formative		
	Nov	Feb	May
<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: SAFETY

Lovejoy ISD will support a safe and secure environment for students and staff.

Performance Objective 1: Lovejoy ISD will implement evidence-based practices that address student welfare. These areas include: Conflict Resolution, Violence Prevention, Sexual Harassment, Dating Violence, Drug Abuse, Trafficking, and Bullying Prevention.

Evaluation Data Sources: District created and secured resources (lessons and communication), anonymous reporting software and processes, student handbooks and code of conduct, discipline plan(s) and tracking.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue and review implementation of programs and lessons which address components of each identified area. Continue to explore new programs and resources to ensure quality instruction and increased awareness.</p> <p>Strategy's Expected Result/Impact: Increased awareness regarding each topic within the performance objective. (Lovejoy ISD will implement evidence-based practices that address student welfare. These areas include: Conflict Resolution, Violence Prevention, Sexual Harassment, Dating Violence, Drug Abuse, Trafficking, and Bullying Prevention)</p> <p>Staff Responsible for Monitoring: Student Services, Campus Leadership, District Leadership.</p>	Formative		
	Nov	Feb	May
<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: SAFETY

Lovejoy ISD will support a safe and secure environment for students and staff.

Performance Objective 2: Lovejoy ISD will systematically implement positive behavior interventions and supports.

Evaluation Data Sources: PBIS Monitoring Contains 3 Key Areas:





- Student Level: Tracking of Targeted Behaviors and Intervention Data (Can also use student survey data regarding initiatives).
- Staff/PBIS Initiative Level: An overview of all data allows staff to see the larger picture, particularly when it comes to identifying behavior patterns (Staff-PD).
- Parents/Guardians: Parental involvement and feedback regarding behavior (Parent feedback and trainings).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a behavior management program that provides for the prevention and education concerning unwanted physical or verbal aggression and sexual harassment on school property or at campus/district related events.</p> <p>Strategy's Expected Result/Impact: Prevention and education regarding unwanted behaviors</p> <p>Staff Responsible for Monitoring: Student Services, District Leadership, Campus Leadership</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: SAFETY

Lovejoy ISD will support a safe and secure environment for students and staff.

Performance Objective 3: Lovejoy ISD will foster partnerships with local first responders to strengthen all facets of emergency management, including, prevention, preparedness, response, and recovery.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All campuses will invite local law enforcement and first responders to all emergency drills.</p> <p>Strategy's Expected Result/Impact: Improve effectiveness of emergency drills and emergency management preparation in collaboration with local first responders.</p> <p>Staff Responsible for Monitoring: Executive Director of District Support Services, Director of Safety and Security, Campus Principals</p>	Formative		
	Nov	Feb	May
<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: SAFETY

Lovejoy ISD will support a safe and secure environment for students and staff.

Performance Objective 4: Lovejoy ISD will support a safe and secure environment for all students and staff through an emphasis on ongoing training and proactive measures.

- Evaluation Data Sources:** Training sign-ins
- Copies of training documents
- 4-year training plan for trauma and grief-informed care

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Development and implementation of a unique public-private business partnership that leverages AI to enhance the District's safety and security function.</p> <p>Strategy's Expected Result/Impact: Deploy a fully developed AI based software that will further enhance the district's current safety and security function.</p> <p>Staff Responsible for Monitoring: Executive Director of District Support Services, Director of Safety and Security, Director of Technology</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of CRASE Training for all staff members.</p> <p>Strategy's Expected Result/Impact: All district employees will be provided with training and will be equipped with a basic level of understanding on how to respond during an active threat situation.</p> <p>Staff Responsible for Monitoring: Executive Director of District Support Services, Director of Safety and Security</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of campus-based leadership team table top training exercises at all campus.</p> <p>Strategy's Expected Result/Impact: All district employees will be provided with training and will be equipped with a basic level of understanding of table top training exercises and problem solving with responsive actions.</p> <p>Staff Responsible for Monitoring: Executive Director of District Support Services, Director of Safety and Security</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Enhance Silent Panic Alert Technology Devices and Coverage.</p> <p>Strategy's Expected Result/Impact: All district employees will be equipped and receive training on a wearable silent panic alert device. Service area for the device will be expanded to cover outdoor areas around the campuses.</p> <p>Staff Responsible for Monitoring: Executive Director of District Support Services, Director of Safety and Security, School Marshals</p>	Formative		
	Nov	Feb	May





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Train all staff in trauma and grief-informed practices using a four-year plan.</p> <p>Strategy's Expected Result/Impact: At least 25% of district employees are trained before the beginning of the 2025-2026 school year. At least 50% of district employees are trained before the beginning of the 2026-2027 school year. At least 75% of district employees are trained before the beginning of the 2027-2028 school year. 100% of district employees are trained before the beginning of the 2028-2029 school year.</p> <p>Staff Responsible for Monitoring: Director of Student Support, Human Resources</p>	Formative		
	Nov	Feb	May
	N/A		
<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: SAFETY

Lovejoy ISD will support a safe and secure environment for students and staff.

Performance Objective 5: Lovejoy ISD will maintain and implement a discipline management plan. The plan will encompass: Intervention Strategies, Referral Plans, Discipline Strategies, Expectations, and Anonymous Reporting Protocols.

Evaluation Data Sources: Data will be collected electronically through our internal software systems for tracking (discipline tracking) and through student/staff education (see PD). Campus wide training resources -I.E. Your words matter/anti-bullying lessons. These trainings will serve as branches which correlate with initiatives located in Goal 4, performance objective 5 (LISD District. Improvement Plan 24-25).







Strategy 1 Details	Formative Reviews		
Strategy 1: Trainings, Class Lessons, Staff Awareness, Monitoring/Data Meetings, Discipline Protocols, PBIS, Etc. Strategy's Expected Result/Impact: Improved student behavior and positive campus cultures Staff Responsible for Monitoring: Student Services, District Leadership. Campus Leadership	Formative		
	Nov	Feb	May
<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: SAFETY

Lovejoy ISD will support a safe and secure environment for students and staff.

Performance Objective 6: Lovejoy ISD will implement support and processes for mental health and behavioral threat assessment.

Evaluation Data Sources: District Threat Assessment Guidance Document
 Training Certificates
 Safe and Supportive Team
 Campus Roster and Tracking

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A district Behavioral Threat Assessment Team will be created to address mental health concerns and to conduct threat assessments for the district. They will review and implement processes.</p> <p>Strategy's Expected Result/Impact: Consistent and effective response to threat assessments throughout the district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Executive Director of Student Services, Executive Director of District Support Services, Director of Safety and Security,, Director of Student Support</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district will continue to utilize monitoring tools in conjunction with counseling, security, administration staff to review student communication and documents for signs of health and behavioral threats, providing remediation where necessary.</p> <p>Strategy's Expected Result/Impact: Appropriate and timely support for mental health and behavioral threats provided by district counseling, security, and administrative staff.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Executive Director of Student Services, Executive Director of District Support Services, Director of Safety and Security, Director of Student Support, Counselors, Campus Administrators</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 4: SAFETY


Lovejoy ISD will support a safe and secure environment for students and staff.


Performance Objective 7: Lovejoy ISD will develop and support cyber security initiatives to ensure safety of student data.

Evaluation Data Sources: District Cyber Security Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Draft district cybersecurity policy and provide to the board for review and approval. Strategy's Expected Result/Impact: Provide staff clarity regarding expectations for technology processes and procedures ensuring student data remains safe. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Technology Director</p> <p>Equity Plan</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Perform annual penetration testing to determine vulnerabilities in district infrastructure. Strategy's Expected Result/Impact: Preemptively identify vulnerabilities in district network. Staff Responsible for Monitoring: Director of Technology and Systems Administrator</p> <p>Equity Plan</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Perform regular phishing testing with immediate remediation and instruction for staff that fail tests. Phishing is the primary means by which cyber attacks occur. Strategy's Expected Result/Impact: Minimize risk of internal credentials being compromised by phishing attacks. Staff Responsible for Monitoring: Director of Technology, Systems Administrator, and IT Manager</p> <p>Equity Plan</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement logging and reporting on key servers and systems. Strategy's Expected Result/Impact: Identify escalation in rights on servers and systems to preemptively lock down and prevent cybersecurity breaches. Staff Responsible for Monitoring: Director of Technology and Systems Administrator</p>	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

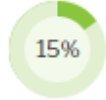




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Goal 5: PARENTS AND COMMUNITY

Lovejoy ISD will celebrate, connect, and communicate with stakeholders.

Performance Objective 1: Lovejoy will implement opportunities for stakeholder (staff, parents, community and students) involvement to increase transparency and leverage collective collaboration resulting in improved outcomes for students.

Evaluation Data Sources: Membership and Agendas of District Stakeholder Meetings
 Calendar of Parent and Community Events
 District and campus websites
 District communication platforms





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lovejoy ISD will provide parent education opportunities to increase knowledge and skills in a variety of identified areas of need.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, knowledge, and confidence in district practices as well as addressing the needs of their students.</p> <p>Staff Responsible for Monitoring: Director of Student Support</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer opportunities for stakeholder input and involvement through surveys, meetings, committees.</p> <p>Strategy's Expected Result/Impact: Improved student achievement outcomes and opportunities</p> <p>Staff Responsible for Monitoring: Cabinet Members, Directors and Campus Administrators</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: PARENTS AND COMMUNITY

Lovejoy ISD will celebrate, connect, and communicate with stakeholders.

Performance Objective 2: Lovejoy ISD will explore and establish partnerships (e.g. business, industry, community, and educational) that enhance student learning experiences.

Evaluation Data Sources: List of District Partnerships
Student Experience Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Explore partnership opportunities for student practicums at LHS. Strategy's Expected Result/Impact: Hands learning experiences for future careers. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, LHS Administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Explore opportunities with local organizations and businesses that enhance student learning experiences (ie., Raptor Center, Local Government Agencies) Strategy's Expected Result/Impact: Increased opportunities for real world learning experiences. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Secondary Education, Director of Elementary Education and Early Childhood, Director of Student Support, Director of Special Education, and Director of Technology</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: PARENTS AND COMMUNITY

Lovejoy ISD will celebrate, connect, and communicate with stakeholders.

Performance Objective 3: Lovejoy ISD will explore and support pathways for students, families, and the community to contribute to the school/district by maximizing talents and resources resulting in enhanced student learning experiences.

Evaluation Data Sources: Volunteer Sources and Reports
 District and Parent Committees Agendas
 Student Experience Data


Strategy 1 Details	Formative Reviews		
Strategy 1: Include stakeholders (parents, staff, students and community) on campus and district committees. Strategy's Expected Result/Impact: Increase of stakeholders participation. Staff Responsible for Monitoring: Cabinet Members, Directors and Campus Administrators	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer opportunities for stakeholder input and involvement through surveys, meetings, committees. Strategy's Expected Result/Impact: Improved student achievement outcomes and opportunities Staff Responsible for Monitoring: Cabinet Members, Directors and Campus Administrators	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: PARENTS AND COMMUNITY

Lovejoy ISD will celebrate, connect, and communicate with stakeholders.

Performance Objective 4: Lovejoy ISD will seek opportunities to engage the community in cybersecurity efforts.

Evaluation Data Sources: Meeting Agenda
Meeting Minutes and Recordings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure 2 parent meetings with a cyber security focus occur each year. Strategy's Expected Result/Impact: Keep parents informed on the best ways to protect students when operating online. Staff Responsible for Monitoring: Director of Technology</p> <p>Equity Plan</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a Technology Steering Committee to make recommendations for technology planning and cybersecurity efforts. Strategy's Expected Result/Impact: Committee will identify pain points and future direction while providing community expertise. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction and Director of Technology</p>	Formative		
	Nov	Feb	May
			

Goal 5: PARENTS AND COMMUNITY

Lovejoy ISD will celebrate, connect, and communicate with stakeholders.

Performance Objective 5: Will continue to utilize all communication outlets (social media, Connect with Katie, Living Lovejoy, Lovejoy app, etc.) to connect with the community and to recognize and celebrate staff and student success.

Evaluation Data Sources: Review of analytical data
 Number of posts
 Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communication will to use social media platforms, district website, app and communication to recognize staff, students and share community events.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of community events, news and opportunities, Increase in staff retention Increase amount of school and district pride due to student success</p> <p>Staff Responsible for Monitoring: Communications Department Staff</p>	Formative		
	Nov	Feb	May
<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>			

Site Based Decision Making Committee

Committee Role	Name	Position
District Representative	Laurie Tinsley	District
District Representative	Allison Claunch	District
District Representative	Stephani Kranz	District
District Representative	Michele Riddle	District
Business Representative	Tonya Walker	Business Representative
Business Representative	Blair Abbott	Business Representative
Community Representative	Anne Smith	Community Representative
Parent	Kasey Havens	Parent
Parent	Jill Lamping	Parent
Non-Teaching Professional	Cindy Daniels	LCDC
Non-Teaching Professional	Whitney Hicks	HES
Non-Teaching Professional	Holly Haynes	PES
Non-Teaching Professional	Kim Kane	SCIS
Non-Teaching Professional	Kelly Collins	WSMS
Non-Teaching Professional	Justin Wieller	LHS
Teacher	Melany Porter	LCDC
Teacher	Erin Goff	HES
Teacher	Jennifer Finnigan	HES
Teacher	Kelley Alvarez	PES
Teacher	Alison Healy	PES
Teacher	Jason Klotz	SCIS
Teacher	Melissa Fritzsche	SCIS
Teacher	Courtney Claborn	WSMS
Teacher	Heidi Gambrell	WSMS
Teacher	Theresa Dollinger	LHS
Teacher	Deborah Adams	LHS