

Lamar Consolidated Independent School District

District Improvement Plan

2023-2024



Mission Statement

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

Strategic Plan Goals

Goal 1: Evolve the Student Learning Experience

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

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

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

Goal 3: Promote a Safe and Healthy Environment

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

Goal 4: Plan for Rapid Growth While Preserving District Culture

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

Goal 5: Focus on Talent

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

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Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: Emergent bilingual students' performance lags behind non-identified peers.

Root Cause 2: -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.

Problem Statement 2 Areas: Student Learning

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

Root Cause 3: -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: First grade GRA level in ELAR is low.

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: Student Learning

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

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

Problem Statement 6 Areas: Student Learning

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

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

Problem Statement 7 Areas: Student Learning

Problem Statement 8: High school composition saw a dip in STAAR scores.

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

Problem Statement 8 Areas: Student Learning

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

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

Problem Statement 9 Areas: Student Learning

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

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

Problem Statement 10 Areas: Student Learning

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

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

Problem Statement 11 Areas: Student Learning

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

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

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Education is needed about the 2022 Texas Pre-K Guidelines.

Root Cause 13: -No at-a-glance is developed. -No roadmaps are developed. -There isn't a 9 weeks checklist.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: The percentage of students meeting college and career readiness indicators is low.

Root Cause 14: -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Student discipline and fragile student data is at a high rate.

Root Cause 15: Proactive measures need to be improved to support students in understanding appropriate behavior, as well as supporting students going through difficult situation.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: A higher turnover rate occurred within the last year.

Root Cause 16: -There isn't a current tool to gauge employee satisfaction. -No solid onboarding process. -Lack of social media presence.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: Lack of Safety and Security training for Spanish speaking personnel

Root Cause 17: -Lack of training resources in Spanish. -Need individuals who can translate the training and materials.

Problem Statement 17 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals

Goal 1: For the 2023-2024 school year, LCISD will foster a positive, safe, drug free learning environment that supports academic achievement by decreasing harmful events by 3% as compared to 2022-2023.

Performance Objective 1: LCISD will maintain a safe environment for all students and staff.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LCISD will continue and improve Positive Behavior Intervention and Support (PBIS) process at all LCISD campuses to reduce the number of students removed from their regular educational setting.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Programs, Area Superintendents, Director of Discipline</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: LCISD will utilize the TxSSC standards and protocols, TEA's Safe and Supportive School Program (SSSP) policies and procedures to help maintain a safe learning environment by utilizing the MTSS Framework and evaluating threat assessment reports and implementing an approach focused on preparedness and response.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Programs, MTSS Coordinator, Area Superintendents</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: LCISD will become proactive by facilitating Drug Education and Prevention Programs to educate students and parents about the ill effects of vaping and drug use.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: LCISD will utilize data systems to track student programming, track student attendance, and all disciplinary referrals, to identify patterns and trends in the data and adapt accordingly to reduce recidivism by 10%.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Discipline, Director of RA&A</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: McKinney-Vento Student Support Specialist will maintain a system for data tracking to communicate effectively, engage with, and develop interventions to support McKinney-Vento eligible students with decreased attendance.</p> <p>Strategy's Expected Result/Impact: Attendance reports will show a discrepancy of less than 3% between homeless and non-homeless students</p> <p>Staff Responsible for Monitoring: Executive Director of Student Programs Director of Federal Programs McKinney Vento Student Support Specialist</p> <p>Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: McKinney Vento Student Support Specialist - 206Texas Education Homeless Children/Youth Grant - \$62,148</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

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

Goal 2: By the end of the 2023-2024 school year, the total number of protocols completed for students in crisis including non-suicidal self-injury, homicidal, and suicidal ideation, will decrease by 7% for all student populations with the assistance of increased wellness campus supports as compared to 2022-2023.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus counselor will provide guidance lessons and campus activities using the six pillars of Character Counts character education curriculum on a regular schedule.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: Character Counts Renewal - 289 - Title IV, Part A-SSAEP - \$1,750, Character Counts - The Essentials (Leaman , Briscoe, and George) - 289 - Title IV, Part A-SSAEP - \$750, Districtwide Character Components - 289 - Title IV, Part A-SSAEP - \$30,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate opportunities to staff about Youth Mental Health First Aid Training for district employees to improve the ability of staff members recognition of the signs and symptoms of students experiencing mental health concerns.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: 30 Training Sessions - 289 - Title IV, Part A-SSAEP - \$16,500</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote awareness of community-based trainings available for employees and parents regarding the needs of youth.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Student Support Services, Family Support Specialists</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: Family Support Specialist - 211 Title I, Part A - \$168,765.88</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





District Processes & Programs

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

Goal 2: By the end of the 2023-2024 school year, the total number of protocols completed for students in crisis including non-suicidal self-injury, homicidal, and suicidal ideation, will decrease by 7% for all student populations with the assistance of increased wellness campus supports as compared to 2022-2023.

Performance Objective 2: Students will have increased access to the campus and district counselors during the 2023-2024 school year through the LCISD Whole Child Safety & Wellness Model as measured by a decrease in the total number of student protocols.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus counselor will provide guidance content that enhances student self-awareness and the skills needed for daily life. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3 Funding Sources: Solution Focused - 289 - Title IV, Part A-SSAEP - \$15,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students will be communicated to understand that they have the opportunity to meet with their counselors to address immediate concerns and challenges. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3 Funding Sources: Capturing Kids' Hearts - 289 - Title IV, Part A-SSAEP - \$33,390</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors will designate the necessary time to support students and families by providing student needs consultation, parent education, and community resource information. Counselors will work with campus leaders to communicate these available opportunities. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, and Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3 Funding Sources: HGI Therapists- Sessions - 289 - Title IV, Part A-SSAEP - \$90,000, Counselor for Pregnancy Related Services - 289 - Title IV, Part A-SSAEP - \$24,317.60</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors ensure that they work with students on educational planning, decision making, and goal setting.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Area Superintendents, Elementary and Secondary Counseling Coordinators, Director of Student Support Services</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

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

Goal 2: By the end of the 2023-2024 school year, the total number of protocols completed for students in crisis including non-suicidal self-injury, homicidal, and suicidal ideation, will decrease by 7% for all student populations with the assistance of increased wellness campus supports as compared to 2022-2023.

Performance Objective 3: By the conclusion of the 2023-2024 school year, awareness of the Safe and Supportive School Program will increase by 25% for students, staff, and parents as measured by end of the year surveys.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased visibility of support available on the Lamar CISD Homepage, posters at each campus in common areas, and information provided in weekly campus communication. (988 Suicide and Crisis Lifeline and Speak Up)</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Chief Communications Officer, Executive Director of Student Programs, Director of Communications</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus staff will provide training for students on access to the support available through the Safe and Supportive School Program.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs</p> <p>Problem Statements: District Processes & Programs 3</p> <p>Funding Sources: Hope Squad Curriculum and Training - 289 - Title IV, Part A-SSAEP - \$13,300</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District employee training on access and assistance available through the Safe and Supportive School Program.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs</p> <p>Problem Statements: District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

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

Goal 3: By implementing competitive and innovative plans to recruit, recognize, and retain LCISD teachers, we will increase teacher retention by 5% by the end of the 2023-2024 school year as compared to 2022-2023.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Facilitate support for paid resident teachers through a collaboration between LCISD, University of Houston and University of Houston - Victoria teacher residency programs to ensure 100% placement of all LCISD resident teachers for the 2024 school year.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of HR, Director of Human Resource Services - Instructional</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with LCISD instructional teams and campus principals to better prepare the LCISD-iTeach Grow Your Own candidates in the alternative teacher certification cohort by exposing them to real world experiences and observations at varied campus types, grade levels and content areas.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of HR, Director of Talent Development, Executive Director of Teaching and Learning</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Attend recruitment events earlier and more strategically to promote positive employer branding making LCISD an employer of choice for qualified applicants and increase the number of new recruits.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of HR, Director of Human Resource Services - Instructional</p> <p>Problem Statements: District Processes & Programs 1, 2</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Coordinate outreach efforts to encourage high school students to enter the teaching profession through future teacher after school clubs, in school coursework and exposure to teaching pathways.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Staffing</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs





Problem Statement 1: A higher turnover rate occurred within the last year. **Root Cause:**

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

Problem Statement 2: Lack of Safety and Security training for Spanish speaking personnel **Root Cause:** -Lack of training resources in Spanish. -Need individuals who can translate the training and materials.

Goal 3: By implementing competitive and innovative plans to recruit, recognize, and retain LCISD teachers, we will increase teacher retention by 5% by the end of the 2023-2024 school year as compared to 2022-2023.

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

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





Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 1: A higher turnover rate occurred within the last year. Root Cause: -There isn't a current tool to gauge employee satisfaction. -No solid onboarding process. -Lack of social media presence.

Goal 3: By implementing competitive and innovative plans to recruit, recognize, and retain LCISD teachers, we will increase teacher retention by 5% by the end of the 2023-2024 school year as compared to 2022-2023.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish a partnership to provide wellness programs including employee clinic, mental health support services, employee assistance programs, and campus wellness areas.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Chief Student Services Officer, Executive Director of Student Programs, Director of Employee Services</p> <p>Problem Statements: District Processes & Programs 1, 2</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to assess current benefit offerings to ensure competitive salaries and cost-effective resources to meet the personal health and well-being goals of employees and their families.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Human Resources, Director Employee Services</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain weekly contact between each first year teacher (FYT) with both his/her District mentor utilizing a guided support calendar and resources to focus the mentor support, which could include additional in class support.</p> <p>Strategy's Expected Result/Impact: Teacher growth in T-TESS Domain III Learning environment as measured by weekly observations and coaching</p> <p>Staff Responsible for Monitoring: Director of Talent Development</p> <p>Problem Statements: District Processes & Programs 1</p> <p>Funding Sources: Salary Costs for two part-time district mentors - 255 - Title II, Part A - \$31,010.44</p>	Formative		
	Nov	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide professional development for administrators and counselors on using research-based strategies to build an effective master schedule that balances class sizes, reduces teacher course preps and maximizes course stream availability.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Problem Statements: District Processes & Programs 1</p> <p>Funding Sources: Master Scheduling Professional Development - 255 - Title II, Part A - \$14,000</p>	Formative		
	Nov	Feb	June
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 3 Problem Statements:

District Processes & Programs
<p>Problem Statement 1: A higher turnover rate occurred within the last year. Root Cause: -There isn't a current tool to gauge employee satisfaction. -No solid onboarding process. -Lack of social media presence.</p> <p>Problem Statement 2: Lack of Safety and Security training for Spanish speaking personnel Root Cause: -Lack of training resources in Spanish. -Need individuals who can translate the training and materials.</p>

Goal 4: By June 2024, students in Grades PreK-2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2022-2023.

Performance Objective 1: By June 2024, the Lamar CISD Pre-K Curriculum will reflect the new Texas Pre-K Guidelines.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training for all Pre-K teachers on the additions and changes to the 2022 Texas Pre-K Guidelines. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Update LCISD curriculum documents to reflect the additions and changes in the 2022 Texas Pre-K Guidelines, including At-A-Glance documents, Roadmaps, and 9 Weeks Checklists. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create and deliver professional learning opportunities in the areas of emergent literacy and mathematics that are aligned to the 2022 Texas Pre-K Guidelines. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Guide teachers in identifying patterns of student needs by reviewing CLI CIRCLE data to effectively address instructional areas of growth. Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K, Director of RA&A Problem Statements: Student Learning 3, 12</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers, with guidance from the district Pre-K specialists, will utilize the district curriculum when planning and implementing small group lessons that address emergent literacy and mathematics.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K</p> <p>Problem Statements: Student Learning 3, 12</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase parent, family, and community participation in various campus and district outreach activities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Director of Pre-K</p> <p>Problem Statements: Student Learning 4, 5, 13</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: First grade GRA level in ELAR is low. Root Cause: -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.</p>
<p>Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. Root Cause: -The understanding of number sense is not there. -Teachers need additional professional learning. -It isn't taught with fidelity.</p>
<p>Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. Root Cause: -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.</p>
<p>Problem Statement 12: Education is needed about the 2022 Texas Pre-K Guidelines. Root Cause: -No at-a-glance is developed. -No roadmaps are developed. -There isn't a 9 weeks checklist.</p>
<p>Problem Statement 13: The percentage of students meeting college and career readiness indicators is low. Root Cause: -Community, student, and staff awareness of CCMR is lacking. -Lack of resources. -Enrollment and exam participation needs to increase. -Additional professional learning is needed. -Courses not taught at the appropriate rigor.</p>

Goal 4: By June 2024, students in Grades PreK-2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2022-2023.

Performance Objective 2: The number of students scoring on or above grade level in grades Kindergarten to second grade will increase as measured by Guided Reading Assessment (GRA) and the Spanish Reading Benchmark Assessment.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Align written, taught, and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8, 9, 10, 13</p> <p>Funding Sources: Professional Development for Teachers, Instructional Coaches and Administrators - 255 - Title II, Part A - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all K-2 ELAR/SLAR teachers receive resources and professional learning on key components of literacy instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 11, 12</p> <p>Funding Sources: Professional Development for teachers and instructional coaches - 255 - Title II, Part A - \$15,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide on-demand instructional coaching for any teacher.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote the use of learning walks and feedback to improve implementation of literacy components.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Communicate and execute a plan for implementation of Reading academy content. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents Results Driven Accountability Problem Statements: Student Learning 1, 3	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus librarians will provide engaging lessons that integrate core content TEKS and support the development of digital literacy skills. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of Innovative Learning Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase access to language enrichment opportunities aligned to TEKS and ELPS for Emergent Bilingual (EB) students. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Results Driven Accountability - Equity Plan Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Professional Development Consultants, Substitutes, and Supplemental Resources - 263 Title III, LEP - \$101,600	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

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

Student Learning

Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. **Root Cause:** -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.

Problem Statement 2: Student enrollment in higher-level foreign language classes is low. **Root Cause:** -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.

Problem Statement 3: First grade GRA level in ELAR is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.

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

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

Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. **Root Cause:** -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Problem Statement 7: High school composition saw a dip in STAAR scores. **Root Cause:** There was not enough push towards Masters level learning.

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

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

Problem Statement 10: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Problem Statement 11: At the pre-K level, there is a lack of knowledge of how to deal with students with severe behavior concerns. **Root Cause:** -Need to track and document for the following year. -Additional teacher training is needed. -Lack of parent/guardian education.

Problem Statement 12: Education is needed about the 2022 Texas Pre-K Guidelines. **Root Cause:** -No at-a-glance is developed. -No roadmaps are developed. -There isn't a 9 weeks checklist.

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





District Processes & Programs

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

Goal 4: By June 2024, students in Grades PreK-2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2022-2023.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will align written, taught, and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13</p> <p>Funding Sources: Professional Development for Teachers, Instructional Coaches and Administrators - 255 - Title II, Part A - \$35,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all first and second grade teachers receive appropriate MAP training to use the data to drive instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide on-demand instructional coaching for any teacher.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop and train all teachers with research based professional development on effective strategies related to the content they teach. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3 Funding Sources: Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$55,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus librarians will provide engaging lessons that integrate core content TEKS and support the development of digital literacy skills. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Innovative Learning Results Driven Accountability Problem Statements: Student Learning 2, 3	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase access to language enrichment opportunities aligned to TEKS and ELPS for EB students. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Consultants, Substitutes, and Supplemental Resources - 263 Title III, LEP - \$101,700	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics

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

Student Learning

Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. **Root Cause:** -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.

Problem Statement 2: Student enrollment in higher-level foreign language classes is low. **Root Cause:** -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.

Problem Statement 3: First grade GRA level in ELAR is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.

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

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

Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. **Root Cause:** -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Problem Statement 7: High school composition saw a dip in STAAR scores. **Root Cause:** There was not enough push towards Masters level learning.

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

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

Problem Statement 10: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Problem Statement 11: At the pre-K level, there is a lack of knowledge of how to deal with students with severe behavior concerns. **Root Cause:** -Need to track and document for the following year. -Additional teacher training is needed. -Lack of parent/guardian education.

Problem Statement 12: Education is needed about the 2022 Texas Pre-K Guidelines. **Root Cause:** -No at-a-glance is developed. -No roadmaps are developed. -There isn't a 9 weeks checklist.

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





District Processes & Programs

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

Goal 4: By June 2024, students in Grades PreK-2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2022-2023.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote the use of learning walks and feedback to increase the amount of time students spend attending to academic tasks, through a language proficiency lens.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Area Superintendents, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide on-demand instructional coaching for any teacher using CBLI and the LCISD Instructional Handbook.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Talent Development, Director of Multilingual Education.</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13</p> <p>Funding Sources: Emergent Bilingual Salaries, materials and resources used to support on-demand coaching - 263 Title III, LEP - \$300,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Decrease the number of uncertified teachers (ESL and BILINGUAL) serving EB students through participation in specialized courses.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of Multilingual Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Resources to reimburse teachers with funding to add ESL certification to TX teaching license; provide materials for ESL exam prep course - 263 Title III, LEP - \$30,800</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase the knowledge of EB students to set individual, realistic language proficiency goals. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education, Area Superintendents Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Language objectives will include academic language with its form and function supported by training from the EB Specialists. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase parent, family, and community awareness of services that are available to EB students and their families. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Plan and host events and share resources to increase parent and family engagement. - 263 Title III, LEP - \$30,000	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3 Funding Sources: Programs, resources, events, and opportunities for parents and families to participate with campuses. - 263 Title III, LEP - \$30,000	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:

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

Student Learning

Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. **Root Cause:** -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.

Problem Statement 2: Student enrollment in higher-level foreign language classes is low. **Root Cause:** -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.

Problem Statement 3: First grade GRA level in ELAR is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.

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

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

Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. **Root Cause:** -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Problem Statement 7: High school composition saw a dip in STAAR scores. **Root Cause:** There was not enough push towards Masters level learning.

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

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

Problem Statement 10: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Problem Statement 11: At the pre-K level, there is a lack of knowledge of how to deal with students with severe behavior concerns. **Root Cause:** -Need to track and document for the following year. -Additional teacher training is needed. -Lack of parent/guardian education.

Problem Statement 12: Education is needed about the 2022 Texas Pre-K Guidelines. **Root Cause:** -No at-a-glance is developed. -No roadmaps are developed. -There isn't a 9 weeks checklist.

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





District Processes & Programs

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

Goal 4: By June 2024, students in Grades PreK-2 will show academic achievement gains of 5% or more in literacy and numeracy on End of Year District Reading and Math assessments as compared to the 2022-2023.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ongoing professional learning opportunities to general education and special education teachers on academic strategies and differentiation for students with disabilities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with campus instructional coaches to ensure campuses have an understanding of the professional learning provided and are effectively implementing strategies.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Program Specialists will participate in Professional Learning Communities (PLC)/Kid chat meetings with campuses to review data and review special education student progress.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure campuses are effectively monitoring the implementation and documentation of Individual Education Plans (IEP).</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents</p> <p>Problem Statements: Demographics 1 - Student Learning 11 - District Processes & Programs 3</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Gaps in SPED and EB in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.
Student Learning
Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. Root Cause: -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.
Problem Statement 2: Student enrollment in higher-level foreign language classes is low. Root Cause: -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.
Problem Statement 3: First grade GRA level in ELAR is low. Root Cause: -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.
Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. Root Cause: -The understanding of number sense is not there. -Teachers need additional professional learning. -It isn't taught with fidelity.
Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. Root Cause: -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.
Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. Root Cause: -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.
Problem Statement 7: High school composition saw a dip in STAAR scores. Root Cause: There was not enough push towards Masters level learning.
Problem Statement 8: Grade 8 STAAR data shows the lowest category in Force and Motion for science. Root Cause: The test occurs during 4th six weeks and math doesn't do graphing until the 6th six weeks.
Problem Statement 9: Biology STAAR saw a dip in reporting category 2, which focuses on genetics. Root Cause: -Lack of scaffolding for TEKS in grades below 9th. -Needs more application to develop critical thinking skills.
Problem Statement 10: Main issue in secondary history content is primary resources. Root Cause: -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.
Problem Statement 11: At the pre-K level, there is a lack of knowledge of how to deal with students with severe behavior concerns. Root Cause: -Need to track and document for the following year. -Additional teacher training is needed. -Lack of parent/guardian education.
Problem Statement 12: Education is needed about the 2022 Texas Pre-K Guidelines. Root Cause: -No at-a-glance is developed. -No roadmaps are developed. -There isn't a 9 weeks checklist.

Student Learning

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

District Processes & Programs

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





Goal 5: By June 2024, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2022-2023 results.

Performance Objective 1: By June 2024, the overall percentage of students in third to fifth grade scoring at meets grade level or above on STAAR will increase.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will align written, taught, and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure access to engaging, rigorous, culturally relevant, real-world learning opportunities supporting quality Tier 1 instruction for all students.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Resources for Private Schools to Promote well-rounded education (Equitable Service Reservation) - 289 - Title IV, Part A-SSAEP - \$6,820</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Analyze common formative assessments and district assessments to develop intervention and extension strategies.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of RA&A</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize beginning of the year and end of year MAP data to address instructional needs in ELAR, math, and science.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Professional Development for Teachers - 255 - Title II, Part A - \$67,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide on-demand instructional coaching for any teacher.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Talent Development</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Promote the use of learning walks and feedback to improve instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Develop and train all teachers with research-based professional development on effective strategies related to the content they teach.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Talent Development</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Private School Professional Development (Required Equitable Services) - 255 - Title II, Part A - \$6,820, Curriculum Content Specialist - 255 - Title II, Part A - \$280,080.82, Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$63,188.74</p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Use digital tools for formative assessment to check understanding and prepare students for online assessment.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Campus librarians will provide engaging lessons that integrate core content TEKS and support the development of digital literacy skills.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Innovative Learning</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: With district team support, campuses will work to increase parent, family, and community participation in various campus and district outreach activities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Title I campus contacts and Project Learn Personnel will provide opportunities for increased parental involvement by offering multiple family engagement sessions utilizing a variety of platforms (virtual & in-person)</p> <p>Strategy's Expected Result/Impact: Monitor family participation (attendance rosters) and spring 2024 Title I survey results</p> <p>Staff Responsible for Monitoring: Director of Federal Programs Project Learn Personnel Title I Campus Contacts Campus Administrators</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Title I Crate/Software - 211 Title I, Part A - \$14,300, Title I Campus Contact Stipends - 211 Title I, Part A - \$60,000 , Personnel-Director of Federal Programs/Project Learn Staff - 211 Title I, Part A - \$108,287.58, Parent and Family Engagement Supplies, Materials, PD costs - 211 Title I, Part A - \$75,196.54</p>	Formative		
	Nov	Feb	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. **Root Cause:** -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.

Problem Statement 2: Student enrollment in higher-level foreign language classes is low. **Root Cause:** -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.

Problem Statement 3: First grade GRA level in ELAR is low. **Root Cause:** -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.





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

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

Goal 5: By June 2024, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2022-2023 results.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all teachers receive professional development on effective writing strategies and rubric development. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10 Funding Sources: Professional Development for Teachers and Instructional Coaches - 255 - Title II, Part A - \$15,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure incorporation of content-specific district resources to provide frequent writing opportunities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 9, 10</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all core content teachers effectively give students meaningful feedback on writing. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure all 3rd-12th teachers gather student writing samples to build portfolios that indicate growth over time. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: High school librarians will provide engaging lessons that integrate core content TEKS and support the development of digital literacy through podcasting on high school campuses.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching and Learning, Director of Innovative Learning</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10</p> <p>Funding Sources: Podcasting Training - 289 - Title IV, Part A-SSAEP - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide on-demand instructional coaching for any teacher.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10</p> <p>Funding Sources: Impact Cycle Professional Development and Resources - 255 - Title II, Part A - \$7,500</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Use digital tools for formative assessment to check understanding and prepare students for online assessment.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents, Director of RA&A</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3, 4, 5, 6, 7, 8, 9, 10</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Gaps in SPED and EB in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.</p>
Student Learning
<p>Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. Root Cause: -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.</p>
<p>Problem Statement 2: Student enrollment in higher-level foreign language classes is low. Root Cause: -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.</p>
<p>Problem Statement 3: First grade GRA level in ELAR is low. Root Cause: -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.</p>

Student Learning

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

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

Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. **Root Cause:** -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Problem Statement 7: High school composition saw a dip in STAAR scores. **Root Cause:** There was not enough push towards Masters level learning.

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

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





Problem Statement 10: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Goal 5: By June 2024, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2022-2023 results.

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

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development and resources to support teacher and administrator clarity on the implementation of planning processes as part of the PLC.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10</p> <p>Funding Sources: Supplemental PLC Training and Resources (Fall 2023) - 255 - Title II, Part A - \$83,000, Supplemental PLC Training and Resources (Spring/Summer 2024) - 255 - Title II, Part A - \$78,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement consistent data protocols to guide data conversations during the PLC.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director RA&A, Area Superintendents</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Refine MTSS supports to grow students to the next performance level on district and state assessments and close achievement gaps between student subpopulations.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Student Programs, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide on-demand instructional coaching for any teacher. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10 Funding Sources: Professional Development for Instructional Coaches - 255 - Title II, Part A - \$20,000	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Gaps in SPED and EB in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.
Student Learning
Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. Root Cause: -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.
Problem Statement 2: Student enrollment in higher-level foreign language classes is low. Root Cause: -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.
Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. Root Cause: -The understanding of number sense is not there. -Teachers need additional professional learning. -It isn't taught with fidelity.
Problem Statement 5: In elementary science, the meets and masters level on the STAAR is low. Root Cause: -Student are lacking prior knowledge needed. -Additional resources are lacking in the lower grades. -TEKS are taught a surface level.
Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. Root Cause: -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.
Problem Statement 7: High school composition saw a dip in STAAR scores. Root Cause: There was not enough push towards Masters level learning.
Problem Statement 8: Grade 8 STAAR data shows the lowest category in Force and Motion for science. Root Cause: The test occurs during 4th six weeks and math doesn't do graphing until the 6th six weeks.
Problem Statement 9: Biology STAAR saw a dip in reporting category 2, which focuses on genetics. Root Cause: -Lack of scaffolding for TEKS in grades below 9th. -Needs more application to develop critical thinking skills.
Problem Statement 10: Main issue in secondary history content is primary resources. Root Cause: -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Goal 5: By June 2024, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2022-2023 results.

Performance Objective 4: Seventh grade math teachers will continue with the requirements of the 7th grade math summit, resulting in an increase in academic performance at the meets level.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The 7th grade math teachers will attend the 7th Grade Math Summit meetings each month for professional learning and modeling for upcoming content.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Professional Development for Teachers - 255 - Title II, Part A - \$7,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Model lessons will be implemented in daily instruction.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Problem Statements: Student Learning 6</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DreamBox will be utilized within the regular class period weekly.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Problem Statements: Student Learning 6</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Think Along Plan will be utilized as the daily warm-up to support problem solving, mathematical thinking, student to discourse, and writing in 7th grade mathematics.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning</p> <p>Problem Statements: Student Learning 6</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Seventh grade teachers will submit student artifacts for the Think Along Plan and student work samples each month throughout the school year. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning Problem Statements: Student Learning 6	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Seventh grade teachers will use digital tools for formative assessment to check understanding and prepare students for online assessment. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning Problem Statements: Student Learning 6	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide on-demand instructional coaching for any teacher. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning Problem Statements: Student Learning 6	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. Root Cause: -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Goal 5: By June 2024, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2022-2023 results.

Performance Objective 5: Increase by at least 10% the percentage of Emergent Bilingual students meeting the yearly progress monitor indicator on TELPAS by at least one proficiency level.

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

Strategy 4 Details	Formative Reviews		
Strategy 4: Language objectives will include academic language with its form and function supported by training from the EB Specialists. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide on-demand instructional coaching for any teacher using CBLI and the LCISD Instructional Handbook. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Materials and resources to improve on-demand coaching - 263 Title III, LEP - \$12,310	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase parent, family, and community awareness of services that are available to EB and dually served students and their families. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Supplemental Resources - 263 Title III, LEP - \$50,672	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase parent, family, and community participation in various campus and district outreach activities. Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Director of Multilingual Education Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 5 Problem Statements:

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





Student Learning

Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. **Root Cause:** -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.

Goal 5: By June 2024, the overall percentage of students scoring at meets grade level or above on STAAR/EOC in ELAR, Math, Science, and Social Studies will increase by at least 5% as compared to 2022-2023 results.

Performance Objective 6: Teachers in a resource/inclusion setting will consistently utilize differentiation strategies to meet the individual needs of each student as outlined in his/her IEP.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ongoing professional learning opportunities to general education and SPED teachers on academic strategies and differentiation for students with disabilities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Student Programs</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with campus instructional coaches to ensure campuses have an understanding of the professional learning provided and are effectively implementing strategies.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Program Specialists will participate in PLC/Kid chat meetings with campuses to review data and review special education student progress.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure campuses are effectively monitoring the implementation and documentation of IEPs.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education, Area Superintendents</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: With district team support, campuses will work to increase parent, family, and community participation in various campus and district outreach activities.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Special Education</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Gaps in SPED and EB in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.</p>

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 1: Increase the Math and ELA readiness by 10% through ACT, SAT, and TSI.

Strategy 1 Details	Formative Reviews		
Strategy 1: Systemic access to Khan Academy training and test prep by piloting on three high school campuses. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Results Driven Accountability Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Intentional exposure in classrooms to prepare for College Readiness exams by using the Avid Program. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase awareness of TSIA2 opportunities and preparation. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase participation in the ACT through education and awareness; through free waiver access and test prep materials. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure teachers receive resources and professional learning to increase the rigor of instruction in secondary math and ELAR.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer, Executive Director of Teaching & Learning, Area Superintendents</p> <p>Problem Statements: Student Learning 13</p> <p>Funding Sources: Professional Development for Teachers - 255 - Title II, Part A - \$17,000</p>	Formative		
	Nov	Feb	June
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 2: Increase participation and completion in college prep courses and Texas College Bridge by 10%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the offering and modality opportunities at each campus.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness, Executive Director of Student Programs</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer systemic training for all staff involved procedures in place for data retrieval.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness, Executive Director of Student Programs</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - District Processes & Programs 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Gaps in SPED and EB in ELAR and US History STAAR at the secondary level. Root Cause: -Lack of teaching at the appropriate level and rigor.</p>
Student Learning
<p>Problem Statement 1: Emergent bilingual students' performance lags behind non-identified peers. Root Cause: -Large spreads between campus STAAR scores when compared by program type and grade level. -Increasing number of long-term EB students since the change in TELPAS and reclassification criteria. -Dually-served student data lags even further behind their peers. -Many students alternatively served in an ESL program (J code). -Parent awareness of services is lacking.</p>
<p>Problem Statement 2: Student enrollment in higher-level foreign language classes is low. Root Cause: -Not enough FTE are on campuses to support student interest. -Lower-level classes are not growing student language proficiency in preparation for the higher-level courses. -Historically, district-wide assessment data has not been tracked. -Lowery-level teachers need PL based on language proficiency pedagogy. -Parent awareness of benefits of higher-level courses is low.</p>
<p>Problem Statement 3: First grade GRA level in ELAR is low. Root Cause: -Decoding issue. -Lack of knowledge and confidence. -Lack in teacher clarity on reading academy.</p>
<p>Problem Statement 4: Math fluency at the elementary level in division, multiplication, subtraction, and addition in reporting category two is low. Root Cause: -The understanding of number sense is not there. -Teachers need additional professional learning. -It isn't taught with fidelity.</p>

Student Learning

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

Problem Statement 6: Observed MAP growth in math is very low at the junior high level, and there was a dip in 7th grade math scores. **Root Cause:** -Hard for students to buy into MAP. -Lack of student ownership. -Inability to access resources correctly.

Problem Statement 7: High school composition saw a dip in STAAR scores. **Root Cause:** There was not enough push towards Masters level learning.

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

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

Problem Statement 10: Main issue in secondary history content is primary resources. **Root Cause:** -Not enough hands on activities. -The vocabulary is harder. -There is a lack of relevance in the 8th grade material. -Not engaging enough.

Problem Statement 11: At the pre-K level, there is a lack of knowledge of how to deal with students with severe behavior concerns. **Root Cause:** -Need to track and document for the following year. -Additional teacher training is needed. -Lack of parent/guardian education.

Problem Statement 12: Education is needed about the 2022 Texas Pre-K Guidelines. **Root Cause:** -No at-a-glance is developed. -No roadmaps are developed. -There isn't a 9 weeks checklist.





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

District Processes & Programs

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 3: Increase successful AP Exam Scores (3 or Higher) by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide timely and frequent feedback using College Board rubrics on simulated in-class exam practice. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Results Driven Accountability Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Administer full-length practice exam before Spring Break. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to use AP PLCs to support enrollment and instruction. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 3 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 4: Increase enrollment and completion of dual credit courses by 6%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training for principals, assistant principals, and counselors on available programs and benefits. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness, Area Superintendents Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Attend and publicize at grades 6-8 Open House nights to connect and inform parents. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness, Area Superintendents Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with our college partners to offer additional dual credit options. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Advanced Academics, & Advanced Academic Coordinators Problem Statements: Student Learning 13 Funding Sources: Dual Credit Counselor Stipends - 289 - Title IV, Part A-SSAEP - \$20,000</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 4 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 5: Increase the number of students who successfully earn credit through On Ramps - UT Austin by 5%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Crosswalk OnRamps College Algebra with Algebra II Pre-AP. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase awareness of On-Ramps and systemic training of counselors. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness, Executive Director of Student Programs Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 5 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 6: Increase students completing associates degrees by 1%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit and retain quality dual credit teachers. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Advanced Academics & College Readiness Problem Statements: Student Learning 13 Funding Sources: 18 hour plus program (tuition reimbursement) - 289 - Title IV, Part A-SSAEP - \$63,819.40	Formative		
	Nov	Feb	June
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Performance Objective 6 Problem Statements:





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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 7: Increase SPED Advanced graduates by 1%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Advocate for accommodations offered on certification testing by adding available accommodations to SPED CTE ARD binder. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education</p> <p>Results Driven Accountability Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer professional development to CTE teachers about all possible accommodations available for industry testing. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education</p> <p>Results Driven Accountability Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Request all accommodations 3 months prior to industry testing. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education</p> <p>Results Driven Accountability Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: When attending ARDs, CTE teachers will recommend sequence courses to complete endorsements/programs of study. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education Results Driven Accountability Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Identify and train - Develop procedures for SPED CCR/Grad Plans/Flowcharts. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Executive Director of Special Education Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 7 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 8: Increase the number of students who graduate with an industry-based certification (IBC) by 8%.

HB3 Goal





Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure there is an IBC available for each program of study. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Results Driven Accountability Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Certification checkpoint testing every six weeks until certification is earned. This data will be used at PLCs to monitor and adjust instruction and common formative assessments. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Results Driven Accountability Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize PLC times with programs to ensure vertical alignment and that critical IBC skills are incorporated within all program courses. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Results Driven Accountability Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 8 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 9: Increase the number of students who graduate with a Level 1 or Level 2 certificate from TSTC by 1%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide field trip opportunities within principles and intro classes related to dual-credit courses offered at TSTC. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote programs to both students and parents at CTE Course Carnival and CCMR Night. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness Problem Statements: Student Learning 13	Formative		
	Nov	Feb	June
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Performance Objective 9 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 10: Increase students completing a CTE program of study by 30%.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enlist campus leadership (administrators, counselors, ILT, CCFs, CTE Department Chairs) and parents to strongly encourage students to complete their course sequence in their program of study.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness, Area Superintendents</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use SchooLinks Career Assessments to guide students to make effective and efficient program of study course choices by implementing career assessments starting at 6th grade.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of CTE & Career Readiness</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 10 Problem Statements:

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

Goal 6: LCISD will see an 8% increase in students graduating college and career ready as measured by College, Career, and Military Readiness indicators by the end of the 2023-2024 school year as compared with 2022-2023.

Performance Objective 11: Track students who enlist in the military or armed forces.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a process to collect data/information on student's enlistment decisions post-secondary. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Executive Director of CTE & Career Readiness, Director of RA&A</p> <p>Results Driven Accountability Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Change the marketing strategies and recruitment process for growing the JROTC program by ensuring students know the benefits of being in JROTC. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with the Boy Scouts and Girl Scouts to get the word out about JROTC. Staff Responsible for Monitoring: Chief Student Services Officer, Executive Director of Student Programs, Director of Communications</p> <p>Problem Statements: Student Learning 13</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 11 Problem Statements:

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$9,491,828.15

Total FTEs Funded by SCE: 6.22

Brief Description of SCE Services and/or Programs

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

Personnel for District Improvement Plan

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dr. Marva O'Neal	Director of Federal Programs	Title I	.50
Giselle Andujar	Family Support Specialist (Red Track)	Title I	1.0
Gracie Lozano	Project Learn -Administrative Assistant	Title I	1.00
Jill Davis	Family Support Specialist (Blue Track)	Title I	1.0
Maria Garza	Common Threads (Worker)	Title I	.5
Neneh Koroma	State and Federal Budget Analyst	Title I	.5

District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Family Support Specialist		\$168,765.88
5	1	11	Personnel-Director of Federal Programs/Project Learn Staff		\$108,287.58
5	1	11	Title I Crate/Software		\$14,300.00
5	1	11	Parent and Family Engagement Supplies, Materials, PD costs		\$75,196.54
5	1	11	Title I Campus Contact Stipends		\$60,000.00
Sub-Total					\$426,550.00
Budgeted Fund Source Amount					\$426,550.00
+/- Difference					\$0.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	7	Professional Development Consultants, Substitutes, and Supplemental Resources		\$101,600.00
4	3	6	Professional Consultants, Substitutes, and Supplemental Resources		\$101,700.00
4	4	2	Emergent Bilingual Salaries, materials and resources used to support on-demand coaching		\$300,000.00
4	4	3	Resources to reimburse teachers with funding to add ESL certification to TX teaching license; provide materials for ESL exam prep course		\$30,800.00
4	4	6	Plan and host events and share resources to increase parent and family engagement.		\$30,000.00
4	4	7	Programs, resources, events, and opportunities for parents and families to participate with campuses.		\$30,000.00
5	5	2	Professional consultants and materials for specialized courses		\$80,672.00
5	5	5	Materials and resources to improve on-demand coaching		\$12,310.00
5	5	6	Supplemental Resources		\$50,672.00
Sub-Total					\$737,754.00
Budgeted Fund Source Amount					\$737,754.00
+/- Difference					\$0.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3	Salary Costs for two part-time district mentors		\$31,010.44
3	3	4	Master Scheduling Professional Development		\$14,000.00
4	2	1	Professional Development for Teachers, Instructional Coaches and Administrators		\$20,000.00
4	2	2	Professional Development for teachers and instructional coaches		\$15,000.00
4	3	1	Professional Development for Teachers, Instructional Coaches and Administrators		\$35,000.00
4	3	4	Professional Development for Teachers and Instructional Coaches		\$55,000.00
5	1	4	Professional Development for Teachers		\$67,000.00
5	1	7	Curriculum Content Specialist		\$280,080.82
5	1	7	Private School Professional Development (Required Equitable Services)		\$6,820.00
5	1	7	Professional Development for Teachers and Instructional Coaches		\$63,188.74
5	2	1	Professional Development for Teachers and Instructional Coaches		\$15,000.00
5	2	6	Impact Cycle Professional Development and Resources		\$7,500.00
5	3	1	Supplemental PLC Training and Resources (Fall 2023)		\$83,000.00
5	3	1	Supplemental PLC Training and Resources (Spring/Summer 2024)		\$78,000.00
5	3	4	Professional Development for Instructional Coaches		\$20,000.00
5	4	1	Professional Development for Teachers		\$7,000.00
6	1	5	Professional Development for Teachers		\$17,000.00
Sub-Total					\$814,600.00
Budgeted Fund Source Amount					\$814,600.00
+/- Difference					\$0.00
289 - Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Districtwide Character Components		\$30,000.00
2	1	1	Character Counts Renewal		\$1,750.00
2	1	1	Character Counts - The Essentials (Leaman , Briscoe, and George)		\$750.00
2	1	2	30 Training Sessions		\$16,500.00
2	2	1	Solution Focused		\$15,000.00
2	2	2	Capturing Kids' Hearts		\$33,390.00

289 - Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Counselor for Pregnancy Related Services		\$24,317.60
2	2	3	HGI Therapists- Sessions		\$90,000.00
2	3	2	Hope Squad Curriculum and Training		\$13,300.00
5	1	2	Resources for Private Schools to Promote well-rounded education (Equitable Service Reservation)		\$6,820.00
5	2	5	Podcasting Training		\$3,000.00
6	4	3	Dual Credit Counselor Stipends		\$20,000.00
6	6	1	18 hour plus program (tuition reimbursement)		\$63,819.40
Sub-Total					\$318,647.00
Budgeted Fund Source Amount					\$318,647.00
+/- Difference					\$0.00
206 Texas Education Homeless Children/Youth Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	McKinney Vento Student Support Specialist		\$62,148.00
Sub-Total					\$62,148.00
Budgeted Fund Source Amount					\$62,148.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,359,699.00
Grand Total Spent					\$2,359,699.00
+/- Difference					\$0.00