

# 2013-2014 District Improvement Plan

## Lufkin Independent School District 101 Cotton Square Lufkin, TX 75904

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### District Improvement Leadership Team

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Elli Williams, Kurth	
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## I. District Characteristics

The Lufkin Independent School District maintains a student population of approximately 8,490. Our students benefit from diverse student demographics and the opportunity to obtain an outstanding first class education. LISD consists of one high school, one middle school, five elementary schools, seven primary schools and a DAEP campus. Our community and surrounding area maintain a vital interest in our schools and we continually develop new partnerships that benefit our students and connect them with our community. School Board members take an active role in setting high expectations for the district and providing support to reach the goals. District Administration believes in developing strong instructional leadership skills of the campus administrators and this ensures effective instructional models are utilized with the students. Student success is the focus of the district and all LISD employees, as partners in Team LISD, contribute to obtaining this goal.

## II. Community Characteristics

Lufkin is a peaceful, progressive, community-minded town located in the heart of the Texas Forest Country with a population of 36,000 and within Angelina County of 87,000 residents. The area offers opportunities for residents and visitors to enjoy museums, a national award winning zoo, parks, lakes, unique shops, rodeos, festivals, sports activities and year-round events. Major area employers span the fields of industry, education, healthcare, retail, forestry and government. Currently, new development in Lufkin is primarily commercial with minimal new residential growth. The average family size is 2.6. The average household income is around \$40,059 with a median income of \$32,989. The ethnic composition of the city is 46% Anglo, 27% African American, 24% Hispanic, and 3% other ethnic groups. Within the Lufkin Independent School District, 74% of our students are Economically Disadvantaged. Area students have access to two outstanding avenues of higher education, a community college in Lufkin, Angelina College, and a four year university, Stephen F. Austin State University, a short commute from our town. A bright future exists for the students and residents of Lufkin, Texas.

## III. Student Demographics

Lufkin ISD student population consists of:

39.3% Hispanic

29.2% White

27.8% African American

1.4% Asian

0.2% American Indian

0.1% Pacific Islander

1.9% Two or more races

Student Enrollment by Program: 22.3% of students are enrolled in Bilingual/ESL Education, 18.3% are enrolled in Career and Technology Education, 10.9% are enrolled in Gifted and Talented Education, 10.6% receive Special Education services.

## IV. Beliefs and Mission

### Mission

The mission of Lufkin ISD is to educate and equip all students for success through exceptional learning experiences.

### Beliefs

We believe all students can learn.

We believe our community's involvement and diversity are essential for maximizing student learning.

We believe Lufkin ISD staff is our greatest asset.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD is the school of choice.

We believe Lufkin ISD must continually progress in everything we do.

## **V. Needs Assessment**

### **Demographics**

D1. The Hispanic student population is increasing and LISD needs to pursue community support to assist students. We need to reach 100% ESL Certification for teachers through grants with SFASU. More translation services are needed to ensure all communication and appropriate student materials are printed in Spanish.

D2. The Economically Disadvantaged student population is increasing. We need to pursue community support and local agencies to assist students/families in poverty. We need to provide staff development in teaching children of poverty.

D3. Create intervention groups and target instruction based on data and assessments to address the needs of At-Risk/Low-performing students. Unified RTI to meet targeted needs based on data and assessments. Review/Reteach effectively and efficiently. Provide quality staff development. Must decrease the percent of students performing below grade level.

D4. Ensure adherence to district curriculum to minimize the effects of transition due to high mobility rate.

D5. Increase diversity in AP/Dual credit courses and incorporate support systems to provide assistance.

D6. Evaluate school attendance zones to allow for shifts in population.

D7. Use Transfinder system at the Transportation department to "map" students and bus routes to visualize enrollment shifts for each school zone.

D8. Monitor enrollment growth at primary campuses and plan for staffing the PreK-2 campuses.

D9. Monitor enrollment fluctuations at the 3-5 campuses and plan for staffing changes as needed.

### **Student Achievement**

SA1. Incorporate problem solving in daily mathematics.

SA2. Utilize data to drive instruction and utilize DMAC to interpret data. Provide DMAC training to teachers. Use student data to assess program effectiveness.

SA3. Utilize intervention programs proven effective. Begin reading interventions early in the year for elem/prim.

SA4. Improvement needed in Math, Writing and Social Studies and we must close the gaps in performance for our 3 lowest sub-pops Hispanic, African American and Economically Disadvantaged.

SA5. Utilize available state programs such as Istation and Think Through Math.

SA6. Implement Motivational Math, AM Math and Target the Question.

SA7. Implement Daily 5 and Read Naturally in Primary schools.

SA8. Implement RTI Interventions and interventions provided by supplementary funds.

SA9. Raise district curriculum standards.

SA10. Staff development should focus on writing and language acquisition across all content areas.

### **School Culture and Climate**

SC1. Continue to model the mission and vision of the district in every day. Build leadership skills within our current staff.

SC2. Develop and implement behavior system throughout the district.

SC3. Evaluate organizational effectiveness.

SC4. Ensure safety and security.

SC5. Utilize various resources the community has to offer.

SC6. Create a parent support center to help parents meet the needs of our students.

SC7. Implement a program that utilizes parents as resources on the campus.

### **Staff Quality and Professional Development**

PD1. Provide DMAC and Lead4Ward training for creating reports/analyze data.

PD2. Increase the number of Bilingual teachers.

PD3. Provide a quality mentorship program.

PD4. Provide professional development including effective instructional strategies for working with At Risk, GT, ECD, Autistic students, and to teach Reading, Math, Writing, and Technology. Include planning time as a component to staff development with subject/grade level teachers to create an implementation plan.

PD5. Encourage teachers to obtain ESL certification. Provide ELPS training general and subject related, with expectations for implementation and monitoring.

PD6. Recruit and hire highly qualified staff.

PD7. Structure school funds to offer a competitive salary.

### **Curriculum, Assessment, Instruction**

- CI1. Continue to monitor the curriculum for effectiveness and rigor and facilitate vertical alignment.
- CI2. Provide uniform response to intervention.
- CI3. Staff development should focus on Math, Writing and Social Studies.
- CI4. Revise instructional methods and revise curriculum to address System Safeguards in low performing areas.
- CI5. Utilize successful intervention strategies and programs provided by supplemental funding sources.
- CI6. Design engaging lessons.

### **Family and Community Involvement**

- FI1. Work to develop additional ways for the district parents to be involved in the educational process with their children and support their academic needs. Strengthen the connections between the school and the home to improve student learning such as: parents as partners, parent outreach, effective communication from school to home, more participation in school conferences and school meetings.
- FI2. Seek qualified parent volunteers to serve on district and campus committees.
- FI3. Continue to create a positive perception of the district. Use parents as our partners in communicating a positive opinion of the district.
- FI4. Increase communication with all stakeholders. Utilize 101 automated calling system. Utilize Facebook and Twitter, neighborhood centers and churches for distributing information.
- FI5. Publicize parent access features on our district website and Skyward management system to include: parent viewer for grades and attendance data, school calendars and activities on School Fusion. Teachers should keep web pages updated.
- FI6. Look for ways to involve our parents of poverty who do not have daily internet access.
- FI7. Increase student community involvement and service.

### **School Context and Organization**

- SO1. Support second language learners through enhanced instructional strategies.
- SO2. Provide data-driven instruction and intervention.
- SO3. Develop consistency in instruction, discipline procedures, resources.
- SO4. Increase CEIC's role in decision making.
- SO5. Allow time for teachers to collaborate, plan for more rigorous instruction, have vertical team meetings.

### **Technology**

- T1. Explore the possibility of virtualization to allow the utilization of current computers in use in LISD.
- T2. Utilize replacement cycle plan.
- T3. Purchase an effective universal diagnostic screener in English and Spanish.
- T4. Provide district standardization of intervention software and programs. Remove and replace less effective versions with software that addresses current testing standards.
- T5. Teacher training for utilization of technology.
- T6. Implement Bring Your Own Device in secondary schools to enhance learning opportunities.

# 1. Vision and Purpose

## Goal:

The district will commit itself and its stakeholders to a shared purpose including high expectations, challenging and engaging classrooms, a focus on student learning, and a commitment to continuous improvement.

## Expected Results:

- District is able to communicate the vision and purpose of the school.
- District commits to a shared purpose.
- District's vision and purpose guide teaching and learning.
- District's vision and purpose guide allocation of the time and human, material, and fiscal resources.

### District Wide:

A Teachers' Use of Academic Assessment  
HQ Quality Instruction  
HQA Strategies to Attract Highly Qualified Teachers  
PD Professional Development  
PI Parent Involvement  
R Reform Strategy  
T Transition  
TA Timely Assistance for Students with Difficulty

### Special Populations (Sp. Pop.):

AR At Risk  
E Ethnicity  
ESL English as a Second Language  
LSES Economically Disadvantaged  
GT Gifted and Talented  
SE Special Education

### Funding Sources:

B	Bilingual	SE	Special Education
GT	Gifted and Talented	TI	Title I-A
GU	Gear Up	TII A	Title II-A
HSI	High School Initiative	TII D	Title II-D
L	Local	TV	Title V
SCE	State Compensatory Education		

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A HQ PD PI R TA	<p>1. Lufkin ISD will communicate the mission of the district to educate and equip all students for success through exceptional learning experiences.</p> <ul style="list-style-type: none"> <li>• Allocate adequate resources for students.</li> <li>• Convey the commitment of the district to a shared purpose through district branding in communications, events and daily interactions.</li> <li>• Perpetuate the communicated vision during meetings among administrators, with staff, parents and community members. F13</li> <li>• Function as a high performing organization known as the "district of choice" for superior student achievement, innovative thinking, progressive leadership and the best environment to learn and work.</li> <li>• Target increased student achievement for all students. D1 D2 D3</li> <li>• Monitor campus enrollment and prepare for staffing changes. D6 D7 D8 D9</li> <li>• Maximize time on task for all students.</li> <li>• Ensure continuity in district curriculum implementation. D4</li> <li>• Design engaging work for students. C16</li> <li>• Train administrators and teachers to analyze and utilize data to plan and assess instruction. D3</li> <li>• Coordinate district diagnostic and intervention strategies. D3</li> <li>• Increase diversity in advanced level courses. D5</li> <li>• Monitor instruction daily for quality standards. D3</li> <li>• Provide staff development to teachers and put programs in place to meet the needs of the growing population of children in poverty and English Language Learners. D1 D2</li> <li>• Participate in community projects. F17</li> <li>• Involve parents in school and district activities and bridge the school to home experience. F11</li> <li>• Seek areas to continuously improve to enhance student success. D3</li> <li>• Maintain a district-wide plan to improve safety, improve the appearance of the learning environment, increase opportunities for technology utilization, and to build new facilities as needed to meet student growth. T5 SC4</li> </ul>	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	Aug 2013-July 2014	Local funds; TI A, TIIA, SCE, B, SE	<p>Formative: District focus groups meet to discuss district long range strategic plans. District and each campus conduct a comprehensive needs assessment for 2013-2014 and identify strategies in an Improvement Plan for meeting the needs and monitoring achievement of goals. Employ Lead4Ward resources. LISD branding presence on LISD Web pages, Facebook, Twitter, Lufkin Daily News and La Lengua, in district, campus and community events.</p> <p>Summative: District staff and community internalize district mission, vision, and goals as evidenced by decisions that are made within the district and the impact on increased student success.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ	2. Model daily the purpose of the district: to facilitate optimal learning for all students and to prepare students to lead fulfilling and productive lives in a global world. D1 D2 D3 SC1	All	Superintendent, Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	Aug 2013-July 2014	Local funds	Formative: Monitor student progress on all campuses and for the district. Plan to implement instructional interventions for all students.  Summative: Evaluate success using Texas Academic Performance Report and TEA State Accountability Summary Ratings and DMAC data.
PD HQA	3. Build leadership skills within our current staff to prepare for future leadership positions. SC1		Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	Aug 2013- May 2014	Local funds	Formative: Campus and District responsibilities are delegated to staff members  Summative: Leadership capacity is built.
HQ	4. Provide support for campus leaders in monitoring the daily instruction and curriculum delivery in the classroom. D4		Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	Aug 2013- May 2014	Local funds	Formative: Monitor the Eduphoria classroom walkthrough reports from each campus principal to monitor compliance with district mandated curriculum goals  Summative: Assessment targets are met.
HQ PD	5. Utilize the trainer of trainer model, Project Share and other online resources for staff development. D3		Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 2013-May 2014	Local funds, GEAR-UP funds	Formative: Increase the responsiveness to staff development needs in an appropriate time period.  Summative: Strategic training is provided.

## 2. Governance and Leadership

**Goal:**

The district’s leadership will continuously promote improved student performance and school effectiveness.

**Expected Results:**

- **District leadership advocates vision and improvement efforts.**
- **District leadership provides direction and allocates resources that enable students to achieve.**
- **District leadership encourages collaboration and shared responsibility.**
- **District leadership ensures equity of learning opportunities and support for innovation.**

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PD HQ R TA A PI	<p>Strategic Planning</p> <p>1. Launch Strategic Planning process to ensure district vision and purpose are accomplished. SC1</p> <p>2. Build the capacity of campus principals to guide the campus in designing engaging learning opportunities for students. CI6 SO5</p> <p>3. Increase effectiveness of data driven instruction and interventions through data analysis and targeted staff development. CI5 CI7 SO2</p> <p>4. Continue to raise learning and behavioral expectations; continue to provide tools to help students meet heightened expectations. CI1 SO3 SC2</p> <p>5. Cyber-bullying prevention education for teachers and students as age/audience appropriate. SO3 SC4</p> <p>6. Targeted staff development aimed at instructional improvements with optimal instructional team planning time to incorporate new instructional strategies acquired. SO5 PD5</p> <p>7. Create master schedules that allow for enrichment to close learning gaps and challenge students. SC3</p> <p>8. Increase CEIC Campus Educational Improvement Committee role in decision-making. SO4</p> <p>9. Communicate with parents regarding student expectations. FI1</p>	All	Superintendent, Asst. Superintendent of Curriculum and Instruction, Exec. Dir. of Elem. Ed., Exec. Dir. of Special Prog., District Staff, DOI, Principals, Assistant Principals, Instructional Specialists	August 2013- May 2014	Local budget	<p>Formative: Monitoring of lesson plans and data from walkthroughs.</p> <p>Grade level/subject area team collaboration and planning for rigorous instruction; minutes from meetings</p> <p>High-quality enrichment provided daily.</p> <p>Utilizing Lead4ward resources.</p> <p>Consistency applied in exceptional instructional methods and consistency in behavior expectations and discipline procedures.</p> <p>Infractions reports; growth in character education and social awareness;</p> <p>Summative: Increased student achievement on local/state/national assessments</p> <p>Decreased discipline referrals and bullying reports.</p> <p>Teacher surveys indicate adequate training experiences.</p> <p>Increase in parent access to pertinent data and information to assist students.</p>
	<p>Policy:</p> <p>1. Ensure the District's Policies and Procedures are consistent with Mission and Beliefs and are designed to maximize opportunities for successful learning.</p> <ul style="list-style-type: none"> <li>• Contract with TASB</li> <li>• Policy-On-Line</li> </ul> <p>SC1</p>	All	District Staff	August 2013- July 2014	Local Funds	<p>Formative: Quarterly counsel with TASB personnel</p> <p>Summative: Policies and Procedures comply with TEA requirements.</p>
	<p>Finance:</p> <p>Create a long-range financial plan to ensure student success. (Strategic Plan Goal)</p> <p>1. Pursue additional sources of revenue. (Strategic Plan Strategy)</p> <p>2. Analyze and adjust expenditures for maximum efficiency. (Strategic Plan Strategy)</p> <p>3. Maintain fund balance.</p> <p>4. Maintain balanced budget.</p> <p>5. Maximize purchasing power of the district.</p> <p>6. Ensure funding necessary to continue preventative maintenance program.</p> <p>7. Comply with audit and reporting procedures as required by federal funding mandates.</p> <p>8. Manage projects/bids to maximize the funds.</p>	All	Chief Financial Officer	August 2013- July 2014	Local Budget State and federal allocations/grant monies	<p>Formative: Bidding system, bi-annual review of insurance, review financial management system effectiveness, quarterly budget review, audit findings if applicable.</p> <p>Summative: Balanced budget reflects adequate fund balance to support district and yearly audit reflects all regulatory guidelines are met.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
T TA	<p>Transition</p> <ol style="list-style-type: none"> <li>Administrators and staff employ a well designed plan to transition students effectively when moving to a new grade level/new campus/district through planning, parent partnerships, welcoming environments, timely processing of paperwork and data entry including current student diagnostics, intervention and assessment. SO3 SO5 D4</li> <li>Provide collaboration time with LISD paired schools to plan for transitioning students from primary to elementary, elementary to middle and middle to high school. C1</li> <li>Provide planned continuity of services for students enrolled in Special Education/Programs. C14 SA8</li> <li>Support district wide Pre-K and Kindergarten Round-Up and orientation for incoming LMS students and LHS students.</li> <li>Monitor and support Bilingual/ESL students meeting exit criteria and moving into general education classes and courses. D1</li> <li>Provide information and assistance for graduating seniors arranging for Post-secondary options. FI1</li> <li>Support LHS students participating in Dual and concurrent credit opportunities.</li> </ol>	LSES SE BIL. ESL AR	Asst. Supt. for Curric. & Instr., DOI, Campus Administrators and Staff, Social Workers, Exec. Dir. Special Programs, Bilingual Director	August 2013- July 2014	Local Funds	<p>Formative: Administrative and teacher meetings held to plan for student transitions within the school year and for specific transitional entry points when advancing to the next campus.</p> <p>Campus secretaries follow set protocol for enrolling new students. Each school will adhere to timelines.</p> <p>Students are monitored and school staff intervene, when appropriate, to assist with the navigation process to successfully connect to Dual and Concurrent credit options and with Post Secondary choices.</p> <p>Teacher and parent input obtained and reviewed for efficiency and effectiveness of transition process.</p> <p>Summative: Students entering transitional grades maintain or improve their performance.</p> <p>Students successfully link to Post Secondary Education, Job Training, the Military or the Work Force.</p> <p>100% Special Education students have a transition plan that is implemented properly.</p>
HQA	<p>Recognition:</p> <ol style="list-style-type: none"> <li>Demonstrate the district values academic achievement and recognizes excellence including: <ul style="list-style-type: none"> <li>Board Recognition of successful programs/events/students</li> <li>Teacher of the Year</li> <li>Academic Jacket/Pins/Honor Roll</li> <li>Newsletter articles</li> <li>Media release stories</li> <li>District web-site, Facebook and Twitter postings</li> </ul> </li> <li>Encourage and reward exceptional effort.</li> <li>Acknowledge the value of teacher/staff input by offering increased teacher/staff opportunities in CEIC/DEIC and campus and district decisions. SO4</li> </ol>	All	Supt. Board of Trustees District Staff	August 2013- May 2014	Local budget	<p>Formative: Campus reports, monthly recognition in media.</p> <p>Consistently recognize students and teachers and give feedback for improved and high achievement, effort, attendance.</p> <p>Regularly scheduled meetings and opportunities for open dialogue among teachers/staff and administrators regarding decision-making.</p> <p>Summative: Increased teacher and student morale. Increased staff retention.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A HQ TA	<p>Demographics:</p> <ol style="list-style-type: none"> <li>1. Monitor Special Education enrollment data including number of students, appropriate placement for maximum educational benefits, and assessment decisions. D3 SO3</li> <li>2. Monitor the increasing number of English Language Learners and provide efficient and effective instruction. D1</li> <li>3. Evaluate number/percent of Economically disadvantaged / poverty students for each campus and the district. Monitor Title and SCE budgets to reflect equity in funding. D2</li> <li>4. Monitor students in each sub population to provide support and instruction that will significantly increase student achievement. D3</li> <li>5. Evaluate school attendance zones, increasing/decreasing enrollment and area growth projections for current and following school years, and make recommendations to the Board if changes are needed for school zones or staffing needs. D6 D7 D8 D9</li> <li>6. Use Transfinder system at Transportation department to "map" student populations and create bus routes. D7</li> </ol>	SE ESL LSES E	Superintendent, DOI, District and Campus Administrators; Teachers	August 2013- May 2014	Local budget IDEA funding	<p>Formative: Strategically address educational needs based on demographic information. Evaluate attendance patterns for all schools in the district to determine if modifications are needed in the attendance zones or staffing. Monitor other issues related to demographics by tracking enrollment numbers. Track bus transportation routes to determine future changes for the district.</p> <p>Summative: Students in identified sub-pops and students receiving Special Education services will obtain high quality instruction. Educational needs of students in the fastest growing sub-pops of English Language Learners, and Economically Disadvantaged students, will be met with successful outcomes.</p>

### 3. Teaching and Learning

**Goal:**

The district will implement research-based curriculum and engaging instructional methods that facilitate achievement for all students.

**Expected Results:**

- District implements a curriculum based on clear and measurable expectations.
- District ensures teachers use proven instructional practices that actively engage students in the learning process.
- District ensures teachers provide opportunities for students to apply their knowledge and skills to real world situations.
- District ensures teachers give student feedback to improve their performance.
- District's Accountability Status will be "Recognized" (in all subgroups; in all content areas). In addition, increased percentages of commended performance status for individual tests as well as "all tests" will be achieved. For non-accountability areas, the District will exceed state averages.

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TI Title I-A  
TII A Title II-A  
TII D Title II-D  
TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ A	<p>All learners in Lufkin ISD will achieve their full potential. (Strategic Plan Goal) Implement and monitor a challenging curriculum focused on student achievement.(Strategic Plan Strategy) Curriculum 1. Reassess the district curriculum for rigor, differentiation and for vertical alignment in each core content area. Evaluate the effectiveness of the curriculum to enable students to meet and exceed the TEA Accountability ratings for the Performance Index criteria and the System Safeguards.</p> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> </ul> <p>CI1 CI3 D3 D4</p>	All GT	Asst. Supt. for Curriculum and Instruction, DOI, Campus Inst. Specialists	August 2013-July 2014	Local Budget, GT, B, SCE, SE, Title	<p>Formative: DOI and Instructional Specialists revise curriculum to ensure all TEKS student expectations are included in the curriculum in a sequence that ensures vertical alignment.</p> <p>Summative: External Curriculum Audit</p>
HQ PD TA A	<p>Curriculum 2. Instructors teach the district curriculum and administer the corresponding assessments aligned with the curriculum. CI1</p> <ul style="list-style-type: none"> <li>• Provide teacher training for teachers in need of assistance. PD3 PD4</li> <li>• Provide instructional supplies, resources and materials that are included in the curriculum.</li> <li>• Monitor implementation of the curriculum to ensure district guidelines for the scope and sequence are followed. SO3</li> <li>• Verify consistency within the district of established subject time allotments based on schedules designed to maximize student success. SO3</li> <li>• Analyze student mastery of the curriculum through student checklists and demonstrations, curriculum based assessments (CBA), district benchmarks, state and national testing.</li> </ul> <p>CI7 SO2 PD1</p> <ul style="list-style-type: none"> <li>• Design curriculum to provide the academic rigor, complexity and educational experiences expected in Gifted and Talented, Dual Language, Magnet, PreAp/AP and other specialized advanced classes.</li> </ul> <p>CI1 SA2 SA9</p> <ul style="list-style-type: none"> <li>• Include unified project-based learning in the curriculum in all content areas which includes well-defined rubrics and addresses all learning modalities. Provide professional development. Provide follow-up sessions to adjust as needed.</li> </ul> <p>SC3 CI1 SA9 SA2 CI4 D3 D4</p>	All	Superintendent, Asst. Supt. for Curric. and Instr., DOI staff, Principals, Campus and District Inst. Specialists, Teachers	August 2013-July 2014	Local Budget, GT, B, SCE, SE, Title	<p>Formative: *Walkthroughs, observations and lesson plans verify classroom instruction is following the scope and sequence, content, and time allotment of the district curriculum. *Teacher training administered to ensure quality of the curriculum is delivered to students. *Purchases are made to obtain supplies needed to teach the district curriculum. *Students are demonstrating TEKS student expectation success. *Teacher surveys indicate positive/constructive comments.</p> <p>Summative: Gaps in student learning will decrease.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
<p>HQ PD A TA</p>	<p>Instruction Design an engaging, quality instructional model for students and teachers. (Strategic Plan Strategy)</p> <p>1. Ensure instruction is high quality and differentiated/tiered to enable maximum understanding for each student. Intervention is intentionally planned and consistent with the appropriate grade levels: primary, elementary and secondary. CI 5 CI6 CI7 2. Obtain district-standardized diagnostic tools and provide training in utilization of reports to guide instruction and to form non-static cooperative learning groups.PD1 3. Establish district-wide, uniform, research-based RTI (Response to Intervention) procedures appropriate for primary, elementary and secondary levels. SO2 SO3 SO1 SA8 SA2 SA3 4. Develop and utilize research-based district models of lesson planning and design which are engaging, real world, authentic. Identify and utilize district models of effective, targeted instruction which enhance students' depth of understanding in the curriculum. CI6 CI7 D3 D4 PD4 SA4 SO1 PD2 D1</p>	<p>All, AR, E, ESL, LSES, SE, GT</p>	<p>Superintendent, Asst. Supt. for Curric. and Instr., DOI staff, Principals, Campus and District Inst. Specialists, Teachers</p>	<p>August 2013-July 2014</p>	<p>Local Budget, GT, B, SCE, SE, Title</p>	<p>Formative: Students observed during instruction and practice are challenged appropriately and demonstrating understanding of the concept being taught and the ability to problem solve requiring higher levels of thinking.</p> <p>Student grades and scores on assessments indicate on target learning is occurring.</p> <p>Purchased diagnostic tools are utilized effectively (i.e. Think Through Math, Istation, DRA, TPRI, Renaissance Learning, Read 180, Mentoring Minds)</p> <p>Decreases occur in the number of students referred for Special Education evaluations; in the number of students who drop out of school; in the number of students who are retained or repeat a course.</p> <p>Summative: Increase each student's mastery of TEKS concepts which will be evident in CBA and Benchmark results.</p>
<p>HQ PD</p>	<p>Technology 1.The District will integrate technology into the curriculum. T5</p> <ul style="list-style-type: none"> <li>• Provide flexible times and dates for technology professional development.</li> <li>• Investigate and implement a software and hardware evaluation and replacement cycle. T2</li> <li>• Evaluate and implement new cutting edge technology software and programs such as BYOD (Bring Your Own Device) and assessment software.T6</li> <li>• Maintain technology infrastructure that maximizes student learning opportunities.</li> </ul>	<p>All</p>	<p>Asst. Supt. for Curriculum and Instruction; Technology Staff</p>	<p>August 2013-July 2014</p>	<p>Local budget and grants.</p>	<p>Formative: Quarterly review of training, monthly reports from the help desk, teacher/campus surveys, campus technology evaluations and reviews.</p> <p>Summative: Increased STaR chart ratings. Documented walkthroughs and observations indicate teachers are using technology to enhance instruction and students use technology to enhance and expedite learning.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
<p>HQ TA A</p>	<p>Achievement (1) Utilize DMAC for tracking achievement of students and identifying skills to be developed and goals to be obtained. CI7 PD1 (2) Maintain a continual focus on improving curriculum, instruction and assessment to enable students to meet high expectations and to prepare the students for future success. SC1 SO2 SO3 SA (3) Ensure curriculum, instruction and assessment are aligned to increase the validity of Report card grades, CBA's and Benchmarks serving as good indicators of final STAAR/EOC scores. (4) Increase student gains to achieve desired outcomes.</p>	<p>All</p>	<p>Curriculum. Asst. Supt. DOI staff Region Service Center</p>	<p>August 2013-July 2014</p>	<p>Local Budget</p>	<p>Formative: (1) Students and teachers will achieve their full potential. (2) A challenging curriculum focused on student achievement will be delivered through an effective instructional model. (3) Substantial improvement in student achievement will surpass the area and state. (4) Eliminate achievement gaps through focused accountability and communication with clearly defined goals with high expectations for all students. (5) CTE program that provides area employees with a highly skilled workforce.</p> <p>Summative: Increase the percent of students achieving gains necessary to (1) meet course completion; (2) meet or exceed Satisfactory level on STAAR/EOC; (3) meet STAAR/EOC Final Phase-In standards prior to 2016; (4) meet or exceed STAAR/EOC individual student growth measures; (5) meet Advanced performance on STAAR/EOC; (6) earn a score of 3 or higher on AP tests; (7) earn an acceptable score or above on SAT (8) Campus/District Performance Distinctions (9) Increased PDAS ratings for teachers. (10) Increased percent of students graduating with academic recognition. (11) High percent of students graduating with Endorsements.</p>
<p>HQ TA</p>	<p>1. Science:  <ul style="list-style-type: none"> <li>• Select high quality instructional resources through the Science adoption.</li> <li>• Align science curriculum with college and career readiness standards, CCRS,</li> <li>• Integrate ELP's into curriculum (English Language Proficiency) standards and monitor the success of all ELL students. SA4</li> <li>• Add additional science/pre engineering courses at the high school level to meet the intentions of STEM.</li> </ul> <p>D1 C1 D3 D4 PD4 SA4</p> </p>	<p>AR, E, ESL, LSES, GT, SE, All</p>	<p>Asst. Supt. for Curriculum &amp; I; DOI staff Campus Instr. Science Staff</p>	<p>August 2013-July 2014</p>	<p>Local Budget, GT, B, SCE, SE, Title</p>	<p>Formative: Students successfully obtain the TEKS skills and concepts.</p> <p>Summative: Increased number/percent of students who are equipped with prerequisites and skills to enter college or workforce. Increase in students score on THEA and increase in number of students who are enrolling in college level entry courses.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ TA	<p>2. Math</p> <ul style="list-style-type: none"> <li>Select high quality instructional resources through the Math adoption.</li> <li>Align math curriculum with college and career readiness standards, CCRS.</li> <li>Integrate ELP's into curriculum (English Language Proficiency) standards and monitor the success of all ELL students.</li> <li>Prepare more students to take Algebra I in the 8th grade and to successfully compete the course.</li> <li>Provide strategic instruction and intervention to students in the sub pops.</li> </ul> <p>D1 SA1 SA2 SA4 SA5 SA6 SA7 SA8 D3 D4 PD4</p>	AR, E, ESL, LSES, GT, SE, All	Asst. Supt. for Curriculum & I; DOI staff Campus Instr. Math Staff	August 2013-July 2014	Local Budget, GT, B, SCE, SE, Title	<p>Formative: Students successfully obtain the TEKS skills and concepts.</p> <p>Summative: Increased number/percent of students who are equipped with prerequisites and skills to enter college or workforce. Increase in students score on THEA and increase in number of students who are enrolling in college level entry courses.</p>
HQ TA	<p>3. Language Arts/Reading &amp; Writing</p> <ul style="list-style-type: none"> <li>Align LA curriculum with college and career readiness standards, CCRS.</li> <li>Integrate ELP's into curriculum English Language Proficiency standards and monitor the success of all ELL students.</li> <li>Emphasize Figure 19 to help students become critical thinkers and readers.</li> <li>Provide strategic writing instruction and intervention to students in targeted sub pops.</li> </ul> <p>C1 SA2 SA3 D1 SA3 SA4 SA7 SA8 SA10 D3 D4 PD4</p>	AR, E, ESL, LSES, GT, SE, All	Asst. Supt. for Curriculum & I; DOI staff Campus Instr. LA Staff	August 2013-August 2014	Local Budget, GT, B, SCE, SE, Title	<p>Formative: Students successfully obtain the TEKS skills and concepts.</p> <p>Summative: Increased number/percent of students who are equipped with prerequisites and skills to enter college or workforce. Increase in students score on THEA and increase in number of students who are enrolling in college level entry courses.</p>
HQ TA	<p>4. Social Studies</p> <ul style="list-style-type: none"> <li>Integrate ELP's into curriculum (English Language Proficiency) standards and monitor the success of all ELL students.</li> <li>Provide instruction that focuses on global concepts across time and application/evaluation skills.</li> <li>Provide strategic instruction and intervention to students in each sub pop.</li> </ul> <p>D1 CI6 CI7 D3 D4 SA4 PD4</p>	All	Asst. Supt. for Curriculum & I; DOI staff Campus Instr. Social Studies Staff	August 2013-July 2014	Local Budget, GT, B, SCE, SE, Title	<p>Formative: Students successfully obtain the TEKS skills and concepts.</p> <p>Summative: Increased number/percent of students who are equipped with prerequisites and skills to enter college or workforce. Increase in students score on THEA and increase in number of students who are enrolling in college level entry courses</p>



## 4. Resources and Support System

**Goal:**

The district will be a skillful steward of resources and support systems to ensure achievement for all students.

**Expected Results:**

- District allocates sufficient resources to support its educational program.
- District maintains all sites, facilities, services, and equipment to provide an environment that is safe and conducive for learning.
- District ensures that each student has access to guidance services.

**District Wide:**

A Teachers' Use of Academic Assessment  
HQ Quality Instruction  
HQA Strategies to Attract Highly Qualified Teachers  
PD Professional Development  
PI Parent Involvement  
R Reform Strategy  
T Transition  
TA Timely Assistance for Students with Difficulty

**Special Populations (Sp. Pop.):**

AR At Risk  
E Ethnicity  
ESL English as a Second Language  
LSES Economically Disadvantaged  
GT Gifted and Talented  
SE Special Education

**Funding Sources:**

B	Bilingual	SE	Special Education
GT	Gifted and Talented	TI	Title I-A
GU	Gear Up	TII A	Title II-A
HSI	High School Initiative	TII D	Title II-D
L	Local	TV	Title V
SCE	State Compensatory Education		

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ T	<p>Funding and Finance</p> <p>Lufkin ISD will create a long-range financial plan to ensure student success. (Strategic Planning Goal)</p> <p>1. Pursue additional sources of revenue. (Strategic Plan Strategy)</p> <ul style="list-style-type: none"> <li>Seek fund source for Pre-K early start</li> <li>Seek fund sources for research based successful programs.</li> <li>Participate in educational programs funded by state and federal grants.</li> </ul>	All, AR, LSES	Asst. Supt. for Curriculum and Instruction, DOI staff, SFASU staff, Gear Up Coordinator, Director of Bilingual Education, Executive Directors	August 2013 June 2014	Local budget; Gear Up \$245,000 CONFIANZA \$13,000	<p>Formative:</p> <p>Long-range budget analysis with campus principals and program directors.</p> <p>Search for grant opportunities.</p> <p>Provide input in Gear Up intervention activities.</p> <p>Communicate to teachers the advantages of participating in CONFIANZA.</p> <p>Summative:</p> <p>Lufkin ISD expands the opportunities for students and teachers by participating in grant funded programs for partners in education and grants awarded to LISD:</p> <ul style="list-style-type: none"> <li>Gear-Up</li> <li>CONFIANZA project with SFASU for English Language Learners, teacher certification</li> </ul> <p>The Aspiring Principals Academy.</p> <ul style="list-style-type: none"> <li>Optional Extended Year</li> <li>High School Allotment</li> <li>AP reimbursement and Incentives for student fees</li> </ul> <p>Student benefits identified and final evaluation reports submitted to funding sources.</p>
TA	<p>2. Analyze and adjust expenditures for maximum efficiency. (Strategic Plan Strategy)</p> <ul style="list-style-type: none"> <li>All schools and departments identify how to perform their responsibilities more efficiently, including utilization of consumables, energy/utilities and resources.</li> </ul> <p>SC3</p>	All	District and Campus Administrators Superintendent Maintenance Director Transportation Director Technology Director Nutrition Director Curriculum & Instruction Executive Director	August 2013 - July 2014	All funding sources	<p>Formative:</p> <p>Analysis of monthly utility reports and expenditures; Leaders emphasize conservation of energy and resources.</p> <p>Summative:</p> <p>Reduced operating costs</p>
	<p>Facilities Safety and Security</p> <p>Transform the perception of Lufkin ISD by creating a safe environment and facilities conducive to producing exceptional learning experiences. (Strategic Plan Goal)</p> <p>1. Develop a continuous improvement plan to address safety and security issues. (Strategic Plan Strategy)</p> <p>SC4 F13</p>	All	Superintendent, Asst. Superintendents, Campus Administrators and Staff, Directors of all Departments	August 2013- July 2014	Local Budget	<p>Formative:</p> <p>Obtain input from district and campus staff to detect areas needing improvement to enhance safety and security in the district.</p> <p>Summative</p> <ul style="list-style-type: none"> <li>Meet safety and security guidelines.</li> </ul> <p>Campus fences completed at Anderson, Brandon and LMS.</p>
	<p>2. Analyze facilities on an ongoing basis to assure they support exceptional learning experiences. (Strategic Plan Strategy)</p> <p>. SC1</p>	All	Superintendent, Asst. Superintendents, Campus Administrators and Staff, Directors of all Departments	August 2013- July 2014	Local Budget	<p>Formative:</p> <p>Evaluate schools and facilities with qualified professionals to recommend improvements.</p> <p>Analysis of needs for campus renovations and updating.</p> <p>Summative:</p> <p>Clean/attractive schools;</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
						well-equipped learning environments; Refurbished portable buildings; Meet safety and security codes and standards.
	3. The District will develop a preventative maintenance priority cycle to help maintain the facilities. SC3	All	Maintenance Director; Transportation Director, Campus Administrators	August 2013- July 2014	Local budget	Formative: Review maintenance records, maintenance budget, campus appearance, work orders.  Maintenance training to ensure 100% of the mechanics at LISD Transportation department are ASE certified; Monthly and quarterly reviews of transportation budget, review of fleet, monthly maintenance reports  Summative: Priority cycle for preventive maintenance is developed.  Vehicles are more reliable and remain in service longer due to preventative maintenance  District survey reflects campus satisfaction with preventative maintenance.
	4. The District will establish a replacement cycle for: <ul style="list-style-type: none"> <li>• Vehicles and Buses</li> <li>• Furniture</li> <li>• Equipment</li> <li>• Copiers</li> <li>• Technology</li> <li>• Food Service Equipment</li> </ul> SC3	All	CFO, Technology Director Maintenance Director Transportation Director Nutrition Director	August 2013- July 2014	Local Budget	Formative; Departments create and submit a replacement cycle to CFO; Discussions with the Board at finance and monthly meetings,  Summative: Replacement cycle created with plans for implementation; frequent review and cost projections included.
	Support Resources: Transportation 1. The District will provide a safe transportation system that supports the instructional program: <ul style="list-style-type: none"> <li>• Punctual pick-up, delivery and effective student monitoring</li> <li>• Co-curricular trips efficiently planned</li> <li>• Extended day and extended year transportation service provided</li> <li>• Research and communicate hazardous traffic patterns/cooperate with city and police department to manage traffic and work around road construction and renovation projects</li> </ul> SC4 SC3	All	Supt. Principals Transportation Director	August 2013- July 2014	Local Budget	Formative: Proper bus driver/bus monitor training; efficient coordination of services to expedite transportation; Bus drivers are informed of optional routes to avoid delays and traffic problems. Expectations for student behavior are consistently reviewed and enforced.  Summative: Campus feedback utilized to evaluate satisfaction with the transportation system.  Department will operate within the budget.
	Transportation 2. The District will obtain Z-Pass Student Tracking Software to track students while on the bus. Student training for transportation safety and acceptable behavior will be provided. SC4	All	Superintendent Transportation Director; Campus Administrators	January 2014- July 2014	Local Budget	Formative: Train students in proper procedure for riding the bus. Consistently monitor student behavior and enforce rules.  Track students while transporting on the bus.

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
						Summative: Bus infractions decline and logistics improve.
	Transportation 3. The LISD Transportation Department will add Stop Arm Cameras to the buses, a joint venture with the City of Lufkin thru American Traffic Solutions, for violations of motorists running our Stop Lights. SC4 F13	All	Superintendent Transportation Director	January 2014- July 2014	Local Budget and additional outside funding	Formative: Improve safety  Summative: Increased safety awareness within city/county.
	Transportation 4. District and Transportation Director will pursue the purchase of property adjacent to the Transportation Department to accommodate additional parking needed for buses and employee parking. SC4 SC3		Superintendent Transportation Director	August 2013- July 2014	Local Budget	Formative: Improve efficiency parking buses and bus dispatch.  Summative: Increase designated parking areas for employees and buses to improve facilities management.
	Nutrition 1. The District will provide a nutrition program that supports the instructional program and develops healthy lifestyles: <ul style="list-style-type: none"> <li>Nutritional meals provided</li> <li>Parent communications</li> <li>Free breakfast for all district campuses</li> <li>After school snacks (tutorials)</li> <li>Summer feeding program</li> <li>Streamline free and reduced lunch eligibility procedure</li> </ul> SC3	All	Student Nutrition Director	August 2013- July 2914	Local Budget	Formative: Monthly review guidelines and services; monthly meetings with staff; effective and informative communication with parents.  Summative: Participation level sufficient to support program; Meet state Federal guidelines; provide nutritious, appealing meals.
	Nutrition 2. The District will maintain an inventory control for food service: <ul style="list-style-type: none"> <li>Equipment</li> <li>Supplies</li> </ul> SC3	All	Student Nutrition Director Technology Staff	August 2013- July 2014	Local Budget	Formative: Monitor inventory and costs.  Summative: Inventory sufficient and within budgeted funds.
	Technology Create a state-of-art technology infrastructure that maximizes student learning opportunities. (Strategic Plan Goal) Evaluate technology needs of the district. (Strategic Plan Strategy) The district will research flexible learning digital pathways.	All	Technology Department	August 2013- July 2014	Local Budget	Formative: Students utilize current technology available to increase instructional potential and to meet learning demands.  Summative: Students regularly access a variety of digital devices.
R TA, PI, HQ, A	Technology 1. The District 5-Year Technology Plan will be updated and technology will also be included in the Strategic Plan <ul style="list-style-type: none"> <li>Evaluate Infrastructure</li> </ul>	All Sup Pops, AR, SE, ELL	Technology Director; Technology Staff Curriculum & Instruction Executive Director; Campus Administrators	August 2013- July 2014	Local Budget Erate funding, SCE, Title	Formative Inventory for capacity and digital access. Technology Plan shared with district administrators, directors and Board members; Alternative funding explored; technology training delivered for maximum

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<ul style="list-style-type: none"> <li>• Analyze hardware and software instructional needs T3 T4</li> <li>• Develop recycle/replacement plan for computers and software T2</li> <li>• Utilize StaR Charts</li> </ul> <p>2. Develop a plan that allows the district to acquire and maintain a premier technology environment for the future.(Strategic Plan Strategy)</p> <ul style="list-style-type: none"> <li>• investigate utilization of cloud access and virtualization. T1</li> <li>• Seek new revenue sources for additional funding available.</li> </ul> <p>3. Ensure sufficient computers/equipment availability for classroom use, online testing, diagnostic assessment, and response to intervention to accommodate students accessing STAAR/EOC, specialized calculators, science investigation probes, digital photography, robotics, Quizdom, SMART Boards, online curriculum resources, Istation, Motivational Math, Target the Question, Accelerated Math, Accelerated Reading, etc. T3 SA6 SA5</p> <p>4. Provide timely technical support and teacher training throughout the district. T5</p> <p>5. Support appropriate student utilization of personal electronic devices (BYOD) to enhance classroom learning opportunities. T6</p> <p>6. Facilitate opportunities for parents to connect with school to obtain real time progress of their children; stay informed of homework, projects, events, schedules, calendars and other classroom information; view curriculum; access assistance and instructional resources. F15 F14 F</p>	LSES				<p>utilization of classroom technology; establish guidelines for personal electronic device usage; increased opportunities for parents to stay connected with school.</p> <p>Summative Timeline implemented for expanding and staying current with technology; PDAS/Eduphoria documentation of increased classroom utilization of technology; more informed parents.</p>
TA R A HQ PD PI	<p>Student Support:</p> <p>1. Students will receive intervention through additional assistance to improve knowledge and skill acquisition for deficiencies identified through standardized diagnostic assessments.</p> <ul style="list-style-type: none"> <li>• Reading remediation and intervention</li> <li>• Content Mastery Labs</li> <li>• Extended Day/Tutorials</li> <li>• Supplies/Materials</li> <li>• Equipment</li> <li>• Dyslexia Therapy</li> </ul>	AR LSES ESL	Asst. Supt. for Curriculum and ; DOI staff	August 2013- July 2014	Local Budget SCE \$3,204,302 Title I A \$2,537,196 High School Allotment \$587,000 Bilingual/ESL Special Ed	<p>Formative: Improvement in student classroom grades, CBA's, Benchmarks; research successful interventions for implementation; monitor student performance. Engagement and lesson quality monitored through the use of Eduphoria, the classroom walkthrough and teacher observation documentation system for PDAS.</p> <p>Summative: Targeted students and sub groups meet or exceed projected gains.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<ul style="list-style-type: none"> <li>• Literacy groups</li> <li>• Panther Academy</li> <li>• Co-teach opportunities (e2020 software)</li> <li>• Reading Labs, HOSTS</li> <li>• Read 180</li> <li>• Academic remediation; Credit Recovery (e2020 software) to include implementation at the juvenile detention facility</li> <li>• Math Labs</li> <li>• Bilingual/ESL programs</li> <li>• Language Development</li> <li>• Communities in Schools; Gear Up</li> <li>• Extended Year</li> <li>• Teacher Aides/Reduced Teacher Pupil Ratio</li> <li>• Specialized Teachers</li> <li>• Community Partnership/field experiences</li> <li>• SFA Student Mentors</li> <li>• LHS Teacher Cadets</li> </ul> <p>CI7 PD2 D1 D2 D3 SA1 SA2 SA4 CI2 CI5 SO1 SO2 SO5 F11 F17</p>					
	<p>2. The District will provide and support accelerated programs for students through:</p> <ul style="list-style-type: none"> <li>• Pre-AP &amp; AP, LA, Math, Science, Social Studies (6-12) participation and performance.</li> <li>• Vertical teacher team planning</li> <li>• Lessons designed for depth and complexity</li> <li>• Support students in advanced classes to maintain balanced demographic participation.</li> <li>• GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs)</li> <li>• Define Gifted and Talented Curriculum</li> <li>• Bilingual Education</li> <li>• High School Endorsement Options</li> <li>• Technology to enhance learning</li> <li>• Partnerships with SFA/AC to facilitate curriculum planning to decrease the number of students taking developmental classes in college.</li> <li>• Student preparation for THEA / SAT / ACT.</li> </ul>	All ,GT AR, LSES	Curriculum. Asst. Supt. DOI staff	August 2013-July 2014	Local Budget Gear-Up \$245,000	<p>Formative: Increase in number of students maintaining success in advanced classes;</p> <p>Summative: Increased number of students who meet GEAR-UP evaluation criteria; Increased number of students pursuing AP exam; Increased number of underrepresented sub population students successful in advanced classes; increased number of students meeting College and Career Readiness Standards.</p>
TA	<p>Guidance Services: 1. The District will provide supplemental services for drop-out prevention:</p> <ul style="list-style-type: none"> <li>• Identify all students not meeting state standards</li> <li>• Assist campuses in establishing programs that will individually address student needs</li> <li>• Credit Recovery, e2020</li> </ul>	All	Assistant Superintendent for Curriculum and Instruction; Counseling staff DOI staff SFASU staff, Gear Up Coordinator, Director of Bilingual Education, Executive Directors	Augusts 2013-July 2014	Local budget High school allotment \$587,000	<p>Formative: Identify students in need of assistance by monitoring progress reports, discipline reports, attendance records, benchmark assessments</p> <p>Summative: District drop-out rate decrease for all subgroups; District meets or exceeds completion rate.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<ul style="list-style-type: none"> <li>• Panther Academy</li> <li>• Read 180</li> <li>• Provide alternative learning environments</li> <li>• Elementary AEP</li> <li>• Secondary AEP</li> <li>• Stubblefield Learning Center 9-12</li> <li>• Newcomer Class 9-12</li> <li>• Juvenile Detention Center 6-12</li> <li>• Truancy classes for parents and students</li> <li>• Behavior classroom</li> <li>• Counseling</li> <li>• Pregnancy Related Services</li> <li>• Why Try program @ ACE</li> </ul> <p>2. The district will provide support for students and programs to address suicide prevention, violence prevention, and conflict resolution.</p> <p>SC2 SC4 SA2PD4 SA4 SA3 SO1 SO3</p>		Campus Administrators			
	<p>3. The District will assist its students to understand financial supplements provided through the Texas Grant program.</p> <p>F11 F12 F14 F15</p>	All	Asst. Supt. Curriculum & I; Counseling staff	June 2013- August 2014	Local Funds	<p>Formative Student needs analyzed through GO Center and FAFSA application process; Students and Parents receive information and guidance to apply for assistance.</p> <p>Summative 100% of students who want to attend college and need financial aid will be given assistance in application process.</p>
	<p>Wellness Support wellness program on each campus:</p> <ul style="list-style-type: none"> <li>• Utilize the SHAC committee as an advisory group to the Coordinated School Health Program</li> <li>• Monitor Fitnessgram fitness testing requirements</li> <li>• Train appropriate staff in the use of AED's on all campuses</li> <li>• Continue to provide Worth the Wait curriculum @ LMS</li> <li>• Continue to provide Abstinence Plus Health curriculum Big Decisions @ LHS</li> </ul> <p>SC4 SC1</p>	All	Assistant Superintendent for Curriculum and Instruction; SHAC DOI staff	August 2013- July 2014	Local Budget	<p>Formative Campus needs assessment and improvement plan guide the campus in maintaining a campus wellness program.</p> <p>Summative Each campus has a wellness program in place and includes coordinated school health initiatives in campus planning.</p>
A, HQ, HQA, PD, PI, R, T, TA	<p>STAAR Performance</p> <p>1. All students will achieve growth targets yearly to meet or exceed the 2016 STAAR Satisfactory Standards.</p> <p>Improve the past year 2013 STAAR/EOC Student Performance Expectations for Level II Satisfactory at Final Phase-In.</p> <p>2013 Percentages</p>	All and AR, GT, BIL, LSES, E, ELL, SE	District and Campus Administrators and Staff	August 2013- July 2014	Local Funds, Bilingual, GT, SCE, Title	<p>Formative Goals below for 2014 and 2015 Summative Goals for 2016</p> <p>Goals: 2014 A minimum of 42% of all students will be on target to achieve Level II Satisfactory at the 2016 Final Phase-In standard for Reading. 2015 A minimum of 46% of all students will be on target</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	Reading 38% Math 35% Writing 30% Science 37% Social Studies 25%  D1 D2 D3 D4 SA3 SC5 PD4 PD6 CI1 CI2 CI4 CI5 CI6 CI7 F11 SO3 SO5					<p>to achieve Level II Satisfactory at the 2016 Final Phase-In standard for Reading.            2016 A minimum of 50% of all students will achieve Level II Satisfactory in Reading.</p> <p>2014 A minimum of 40% of all students will be on target to achieve Level II Satisfactory at the 2016 Phase-In standard for Math.            2015 A minimum of 45% of all students will be on target to achieve Level II Satisfactory at the 2016 Final Phase-In standard for Math.            2016 A minimum of 50% of all students will achieve Level II Satisfactory in Math.</p> <p>2014 A minimum of 37% of all students will be on target to achieve Level II Satisfactory at the 2016 Phase-In standard for Writing.            2015 A minimum of 44% of all students will be on target to achieve Level II Satisfactory at the 2016 Final Phase-In standard for Writing.            2016 A minimum of 50% of all students will achieve Level II Satisfactory in Writing.</p> <p>2014 A minimum of 42% of all students will be on target to achieve Level II Satisfactory at the 2016 Phase-In standard for Science.            2015 A minimum of 46% of all students will be on target to achieve Level II Satisfactory at the 2016 Final Phase-In standard for Science.            2016 A minimum of 50% of all students will achieve Level II Satisfactory in Science.</p> <p>2014 A minimum of 34% of all students will be on target to achieve Level II Satisfactory at the 2016 Phase-In standard for Social Studies.            2015 A minimum of 42% of all students will be on target to achieve Level II Satisfactory at the 2016 Final Phase-In standard for Social Studies.            2016 A minimum of 50% of all students will achieve Level II Satisfactory in Social Studies.</p>



## 5. Commitment to Continuous Improvement

### Goal:

The district will implement a continuous process of improvement that focuses on student performance.

### Expected Results:

- District implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.
- District sustains improvement efforts and demonstrates progress in improving student performance and school effectiveness.
- District's new improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.
- District designs and implements assessment systems that evaluate the effectiveness of curriculum and instruction and are used to determine interventions to improve student performance.

#### District Wide:

A Teachers' Use of Academic Assessment  
HQ Quality Instruction  
HQA Strategies to Attract Highly Qualified Teachers  
PD Professional Development  
PI Parent Involvement  
R Reform Strategy  
T Transition  
TA Timely Assistance for Students with Difficulty

#### Special Populations (Sp. Pop.):

AR At Risk  
E Ethnicity  
ESL English as a Second Language  
LSES Economically Disadvantaged  
GT Gifted and Talented  
SE Special Education

#### Funding Sources:

B Bilingual  
GT Gifted and Talented  
GU Gear Up  
HSI High School Initiative  
L Local  
SCE State Compensatory Education  
SE Special Education  
TI Title I-A  
TII A Title II-A  
TII D Title II-D  
TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
R	<p>1. Facilitate continuous improvement for meeting high quality standards.</p> <ul style="list-style-type: none"> <li>• Conduct PEIMS audit</li> <li>• Conduct Curriculum audit</li> <li>• Conduct Salary Student Analysis</li> <li>• Conduct Policy Review w/ TASB</li> <li>• Conduct Strategic Planning Process</li> <li>• Implementation of House Bill 5</li> <li>• Conduct program evaluations: Fine Arts, Wellness and Physical Education, Educational Programs for Gifted and Talented Students, Community/Parent Involvement, Drop Out Prevention, Digital Learning Environment, Second Language Acquisition, 21st century workforce development.</li> <li>• Make changes based on the audit findings.</li> <li>• Set expectations for district utilization of Skyward.</li> <li>• Ensure that the District Plan meets federal and state guidelines and adheres to the long range strategic plan for Lufkin ISD.</li> <li>• Track DIP progress toward goals.</li> </ul> <p>SC3</p>	All	Superintendent; Asst. Superintendents; CFO; Executive Directors; DOI; Campus Administrators, Instructional Specialists and Staff	August 2013-July 2014	Local Funding	<p>Formative: Implementation of changes required from Audits; Program Evaluations; and House Bill 5; Skyward Training</p> <p>Summative: District operates effectively.</p>
A, HQ, HQA, PD, TA, T, PI	<p>2. Monitor Campus Implementation of increased standards:</p> <ul style="list-style-type: none"> <li>• Monitor Uniform Grading Policy</li> <li>• Monitor parent involvement</li> <li>• Monitor adherence of district curriculum guidelines and initiatives. D4</li> <li>• Monitor time on task SA2</li> <li>• Monitor teacher responsiveness to students individual understanding CI5</li> <li>• Monitor campus Response to Intervention Process. CI2</li> <li>• Monitor curriculum implementation utilizing the Lead4Ward model to address rigor in all core subject areas. CI1</li> <li>• Prepare students for success in college, the workforce, job training programs, military and pursuit of talents by offering an array of courses and extra-curricular opportunities. FI3</li> </ul> <p>+ Lufkin ISD will meet or exceed the target score for TEA Accountability Index 1-4; and,  + Meet or exceed the TEA Accountability System Safeguard Indicators; and,  + Obtain the Texas Academic Performance Report (TAPR) Accountability Rating of "Met Standard".</p> <p>Inspect the consistency of effective instruction and standardization of support materials to ensure</p>	All, AR, E, ELL, LSES, GT, SE	Superintendent; Asst. Superintendents; Executive Directors; DOI; Campus Administrators, Instructional Specialists, Teachers and other Staff, Liaisons	August 2013-July 2014	Local Funds, Bilingual, SE, GT, GU, HSI, SCE, Title I A	<p>Formative: Active and Systematic Monitoring; Teachers receiving support from district, campus, parents, and community to efficiently educate students. Students showing evidence of concept and skill mastery; Students taking ownership for obtaining a quality education.</p> <p>Summative: +The empirical evidence of the success of the district will be based on the TEA Accountability Performance Data for 2013-2014 and TAPR Texas Academic Performance Data Report for 2013-2014.</p> <p>The community's perception is the district provides the opportunity for a premier education.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<p>+STAAR tested students meet or exceed Satisfactory Level II. CI5 CI6 CI7 SA8 D3 D1 D2</p> <ul style="list-style-type: none"> <li>Support targeted instruction to accelerate student learning for attainment of higher standards necessary to increase the percentage of students who: CI1,SA9</li> </ul> <p>+obtain STAAR Academic Achievement Distinction Designations  + obtain Level III Advanced Performance  + meet Final Phase Satisfactory early  + participate in Grade 8 Algebra I</p> <p>+Concentrate on writing performance for Special Education students, ELL and on social studies for ELL. SA8 SA4 CI4</p> <p>+ Identify and focus on sub pops providing these students with strategic instruction to enable attainment of STAAR Satisfactory or Advanced Standards in all core subjects. D3 SA4 SC6</p>					
	<p>+ Provide customized instruction to close the Performance Gaps by increasing the percent of the students meeting Satisfactory Level II or Advanced Level III of the 3 targeted sub pops: Economically Disadvantaged, African American and Hispanic in all core subjects. CI4 F11 SO1 D1 D2 D4 SA2 SA3 D3 SC6</p> <p>+ Provide motivated and skilled personnel to prepare students for participation in the STAAR/EOC Reading and Math tests to maintain the 95% participation per nine sub-pops. PD6</p> <p>+ Increase graduation rates of all students and each sub pop by consistently monitoring student progress and consulting with students and parents. FI 1 FI2 FI3 FI4 FI5 PD6</p> <p>+ Provide high school students with multiple graduation pathways and prepare and challenge students to earn endorsements. PD6 SC5</p> <p>+ Provide opportunities and challenge students to earn national and international business /industry certification or license. SC5 SA9</p> <p>+ Emphasize and monitor daily attendance of students and target any decreases quickly. F11 F14</p> <p>+ Prepare, recruit and support students for AP and Dual enrollment course to increase performance and completion, especially in Math and ELA. D5 SA9</p> <p>+ Prepare students for SAT/ACT to increase participation and performance. CI1</p>					

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<ul style="list-style-type: none"> <li>Ensure that Campus Plans meet state and federal guidelines; Monitor campus progress toward CIP goals.</li> <li>Support each campus to achieve identified goals.</li> <li>Utilize DMAC and Lead4Ward data to inform campus instructional decisions.</li> <li>Inform parents of access to student grades through the School Fusion website using Pinnacle Internet Viewer.</li> <li>Support academic counseling to inform students and parents of detailed academic student performance and provide support for students social/emotional needs to succeed.</li> <li>Set expectations for campus utilization of Skyward.</li> </ul> SC3 FI4 FI 5 FI 6					
	3. The District will assist campuses in utilizing diagnostic student data and student assessment data proactively to plan and deliver instruction and intervention leading to student's attainment of their individual growth measure. + (Growth Expectation Level) D3 D4 T3 SO3 SO2 FI1 CI5 CI 6 CI7 SA2 SA3	All, AR	District Instructional Support Staff, Campus Administrators and Instructional Staff	August 2014 - June 2013-June 2014	Local Funds, Bilingual, SE, GT, GU, HSI, SCE, Title I A	Formative: All core areas across the grade levels have standardized assessments (DRA,TPRI,TEJAS LEE, Math and Writing Inventories, CBA's, Benchmarks, LA,S,SS CBA's, Benchmarks, etc.) and those assessment results are utilized by teachers and principals to evaluate the effectiveness of the curriculum and to modify instruction. Assessment results indicate continuous progress towards reaching our student performance goals.  Summative: Empirical evidence in 2013-2014 TEA Accountability Performance Index 2 that Students exceeded their Growth Measure/Growth Expectation Level.  Student Individual STAAR/EOC Performance Report also includes the Growth Measure a student obtained.  DMAC reports show by teacher the percentage of students in the class meeting or exceeding their individual student growth expectation level.
A,HQ, PD, PI,T, TA	4. Special Education: 1. The district will continue to update and monitor the capacity building efforts concerning the 125% least restrictive plan. 2. The district will support the SIP requirements. D3	SE	Executive Director for Special Programs and Staff, Campus Administrators and Instructional Staff, Support Staff	June 2013 - August 2012-August 2013	Local budget SE Budget	Formative: Review of spreadsheets compiled each 6weeks completing district ratios as compared to state data  Summative: District will continue to reflect decreasing ratios of Sp. Ed. to Reg. Ed.

## 6. Stakeholders Communication and Relationship

### Goal:

The district will foster effective communication and relationships with and among its stakeholders. (Standard 8)

### Expected Results:

- District has the understanding, commitment, and support of stakeholders.
- District seeks opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

#### District Wide:

A Teachers' Use of Academic Assessment  
HQ Quality Instruction  
HQA Strategies to Attract Highly Qualified Teachers  
PD Professional Development  
PI Parent Involvement  
R Reform Strategy  
T Transition  
TA Timely Assistance for Students with Difficulty

#### Special Populations (Sp. Pop.):

AR At Risk  
E Ethnicity  
ESL English as a Second Language  
LSES Economically Disadvantaged  
GT Gifted and Talented  
SE Special Education

#### Funding Sources:

B Bilingual  
GT Gifted and Talented  
GU Gear Up  
HSI High School Initiative  
L Local  
SCE State Compensatory Education  
SE Special Education  
TI Title I-A  
TII A Title II-A  
TII D Title II-D  
TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PI	<p>Communications and Community Partnerships All stakeholders will engage in consistent authentic communication that improves the perception of Lufkin ISD. (Strategic Plan Goal)</p> <p>1. Celebrate and communicate the achievements of all students and staff through all media. (Strategic Plan Strategy)</p> <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• District and Campus Web pages</li> <li>• District Facebook page</li> <li>• District Twitter account</li> <li>• Local TV and Radio station</li> <li>• School Board educational focus in monthly school board meetings</li> <li>• Awards Ceremonies</li> <li>• Board report newsletter</li> <li>• Gear-Up quarterly newsletter</li> </ul> <p>SC1 FI3 FI4 FI5 F17</p> <p>2. Welcome community dialogue and participation in order to instill pride in our district. (Strategic Plan Strategy)</p> <p>LISD develops productive partnerships to achieve excellence in education through:</p> <ul style="list-style-type: none"> <li>• Community Forums</li> <li>• SFA Intern Programs</li> <li>• SFA / GEAR-UP Grant</li> <li>• SFA/Cert Prep</li> <li>• SFA/ENLACE/CONFIANZA grant</li> <li>• AC School / Careers</li> <li>• Chamber of Commerce</li> <li>• County Schools</li> <li>• City of Lufkin</li> <li>• Region VII, Region VI, Region IV</li> <li>• Tri-ethnic Committee</li> <li>• Dunbar Hall of Honor</li> <li>• Community utilization of LISD facilities</li> <li>• Top Ladies of Distinction</li> <li>• Alcohol Drug Abuse Council</li> <li>• Junior League</li> <li>• Drug Ed Program</li> <li>• Coalition for a Better Community</li> <li>• Citizens Chamber</li> <li>• HOSTS (Helping One Student to Succeed)</li> <li>• Job skill development for Special education students</li> <li>• develop productive partnerships to achieve excellence in education.</li> </ul>	All	District Administrators and Campus Administrators and Staff	June 2013-August 2014	Local budget Gear-UP \$250,000 CONFIANZA \$13,000	<p>Formative: LISD Students and Staff are highlighted in the media weekly.</p> <p>Superintendent and School Board Members host Community Forums</p> <p>Summative: Director of Communications consistently showcases LISD in the media.</p> <p>Community leaders and parents verbalize positive support for the district and the district initiatives.</p> <p>Community involvement in the schools and school involvement in the community are productive and build opportunities for sharing of ideas and creating a sense of pride.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<ul style="list-style-type: none"> <li>• Strategic Planning Process involvement</li> <li>• In-depth job shadowing</li> <li>• Foster Grandparent Program</li> <li>• Charity walks/runs (to raise money for a cause and promote sense of unity.</li> <li>• Career Day</li> <li>• College Day</li> <li>• Community and parent volunteers</li> </ul> <p>F13 F14 SC5</p>					
PI	<p>3. Provide ongoing support to strengthen the connections between school and home to improve student academic achievement and school performance through:</p> <ul style="list-style-type: none"> <li>• Parent as partner</li> <li>• Parent school compacts</li> <li>• Effective communication from school to home</li> <li>• Parent training</li> <li>• Parents participate in the campus and district needs assessments.</li> <li>• Parent volunteers</li> <li>• Use of technology to improve communication between parents and school</li> <li>• Information provided to parents</li> <li>• Parent volunteers serve on district and campus committees (DEIC, CEIC, etc.)</li> <li>• Partner with parents in communicating a positive opinion of the district.</li> <li>• Pursue communication with all stakeholders.</li> <li>• Provide communication in Spanish.</li> <li>• Publicize parent access features on our district website and Skyward management system to include: parent viewer for grades and attendance data, school calendars and activities on School Fusion.</li> <li>• Parents participate in the yearly evaluation of the parental involvement policy.</li> <li>• Consider providing a Parent Computer Center for parents who need access to technology and assistance.</li> <li>• Look for ways to involve our parents who do not have daily internet access.</li> <li>• Explore the possibility of providing Internet access for all families with students enrolled in LISD</li> <li>• Expand Parent classes</li> <li>• Create a Parent Information center</li> <li>• Establish Nuestras Madres</li> <li>• Expand Literacy/Math Nights</li> </ul> <p>F11 F12 F13 F14 F15 F16 F17 SC5 SC6 SC7</p>	All	Superintendent Curriculum Asst Supt Campus Staff DOI staff	June 2013-August 2014	Local budget Title I A	<p>Formative District staff solicits parent and community involvement in the schools,</p> <p>Summative Community leaders and parents verbalize support for district.</p> <p>Documentation of increased parent participation is provided in sign-in sheets, meeting minutes, training logs of social workers, teacher conferences and communication.</p> <p>Student retention and failure rates decrease.</p> <p>Parents demonstrate a increased connection with the school and this has a positive effect on student success in school.</p>

## 7. Qualified Personnel

### Goal:

The district will recruit, induct, and retain qualified and certified personnel that support student achievement.

### Expected Results:

- District employs and allocates staff that is well qualified for their assignment.
- District provides ongoing learning opportunities for all staff to improve their effectiveness.

#### District Wide:

A Teachers' Use of Academic Assessment  
HQ Quality Instruction  
HQA Strategies to Attract Highly Qualified Teachers  
PD Professional Development  
PI Parent Involvement  
R Reform Strategy  
T Transition  
TA Timely Assistance for Students with Difficulty

#### Special Populations (Sp. Pop.):

AR At Risk  
E Ethnicity  
ESL English as a Second Language  
LSES Economically Disadvantaged  
GT Gifted and Talented  
SE Special Education

#### Funding Sources:

B Bilingual  
GT Gifted and Talented  
GU Gear Up  
HSI High School Initiative  
L Local  
SCE State Compensatory Education  
SE Special Education  
TI Title I-A  
TII A Title II-A  
TII D Title II-D  
TV Title V



District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQA	<p>Lufkin ISD will design a system to attract and retain a highly qualified diverse staff. (Strategic Plan Goal)</p> <p>1. Develop and implement an exceptional recruiting and hiring process for all staff positions. (Strategic Plan Strategy)</p> <ul style="list-style-type: none"> <li>• Attend recruiting venues.</li> <li>• Utilize LISD web site, Facebook, twitter and other social media avenues to recruit high quality teachers.</li> <li>• Seek 100% ESL certified teachers, allowing one year for certification.</li> <li>• Utilize focused efforts to recruit and hire approximately 8 additional Bilingual Certified Teachers for 2014-15.</li> <li>• Provide incentives for high area of need.</li> <li>• Recruit local Grow Your Own and CONFianza participants.</li> <li>• Recruit highly qualified, certified teachers.</li> <li>• Expedite application process through the LISD centralized electronic application system.</li> <li>• Select recruits based on district vision and mission.</li> <li>• Develop and promote a teacher competitive salary schedule.</li> <li>• Inform recruits of our local community highlights.</li> <li>• Inform recruits of perks such as Sick leave pool, comprehensive health care insurance, flu shots, health prevention screening opportunities, Day Care for LISD professionals for 4 year old children/PACK Program, community involvement.</li> <li>• Follow-up contact with prospective recruits.</li> <li>• Follow a systematic process for insuring accurate and expedient processing of new hires.</li> </ul> <p>PD2 PD6</p> <p>2. Explore teacher/staff retention strategies such as:</p> <ul style="list-style-type: none"> <li>• Compensation/reimbursement of a limited number of unused sick/personal leave days.</li> <li>• Create competitive salary schedule</li> <li>• Strive for continuous improvement</li> <li>• Align paras with appropriate jobs and responsibilities.</li> <li>• Increase decision making input of CEIC and DEIC members.</li> <li>• Insure time for Horizontal and Vertical Teaming.</li> <li>• Value added professional development.</li> <li>• Supportive and comprehensive Induction/Mentorship program.</li> </ul> <p>PD3 PD6 PD7 PD1 PD2 PD4 PD5</p>	All	<p>Superintendent, Asst. Supt of Human Resources and Human Resources department, Campus Administrators and staff, District recruiter</p>	January 2013-Sept. 2014	Local Budget Title II A	<p>Formative: Effective hiring and processing operations. PEIMS audit Salary audit Monthly review of possible replacements for opened positions. New teachers obtaining proficient skills.</p> <p>Summative: All positions filled with highly qualified/certified specialized teachers.</p> <p>TAPR report will document LISD met highly qualified criteria at 100%.</p> <p>End of year survey results from new staff members reflect job satisfaction.</p> <p>Competitive Salary Schedule Completed</p> <p>High teacher retention percentage.</p> <p>Implementation of skills obtained through professional development are observed in classroom walkthroughs.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQA	<p>2. Design and implement a quality induction and career development plan which enhances loyalty and dedication to Lufkin ISD. (Strategic Plan Goal)</p> <p>Induction for Teachers New to LISD:</p> <ul style="list-style-type: none"> <li>• Training on TEKS/Curriculum provided in August by DOI staff for elementary/primary teachers and provided by Campus Instructional Specialists for secondary core subjects.</li> <li>• Induction Session prior to In-Service on Systems/Procedures and Technology</li> <li>• PDAS training on-line or by ESC7</li> <li>• Training provided during In-Service Week in condensed sessions on District Procedures; Designing Lessons; Aligning Assessment with Curriculum; and Utilizing Diagnostic Tools.</li> </ul> <p>Mentorship Program begins in September with specific program features to provide support, modeling, assistance, and guidance to the new teachers throughout the first year.</p> <p>Add Additional Staff Development for NT</p> <ul style="list-style-type: none"> <li>• 18 hours of mandatory staff development teachers must obtain in year one with LISD.</li> </ul> <p>Required: 6 Hours on each topic  * ELPS-online Project Share/ESC  * Technology-District Hands On  * Class. Mgmt.&amp; Discipline-online</p> <p>Career Development for experienced LISD teachers:</p> <ul style="list-style-type: none"> <li>• Establish a staff development model allowing immediate teacher collaboration and planning time the day following the training.</li> <li>• Utilize online training through Project Share, ESC and district developed to allow access to training at convenient times.</li> <li>• Provide Campus Peer Coaching</li> <li>• Provide Teaming: Vertical and Horizontal</li> <li>• Require teachers to obtain 18 hours of staff development yearly. Twelve hours obtained during Comp Days and six hours earned on-line during the school year. Principals will conference with teachers to decide options for the training appropriate for each teacher such as:</li> </ul> <p>GT and Advanced Studies  Working with At Risk students  Intervention Strategies RTI  Vocabulary Imersion  Subject-area ELPS</p>	All	Supt Curriculum Asst Supt Campus Staff DOI staff Asst Supt Personnel	January 2014- September 2014	Local Budget Title II A	<p>Formative: Eduphoria walkthrough documentation and PDAS will reflect an increase in instructional expertise.</p> <p>Student performance will increase (report cards,CBA's, Benchmarks)</p> <p>ELPS strategies are implemented and monitored.</p> <p>Develop and implement staff development plan for all teachers working with Gifted &amp; Talented and Advanced students.</p> <p>Summative: STAAR/EOC and national assessment scores increase indicating the benefits of highly trained teachers.</p> <p>Staff development evaluations are positive and indicate training was beneficial.</p> <p>Teacher retention rates remain above the state average.  LISD rate 2012-13 87.6%  State rate 2012-13 84.7%</p> <p>LISD CONFianza teachers completing the certification are reassigned in the district if possible and not lost to other districts.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<p>Brain Research  Analyzing Data  Differentiation  Working with Autistic Children  Social/Emotional Development  Working with Emotionally Distrubed  CPI  Lead4Ward Concepts/Resources  Cultural Awareness  Rigor and high levels of achievement  Critical thinking  Questioning strategies  Student engagement  Special Ed legal issues</p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to participate in partnerships and programs with Angelina College and Stephen F. Austin State University including the P-16 Council, STEM acitivities, partnership for student teaching pilot program, NCATE committee, ENLACE, CONFIANZA, Gear-Up, intern program, etc.... PD2</li> </ul> <p>SC5</p> <ul style="list-style-type: none"> <li>• Guide and support teachers in need of assistance through an Intervention plan.</li> <li>• Encourage and support teacher seeking additional certifications.</li> <li>• Promote the Future Leaders Academy</li> <li>• Provide opportunities for teachers to serve on District Educational Improvement Committee (DEIC) and the Campus Educational Improvement Committee (CEIC)</li> <li>• Seek out teachers to participate in the Center for Administrators Professional Development (Region VII)</li> <li>• Transition staff to new leadership roles.</li> <li>• Offer sessions and opportunities for Paraprofessionals to obtain training and increase their qualifications.</li> <li>• Offer sessions and opportunities for Substitutes to obtain training.</li> </ul> <p>SO5 SO4 PD1 PD3 SC7 SC1 SA10 T5  CI3 PD7 PD6 PD5 PD4</p>					

## 8. Citizenship

### Goal:

The district will promote a safe orderly environment that promotes civic, social, and personal responsibility.

### Expected Results:

- District implements system to promote loyalty, integrity, trustworthiness, responsibility, citizenship, self-discipline and respect.
- District implements systems to promote order and safety of its sites.
- District implements systems to monitor student attendance and conduct.

#### District Wide:

A Teachers' Use of Academic Assessment  
HQ Quality Instruction  
HQA Strategies to Attract Highly Qualified Teachers  
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PI Parent Involvement  
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T Transition  
TA Timely Assistance for Students with Difficulty

#### Special Populations (Sp. Pop.):

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TII D Title II-D  
TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
R	<p>Safety:</p> <ol style="list-style-type: none"> <li>1. The District will develop a continuous improvement plan to address safety and security. (Strategic Plan Strategy)</li> <li>2. Monitor crisis management plan updates and support training at each site.</li> <li>3. Identify and resolve security and safety concerns, ie. enforcement of protective orders, handling issues of matreatment of children</li> <li>4. Service security cameras consistently to ensure they function properly.</li> <li>5. Inspect campus vestibules for function of safety feature installations provided by the bond project.</li> <li>6. Employ safety measures daily in the schools and on the buses.</li> <li>7. Utilize resource officers throughout the district.</li> <li>8. Utilize probation officers at the secondary sites.</li> <li>9. Provide crossing guards to monitor traffic.</li> <li>10. Provide training and ensure availability of counselors and social workers to focus on safety such as prevention techniques and warning signs of maltreatment of children.</li> </ol> <p>PD6 EC4 SC1 SC2 SC4 SO3</p>	All	<p>Superintendent,  Assist. Supt of Curriculum &amp; I.,  Campus Administrators and Staff,  DOI staff,  Maintenance Director,  LISD Police Dept.,  and other officers,  Counselors,  Social Workers,</p>	<p>June 2013-August 2014</p>	Local budget	<p>Formative:  LISD District Police Department and District Chief of Police established. and mobility issues addressed. CIS Counselor added at Coston. Inspection of security cameras. Officers, administrators and counselors respond effectively to safety and security issues.</p> <p>Summative:  Safety and Security Continuous Improvement Plan developed. All staff trained at each site to inact crisis management plan.</p>
PI	<p>Attendance:</p> <ol style="list-style-type: none"> <li>1. The District will review and provide feedback to staff of the Summer 2013 Attendance Audit findings.</li> <li>2. Provide PEIMS training for administrators and attendance clerks.</li> <li>3. Establish district-wide attendance procedures consistent with PEIMS guidelines.</li> <li>4. Monitor attendance at the campus level.</li> <li>5. Recognize and reward high attendance.</li> <li>6. Support court proceedings for chronic truancy.</li> <li>7. Encourage communication among social workers, counselors, liaisons, and local agencies to help parents resolve issues leading to attendance concerns.</li> <li>8. Campus nurses work with medical agencies to provide and expedite care.</li> </ol> <p>SC5 SC3 FI3 FI4 FI5</p>	All	<p>Superintendent,  Asst Supt. for Curriculum &amp; I,  Campus Administrators/ Staff,  PEIMS Coordinator,  Attendance clerks,  Counselors,  Social Workers,  Liaisons,  Nurses,  Police officers,  Juv. Probation officer</p>	<p>June 2013 August 2014</p>	Local budget	<p>Formative:  PEIMS training and attendance systems established. Review of weekly campus attendance reports and monthly truancy court reports. Web, Facebook, twitter, posts to recognize students earning attendance rewards. Communication from nurses to parents to address health concerns.</p> <p>Summative:  TAPR Report LISD will reach the 97% attendance goal for the 2013-2014 school year.</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PD, HQ, TA	<p>Character and Citizenship:</p> <ol style="list-style-type: none"> <li>1. Investigate the reduction in discipline referrals to assess the effectiveness of the 8 Step Discipline Plan utilized in the District at the high school and some elementary schools.</li> <li>2. Select and endorse a District Discipline Management program.</li> <li>3. Provide effective classroom management professional development for teachers.</li> <li>4. Investigate the benefits of a character building program for the district, such as the program sponsored by Chic-fil-A.</li> <li>5. Teach students how to engage in conflict resolution.</li> <li>6. Monitor the impact of the Why Try program on recidivism at ACE, the district DAEP campus.</li> <li>7. Evaluate the effectiveness of the LISD online Bullying reporting system.</li> <li>8. Provide training to district administrators to ensure proper procedures are followed to address bullying and harassment incidents.</li> <li>9. Consistently define and highlight good citizens in the schools and community and teach students the benefits of being a good citizen.</li> <li>10. Partner with mentor groups and character building organizations such as the Coalition for a Better Community, and Communities in Schools, and Concerned Black Men, to bring personnel and role models into the schools.</li> </ol> <p>SO3 FI7 FI3 SC5 SC4 SC2</p>	All	<p>Superintendent, Asst Supt. for Curriculum &amp; I., District and Campus Administrators, Staff, Counselors, Stakeholders</p>	June 2013 August 2014	Local budget	<p>Formative: Study character education programs, Early intervention in harrassment and bullying behavior.</p> <p>Summative: Endorse and prepare to implement a District Discipline Management program. Decrease in the number of campus discipline reports and DAEP referrals, decrease in DAEP recidivism, decrease in dropout rates of ACE students, increase in graduation rates of students who attend ACE.</p>
HQ, TA	<p>Other Support Systems:</p> <ol style="list-style-type: none"> <li>1. The District will encourage students to be drug free. <ul style="list-style-type: none"> <li>• Investigate the "Watch Dog" program.</li> <li>• Enhance "Red Ribbon Week" and emphasize the Drug Free All-Stars</li> <li>• Participate in the Collaborative with Alcohol and Drug Abuse Council</li> <li>• Evaluate Drug testing program to ensure random criteria is adhered to.</li> <li>• Establish a Pro-active plan with County to address alcohol consumption by minors.</li> </ul> </li> <li>2. Evaluate the effectiveness of the Texas Association of Student Councils (TASC)</li> <li>3. Provide exceptional programs for dropout recovery and prevention.</li> <li>4. Support the anti-dating violence program.</li> </ol> <p>SO3 SC5 SC4 SC2</p>	All	<p>Superintendent, Asst. Supt. Curriculum and I., Campus Administrators and Staff, Counselors</p>	June 2013-August 2014	Local budget	<p>Formative: Participation in activities to support a drug-free life.</p> <p>Summative: Reduce the number of referrals of students placed in AEP due to possession, sale or use of tobacco, alcohol, and other drugs. 100% of students involved in extra-curricular activities are drug free. Students successfully complete high school.</p>