

# 2016-17 District Improvement Plan

**Lufkin Independent School District  
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## **District Improvement Leadership Team**

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## I. District Characteristics

The Lufkin Independent School District maintains a student population of approximately 8,200. 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 . All but one campus met standard on the state accountability system with most campuses receiving distinction honors as well. 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. Lufkin ISD is the best choice for education!

## II. Community Characteristics

Lufkin is a peaceful, progressive, community-minded town located in the heart of the Texas Forest Country with a population approaching 40,000 and within Angelina County with a population 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 approximately \$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:

- 39.9% Hispanic
- 27.5% White
- 28.7% African American
- 1.7% Asian
- 0.2% American Indian
- 0.1% Pacific Islander
- 1.9% Two or more races

Student Enrollment by Program:

- 23.5% are enrolled in Bilingual/ESL Education
- 20.1% are enrolled in Career and Technology Education
- 10.3% are enrolled in Gifted and Talented Education
- 10.5% receive Special Education services
- 72.8% Economically Disadvantaged
- 62.5% At Risk

## 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**

D1.1 With increasing growth of the ELL student population, there is a need to help teachers pursue ESL certification.

D2.1 With increasing growth of the economically disadvantaged population, there is a need for staff development on working with children of poverty with a focus on providing appropriate instruction and interventions to allow these students to reach their maximum potential.

D3.6 With increasing growth of the economically disadvantaged population and the at-risk population, there is a continued need for community partnerships to assist students/families in finding appropriate aid and assistance for physical, mental, instructional, and other identified needs.

D4.2 Utilize Transfinder system to track and evaluate shifts in population of elementary and primary schools' attendance zones in order to plan for appropriate staffing on these campuses.

D5.1 Due to high mobility rates between primary and elementary campuses, there is a need to ensure adherence to the district scope and sequence of curriculums to minimize the effects of transition between campuses.

### **Student Achievement**

SA1.1 Provide training on and implementation of strategies for working with diverse learners, especially ELL and at-risk learners and children of poverty and children from different cultures.

SA2.1 Training on and utilization of student data from a variety of sources to drive instruction and to form intervention programs.

SA3.1 Research instructional models for all programs (at-risk, ESL, bilingual, GT, dyslexia, special education, compensatory education), with an emphasis on bilingual/ESL programs.

SA4.1 Continue to monitor and revise curriculums to address System Safeguards in low-performing areas and to address needs on all campuses in order to remain at or above the state standard.

SA5.1 Implement instructional models and interventions designed to improve student achievement such as IStation, Daily 5, Read Naturally, AM, AR, Think Through Math, Target the Question, Neuhaus for dyslexia, Motivational Math, STAARforward, Read 180, Math 101, E20/20, etc.

### **School Culture and Climate**

SC1.6 Continue to model the mission, the vision, and the beliefs of LISD throughout the district.

SC2.4 Develop and consistently implement a uniform behavior plan(PBIS) that focuses on positive behavior supports and appropriate consequences for behaviors district wide and develop and implement Response to Intervention for Behavior that is consistent across all campuses.

SC3.4 Ensure safety and security of campuses by practicing safety and evacuation drills and implementing and utilizing safety procedures on campuses.

SC4.4 Provide bullying and cyber-bullying prevention education for staff and students that is age/audience appropriate.

SC5.4 Utilize programs such as Ignite/GREAT/WhyTry/RtI-B programs as a proactive strategy to encourage positive behaviors and behavior choices among at-risk students.

SC6.1 Provide common planning periods for teachers across grades and curriculums.

SC7.6 Promote a culture of excellence and high expectations for all staff through campus and district initiatives and staff recognition.

SC8.6 Promote a culture of school pride and excellence for all students through student recognition and communication with parents and the community.

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

PD1.1 Provide professional development on TEKS, readiness standards, supporting standards, processing standards, critical thinking skills, problem solving skills, and ELPS across all grades and content areas.

PD2.1 Provide professional development on utilizing student data from a variety of sources (DMAC, Lead4ward, IStation, CBAs, STAAR, etc) to drive instruction and interventions.

PD3.1 Provide professional development for effective teaching strategies for working with students that at-risk, ELL, ED, GT, and/or special needs.

PD4.1 Provide scheduled common planning times for staff across grade levels and subject areas, vertically and horizontally.

PD5.2 Recruit and hire highly certified staff.

PD6.2. Provide a quality mentoring program for new teachers.

PD6.3 Apply for distinction as a District of Innovation with TEA that provides additional staff development throughout the year.

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

CI1.1 Training on and monitoring of implementation of district-wide instructional programs by district instructional staff and campus leaders.

CI2.1 Utilization of student data to drive instruction and interventions for all groups of students.

CI3.1 Response to Intervention(RtI) programs and strategies provided with fidelity and monitored on an on-going basis to students in need, including behavioral RtI.

CI4.1 Review and revise instructional methods and strategies to address System Safeguards in low performing areas.

CI5.1 Training on instructional strategies and methods provided by campus and district instructional coaches/specialists to aid teachers.

### **Family and Community Involvement**

FI1.6 Increase communication with families and the community through use of social media, school newsletters, automated calling/texting systems, and school or community programs.

FI2.5 Train parents on the use of the district website to access the parent portal of Skyward.

FI3.6 Establish parent organizations on campuses that do not currently have an active parent organization and continue to support parent organizations that are in place.

FI4.6 Explore opportunities to involve community members, organizations, and churches in school programs and initiatives.

FI5.2 Establish/continue mentor programs on campuses.

FI6.6 Seek qualified parent volunteers to serve on campus/district committees.

### **School Context and Organization**

SO1.1 Scheduled staff and grade level meetings to provide appropriate planning time and to provide staff development.

SO2.6 Increase input from CEIC on campus decisions and planning.

SO3.2 Provide mentor programs for new staff and training as needed.

SO4.6 Gather input from staff on needs and/or wants in a variety of methods.

SO5.1 Investigate and pursue becoming a District of Innovation with the Texas Education Agency

### **Technology**

T15 Develop and utilize a replacement plan for technology for campuses and the district.

T2.5 Provide training for staff on gradebook, web design, district software, teaching programs, etc.

T3.5 Provide district standardization of intervention software and programs.

T4.5 Continue Bring Your Own Device to enhance learning and teaching opportunities.

T5.6 Utilize technology and social media for instruction and to communicate with students, parents, and the community.

T6.5 Develop a plan for all computers to be able to utilize computers as virtual textbooks.

T7.1 Address the need to ensure that students have the skills to be future ready (21st century) learners.

T8.5 Survey campus principals and staff concerning technology needs for their campus.

## Ten Components of a Title I School Program

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
  - b. Use effective methods and instructional strategies based on scientific research that:
    - Strengthen the core academic program in the school.
    - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
    - Include strategies for meeting the educational needs of historically underserved populations.
  - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
    - Counseling, pupil services, and mentoring services.
    - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
    - The integration of vocational and technical education programs.
  - d. Address how the school will determine if such needs have been met.
  - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## 1. Teaching and Learning

### STRATEGIC OBJECTIVES AND STRATEGIES:

1. All learners in Lufkin ISD will achieve their full potential.
  - 1.1 Implement and monitor a challenging curriculum focused on student achievement.
    - Develop and implement a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured by student achievement. (2014-2015)
    - Monitor a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured and monitored by student achievement. (2016-2017)
  - 1.2 Design an engaging, quality instructional model for students and teachers.
    - Research instructional models that encompass 21<sup>st</sup> Century learning skills and develop a framework for implementation. (2014-2015)
    - Develop a system to equip teachers with a 21<sup>st</sup> century mind set and provide appropriate training and skill development. (2015-2016)

**District Wide:**

- A (8) Teachers' Use of Academic Assessment
- HQ (3) Quality Instruction
- HQA (5) Strategies to Attract Highly Qualified Teachers
- PD (4) Professional Development
- PI (5) Parent Involvement
- R (2) Reform Strategy
- T (7) Transition
- TA (9) Timely Assistance for Students with Difficulty
- CNA (1) Comprehensive Needs Assessment
- CS (10) Coordination of Services

**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
A, HQ, PD, TA, T	Provide targetted professional development on: <ul style="list-style-type: none"> <li>• Strategies for working with diverse learners-ELL, at-risk, children of poverty, special needs, GT, bilingual, different cultures, homeless and foster care students</li> <li>• District initiatives-Daily 5, Motivation Math, IStation, AR, AM , Think Through Math, Read Naturally, etc</li> <li>• TEKS, readiness, processing, and supporting standards, critical thinking skills, problem solving skills,</li> <li>• ELPS</li> <li>• District scope and sequence/curriculums</li> </ul> (SA1.1, SA5.1, PD1.1, CI5.1, PD3.1, SA3.1, D2.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Administrators, District/Campus IS staff,	August 1, 2016-July31, 2018	L, SCE, TI, GT, B, GU, HSI, SE	Formative: Staff Development Calendar, sign-in sheets  Summative: Increase in scores for students in all programs
A, HQ, PD, TA, T	Training on and utilization of student data from a variety of sources(STAAR, DMAC, CBAs, benchmarks, grades, TELPAS, etc) to drive instruction and intervention programs. (SA2.1, PD2.1, CI2.1, CI3.1)	All	Superintendent, Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-July31, 2018	L, SCE, TI, B, GT	Formative: Training dates and sign-in sheets  Summative: : Students in intervention programs will show an increase in scores on a variety of data sources
HQ, T	Ensure adherence to district curriculum scope and sequence to minimize the effects of transition due to high mobility rates among students. (CI1.1, D5.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-May 31, 2018	L, SCE, TI	Formative: Administrative Walk-throughs, Lesson plans, Meetings with district and campus instructional coaches and specialists  Summative: Review of scores and grades of students that have been on more than 1 campus during the year.



District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A, HQ, PD, T, HQA	Scheduled team planning across grade levels and content areas on each campus, within departments, and across the district.. (PD4.1, SO1.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus staff	August 1, 2016-July31, 2018	L, SCE, TI, GT, B, GU, HSI, SE	Formative: Meeting schedules, campus sign-in sheets  Summative: Teacher and Administrative survey to determine if effective and of value to teachers.
A, HQ, PD, TA	Create, implement, and provide intervention programs and supplemental instruction based on identified student needs based on a variety of data sources(STAAR/EOC, CBAs, benchmarks, grades, unit tests, TELPAS,Rtl-A, Rtl-B etc). <ul style="list-style-type: none"> <li>• Reading and math remediation and intervention</li> <li>• Content Mastery Labs</li> <li>• Extended day/tutorials</li> <li>• Supplies and materials</li> <li>• Equipment</li> <li>• Dyslexia Therapy</li> <li>• Panther Academy</li> <li>• Reading labs/HOSTS/Read 180/Literacy groups</li> <li>• Credit Recovery Recovery (e20/20)</li> <li>• Bilingual/ESL programs</li> <li>• Communities in Schools/Gear Up(ends May 2016)</li> <li>• Extended Year</li> <li>• SFA Student Mentors</li> <li>• LHS Teacher Cadets</li> </ul> (SA4.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-May 31, 2018	B, HSI, L, SCE, SE, TI, TII	Formative: Campuses will keep list of intervention programs and students in the programs  Summative: Students in intervention programs will show an increase in scores on a variety of data sources.
A, HQ,R, TA	Provide on-gong instructional monitoring for all programs (at-risk, ESL, bilingual, GT, dyslexia, special education, etc) with an emphasis on bilingual/ESL and the Focus school students and students performing below level or not meeting state standards, and campuses that did not rank in top quartile of comparison groups of state accountability. (SA1.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-July31, 2018	L, SCE, TI, GT, B, SE	Formative: Campuses will review scores of all sub-populations to determine that instructional support is appropriate  Summative: Increase in scores on state and local assessments for all sub-populations

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A, HQ, PD, R, TA	Continue to monitor and revise curriculums and interventions to address System Safeguards in low-performing areas on STAAR and on PBMAS data. (C14.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-August 2018	L, SCE, TI, GT, SE	Formative: Review training and interventions provided to address System Safeguards and PBMAS areas.  Summative: System Safeguards will show an increase in scores (no safeguards identified) and meet PBMAS goals.
HQ, PD, T, TA	Provide collaboration time for paired schools to plan for transitioning students from primary to elementary, elementary to middle school, and middle school to high school. (PD4.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-July31, 2018	L, SCE, TI	Formative: Schedule of meetings  Summative: Review with campus administrators to review effectiveness/issues.
A, HQ, PD, TA	Ensure instruction is high quality and differentiated/tiered to enable maximum understanding consistent with the appropriate grade levels to enable students to be on track to be post-secondary and/or career ready by graduation. (SA3.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-May31, 2018	L, SCE, TI, GU, HSI, SE, B	Formative: Administrative Walk-throughs, Lesson plans, Meetings with district and campus instructional coaches and specialists  Summative: Graduation Rates maintained or higher and fewer retentions

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ, PD, R, T TA	Provide supplemental services for drop-out prevention: <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> <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> (CI3.1, CI2.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-July 31, 2018	L, SCE, TI GU, HSI, SE, B	Formative: Identify all children at-risk and review services being provided to students.  Summative: Increase in students meeting passing standards on state assessment and decrease in number of students being retained or losing credits.
A, HQ, PD, TA	Continually reassess the district curriculum for rigor, differentiation, and vertical alignment in each core content area to ensure the effectiveness of the curriculum to enable students to meet and exceed the TEA Accountability standards for all indices and system safeguards. (SA3.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IS staff	August 1, 2016-July 31, 2018	L, SCE, TI, B	Formative: Review of curriculums in content areas to determine if modifications need to be made and teachers trained on changes.  Summative: Increase in students meeting and/or exceeding state standards in all indices and on system safeguards.

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A, HQ, PD, R, T, TA	Provide and support accelerated programs for students through: <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-grant ends May 2017)</li> <li>• Define Gifted and Talented Curriculum</li> <li>• Bilingual Education</li> <li>• High School Endorsement Options</li> <li>• Partnerships with SFASU/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> <li>• extend STEM academy options</li> </ul> (SA3.1., CI2.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Administrators, District/Campus IS staff	August 1, 2016-May 31, 2018	L, SCE, TI, GT, HSI, GU	Formative: Review programs to ensure appropriate support is being given.  Summative: Increase in number of students in accelerated programs and increase in scores on state assessments for these students.
HQ, PD, PI	Support wellness program on each campus: <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> <li>• Train staff on Mental Health First Aid and Suicide Prevention for youth</li> </ul> (FI4.6)	All	Superintendent. Asst. Superintendents, Division of Instruction, Administrators, District/Campus IS staff,	August 1, 2016-May 31, 2018	L	Formative: Review of wellness programs offered and training sign-in sheets  Summative: Training sign-in sheets, fitness gram results, SHAC minutes

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<p>**Engage in a year long process focusing on academic improvements by improving instruction, planning, and data tracking.</p> <p>*Identify and work with a Professional Service Provider</p> <p>*Identify 2-3 problem areas as a main focus to address lack of student success</p> <p>*Identify the root causes</p> <p>*Develop interventions to address identified problem areas</p> <p>.</p> <p>**From Coston CIP</p>	AR, E, ESL, LSES, SE	Classroom teachers Instructional Coaches District Specialists Outside Consultants	October 2016-August 2018	L, SCE, T1, B,	<p>Formative: Professional Development sign-in sheets, lesson plans, walk-throughs</p> <p>Summative: EOY STAAR results indicating student growth in all areas including Index 4.</p>

## 2. Human Capital

### STRATEGIC OBJECTIVES AND STRATEGIES:

#### 2. Design a system to attract and retain highly qualified diverse staff.

##### 2.1 Develop and implement an exceptional recruiting and hiring process for all staff positions.

- Develop and implement a comprehensive plan to effectively screen, interview and select highly qualified individuals to meet the needs of available positions. (2014-2015)
- Continue current recruiting strategies and develop partnerships with post-secondary and other certifying agencies. (2016-2017)

##### 2.2 Design and implement a quality induction and career development plan which enhances loyalty and dedication to Lufkin ISD.

- Immerse new employees in the district/campus culture by providing an in-depth training program that enables them to become valuable members of the LISD team. (2014-2015)
- Develop and implement a comprehensive retention plan to keep and foster a highly effective staff in all areas and at all levels in the district. (2015-2016)

**District Wide:**

- A (8) Teachers' Use of Academic Assessment
- HQ (3) Quality Instruction
- HQA (5) Strategies to Attract Highly Qualified Teachers
- PD (4) Professional Development
- PI (5) Parent Involvement
- R (2) Reform Strategy
- T (7) Transition
- TA (9) Timely Assistance for Students with Difficulty
- CNA (1) Comprehensive Needs Assessment
- CS (10) Coordination of Services

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

- AR At Risk
- E Ethnicity
- ESL English as a Second Language
- LSSES 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
HQAA	Recruit and hire certified staff, with an emphasis on high needs areas such as science, math, special education, and bilingual certifications.  (PD5.2)	All	Superintendent, Office/Campus Administrators Central	August 1, 2016-August 30, 2018	L	Formative: Review certification status and vacancies, log of job fairs attended, list of applicants from LISD job fair  Summative: 100% certified staff, all vacancies filled prior to school starting in August 2017
HQA	100% of staff will meet certification requirements set by TEA.  (PD5.2)	All	Superintendent, Office/Campus Administrators Central	August 1, 2016-August 30, 2018	L	Formative: Review of certification status  Summative: 100% highly qualified staff before 2015 school year starts
HQA, PD	Work with bilingual department and outside agencies/entities to provide training for ESL certification for all teachers.  (D1.1)	All	Superintendent, Office/Campus Administrators Central	August 1, 2016-July 31, 2018	L T	Formative: Review teachers with ESL certification  Summative: Increase in number of ESL certified staff
HQA	Continue district and campus mentoring programs for new teachers  (PD6.2, F15.2, SO3.2)	All	Superintendent, Office/Campus Administrators Central	August 1, 2016-July 31, 2018	L	Formative: Review mentor teacher assignments  Summative: Survey new teachers concerning effectiveness of mentor program

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQA, PD	Provide scheduled faculty/staff meetings, planning times, and professional learning communities to promote growth and team building on campuses and within the district. (SC6.1)	All	Superintendent, Central Office/Campus Administrators/District and Campus IS	August 1, 2015-May 31, 2017	L	Formative: Review schedule of faculty meetings/team building activities  Summative: Survey principals and teachers about concerning teacher morale
HQA, PD	Provide training for new staff on district initiatives and programs (SC7.2, PD3.1, PD2.1)	All	Superintendent, Central Office/Campus Administrators/District and Campus IS	August 1, 2016-July 31, 2018	L, SCE, TI, GT, B, SE, GU, HSI	Formative: Training schedules  Summative: Increase in student performance on state and district assessments
HQA	Encourage teacher/staff input by offering increased opportunities for teachers/staff to provide input into decision making through CEIC/DEIC/campus or district committees, teacher surveys, etc (S02.6)	All	Superintendent, Central Office/Campus Administrators	August 1, 2016-July 31, 2018	L	Formative: Review of campus/district committees  Summative: Staff survey on opportunities to participate in decision making on campus and within district
T	Utilize Transfinder system to track and evaluate shifts in population of elementary and primary schools' attendance zones in order to plan for appropriate staffing on these campuses. (D4.2)	All	Superintendent/Central Office Administratorsr	August 1, 2016-July 31, 2018	L	Formative: Review school enrollment by attendance zones  Summative: Review school enrollment to predict enrollment and make changes to staffing if necessary.



### 3. Funding and Finance

#### STRATEGIC OBJECTIVES AND STRATEGIES:

3. Create a long-range financial plan to ensure student success.

3.1 Pursue additional sources of revenue.

- Develop a comprehensive plan to allow LISD to investigate and identify key sources of additional revenue. **(2016-2017)**

3.2 Analyze and adjust expenditures for maximum efficiency.

- Analyze current utility use for inefficiencies and create a district-wide plan to lower our utility costs. **(2015-2016)**
- Evaluate current payroll expenditures and locate areas where costs can be reduced. **(2014-2015)**

**District Wide:**

- A (8) Teachers' Use of Academic Assessment
- HQ (3) Quality Instruction
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- PD (4) Professional Development
- PI (5) Parent Involvement
- R (2) Reform Strategy
- T (7) Transition
- TA (9) Timely Assistance for Students with Difficulty
- CNA (1) Comprehensive Needs Assessment
- CS (10) Coordination of Services

**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	Review and monitor staff compensation plan to ensure LISD maintains and attracts highly qualified staff.	All	Chief Financial Officer	August 1, 2016-July 31, 2018	L, SCE, TI, GU, HSI, GT, B	Formative: Review and develop salary plan  Summative: Compensation plan is comparable or above surrounding area schools
	Develop and maintain a balanced budget, utilizing all appropriate funding sources.	All	Chief Financial Officer	August 1, 2016-July 31, 2018	L, SCE, B, GT, HSI, GU, SE TI	Formative: Continuous review of all budgets  Summative: Budget will be balanced at end of school year.
	Comply with auditing and reporting procedures as required by federal and state mandates.	All	Chief Financial Officer	August 1, 2016-July 31, 2018	L, SCE, TI, GU, HSI, SE, B	Formative: Review compliance areas  Summative: All budgets are compliant with state and federal mandates.
	Develop ways to maximize purchasing power of the district.	All	Chief Financial Officer	August 1, 2016-July 31, 2018	L	Formative: Review district policy of purchasing  Summative: Review bids and purchases for maximized cost
TA	Monitor Title, SCE, and Special Ed budgets to reflect equity in funding and to ensure set guidelines are followed (EDGAR).	All	Chief Financial Officer, Deputy Superintendent, Executive Director of Student Services	August 1, 2016-July 31, 2018	L,SCE, T,SE, B	Formative: Comparability study, review of budgets  Summative: Comparability study for TEA

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	Investigate alternative sources of additional revenue.	All	Chief Financial Officer, District and Campus Administrators	August 1, 2016-July 31, 2018	L	Formative: Review lists of alternative sources of revenue found  Summative: Identify alternative sources of revenue received
	Explore and identify ways to reduce utility costs throughout the district.	All	Chief Financial Officer, Maintenance Director	August 1, 2016-July 31, 2018	L	Formative: Review of utility costs and alternatives to lowering them  Summative: Utility costs will decrease for the school year.
	Train district and campus staff on appropriate techniques for utilizing budgets and making purchases.	All	Chief Financial Officer	August 1, 2016-July 31, 2018	L, SCE, T, B, SE, GT, HSI, GU	Formative: Review purchasing requests and budgets  Summative: All purchasing requests completed correctly
	Purchase materials and supplies and programs for instruction and interventions using a variety of sources that include state and federal funds (Title, SCE, SE).	All	Chief Financial Officer, Program Directors, Principals, District Instructional Specialists	August 1, 2016-July 31, 2018	L, SCE, TI, B, SE	Formative: Review purchase requests for supplies  Summative: All purchases meet state and federal guidelines for the budget source used.
	Develop a preventative maintenance priority cycle to maintain the district facilities.	All	District Directors, Campus Administrators, Chief Financial Officer	August 1, 2016-July 31, 2018	L	Formative: Monthly maintenance reports  Summative: Yearly review and recommendations for maintenance.
	Establish a replacement cycle for: Vehicles and Buses Furniture Equipment Technology Copiers Food Service Equipment	All	District Directors, Campus Administrators, Chief Financial Officer	August 1, 2016-July 31, 2018	L, SCE, T, SE, B	Formative: Review of current inventory and  Summative: Review of recommendations for replacements according to need

## 4. Facilities/Safety and Security

### STRATEGIC OBJECTIVES AND STRATEGIES:

4. Transform the perception of L1S0 by creating a safe environment and facilities conducive to producing exceptional learning experiences.

4.1 Develop a continuous improvement plan to address safety and security issues.

- Create standardized safety policies and procedures to be utilized on all campuses in Lufkin ISD. **(2015-2016)**
- Create a school safety infrastructure for Lufkin ISD. (2016-2017)

4.2 Analyze facilities on an ongoing basis to assure they support exceptional learning experiences.

- Use existing media to facilitate a positive image of safety in Lufkin ISD schools . (2014-2015)
- Create a district-level "Facilities Review Committee" made up of campus, district, parent and community stakeholders. (2015-2016)

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**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:**

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	Implement a preventative maintenance cycle utilizing School Dude Messenger for all district facilities.	All	Maintenance Director; District Administrators, Campus Administrators	August 1, 2016-July 31, 2018	L	Formative: Review of monthly logs Summative: Review of maintenance schedule from Maintenance Director
	Ensure campus crisis management and safety plans are developed, updated, and communicated with all staff. (SC3.4)	All	Maintenance Director, District Administrators, Campus Administrators	August 1, 2016-July 31, 2018	L	Formative & Summative: Copy of crisis management and safety plans and log of campus trainings/drills
	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> <li>Provide cameras on buses for safety and documentation</li> <li>Utilize new communication devices in all buses and on campuses</li> </ul>	All	Transportation Director, District Administrators, Campus Administrators	August 1, 2016-July 31, 2018	L	Formative & Summative-review of logs for transportation provided

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PD, T, PI	Utilize programs such as GREAT/Ignite/WhyTry?/Rtl-B as a proactive strategy to encourage positive behaviors among at-risk students.  (SC5.4)	All	Superintendent/District and Campus Administrators/Teachers and Support Staff	August 1, 2016-July 31, 2018	L, SCE, SE, T, HSI, GU	Local: Review discipline logs on 9 week basis  Summative: Compare discipline removals from 2014-15 to 2013-14 to determine if fewer removals
PD	Conduct emergency evacuation and safety trainings on campuses throughout the school year. (SC3.4)		Superintendent/District and Campus Administrators/Staff	August 1, 2016-July 31, 2018	L	Formative & Summative: Review of evacuation and training logs on campuses
PD	Provide training to staff on bullying/cyber-bullying, sexual harassment, child abuse and neglect, sexual abuse, violence, homelessness, and suicide prevention, and mental health issues with children. .  (SC4.4)	All	Superintendent/District and Campus Administrators, Support Staff, Counselors	August 1, 2016-July 31, 2018	L	Formative & Summative: Sign-in sheets from campuses on trainings
PD, PI, HQ	Implement district/campus behavior management programs that are consistent throughout the district and that provide positive behavior supports for students. Establish a plan for behavioral Rtl using PBIS strategies. Identify campus Behavior contact for each campus.  (SC2.4, C13.1)	All	Superintendent/District and Campus Administrators, Support Staff, Counselors	August 1, 2016-July 31, 2018	L	Formative: Campus behavior plans  Summative: Review of campus plans and disciplinary removals/issues

## 5. Technology

### STRATEGIC OBJECTIVES AND STRATEGIES:

5. Create a state-of-the-art technology infrastructure that maximizes student learning opportunities.
  - 5.1 Evaluate technology needs of the district.
    - Develop a process to evaluate and determine technology plans of the district. **(2014-2015)**
  - 5.2 Develop a plan that allows the district to acquire and maintain a premier technology environment for the future.
    - Develop and execute a detailed plan to equip the district with current technology standards. **(2015-2016)**
    - Develop a plan that allows the district to maintain a premier technology environment. **(2016-2017)**

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<p>The District 5-Year Technology Plan will be updated</p> <ul style="list-style-type: none"> <li>• Analyze hardware and software instructional needs</li> <li>• Develop recycle/replacement plan for computers and software</li> <li>• Survey campus administrators and staff about technology needs for their campus</li> </ul> <p>(T1.5, T9.5, T3.5)</p>		Superintendent, Technology Director, District Administrators, Campus Administrators	August 1, 2016-July 31, 2018	L, SCE, TI, SE	<p>Formative: Review of current Technology plan</p> <p>Summative: Survey of current needs by campus and needs listed in Technology plan</p>
HQ	<p>Develop a plan that allows the district to acquire and maintain a premier technology environment for the future:</p> <ul style="list-style-type: none"> <li>• investigate utilization of cloud access and virtualization</li> <li>• Seek new revenue sources for additional funding available.</li> <li>• Begin the leasing/replacement cycle for computers and technology</li> </ul> <p>(T6.5, T7.5)</p>	All	Superintendent, Technology Director, CFO	August 1, 2016-July 31, 2018	L, SCE, SE, B, HSI, GU, Ti	<p>Formative: Review technology plan</p> <p>Summative: Review technology plan</p>
HQ, A, TA	<p>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. (T6.5, T7.5)</p>	All	Superintendent, Technology Director, Technology Specialists	August 1, 2016-July 31, 2018	L, SCE, TI, B, HSI, GU, SE	<p>Formative: Technology survey by campus</p> <p>Summative: Survey of campus staff to determine if sufficient computers/equipment were available for assessment and instruction</p>
HQ, PD	<p>Provide timely technical support and staff training on gradebook, web design, district software, etc (T2.5)</p>	All	Technology Director, Technology Specialists	August 1, 2016-July 31, 2018	L	<p>Formative &amp; Summative: Logs and sign-in sheets from trainings</p>



District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ, A, TA	Support appropriate student utilization of personal electronic devices (BYOD) to enhance classroom learning opportunities. (T4,5)	All	Technology Director, Technology Specialists	August 1, 2016-July 31, 2018	L	Formative & Summative: Survey of campus staff to determine if BYOD was supported appropriately
PI	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. (F12.6)	All	Superintendent, Technology Director, Technology Specialists, Campus Administrators	August 1, 2016-July 31, 2018	L	Formative & Summative: Logs of trainings and/or information given to parents
HQ, PI	Utilize technology and social media for instruction and to communicate with students, parents, and the community (Remind 101, Blackboard, Facebook, Twitter, LISD webpage, Class Dojo, etc)  (T5.6)	All	Superintendent, District and Campus Administrators,	August 1, 2016-July 31, 2018	L	Formative & Summative: Walkthroughs, District and campus webpages and/or Facebook pages
HQ,PD	Begin the certification process to become a Common Sense Digital Certified District; new Professional and Digital Learning Department established to complete tasks.  (T8,1)	All	Superintendent, District and Campus Administrators, Technology Director, Technology Staff, Teachers	August 1, 2016-July 31, 2018	L	Formative & Summative: Campus and District staff complete the requisite training and plan to become certified

## 6. Communications/Community Partnership

### STRATEGIC OBJECTIVES AND STRATEGIES:

6. All stakeholders will engage in consistent authentic communication that improves the perception of LISD.

6.1 Celebrate and communicate the achievements of all students and staff through all media.

- Develop a comprehensive communications plan to engage the community. (2014-2015)

6.2 Welcome community dialogue and participation in order to instill pride in our district.

- Create an openness that allows for two-way dialogue and that ensures all stakeholders have a voice and a venue for participation. (2014-2015)
- Develop district-wide communication standards to create a uniform and cohesive approach to community dialogue. (2015-2016)

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PI, HQA	<p>Celebrate and communicate the achievements, including high attendance rates, of all students and staff through all media:</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> </ul> <p>(SC7.6, SC8.6, FI1.6)</p>	All	Superintendent District Administrators and Campus Administrators and Staff	August 1, 2016-July 31, 2018	L, SCE, Ti	Formative & Summative: Campus websites, newsletters, agendas, social media

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PI	<p>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 on use of district website and Skyward</li> <li>• Parents participate in the campus and district needs assessments.</li> <li>• Parent and community volunteers</li> <li>• Use of technology to improve communication between parents and school</li> <li>• Information provided to parents in native language</li> <li>• Parent volunteers serve on district and campus committees (DEIC,CEIC,etc.)</li> <li>• Increase communication with all stakeholders through the use of newsletters, social media, Remind101, automated calling system, etc .</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>• Look for ways to involve our parents who do not have daily internet access.</li> <li>• Expand Parent classes</li> <li>• Create a Parent Information center</li> <li>• Continue Nuestras Madres</li> <li>• Expand Literacy/Math Nights</li> <li>• Establish Parent organizations on campuses that do not currently have an active PTK/PTA</li> </ul> <p>(FI3.6, FI 6.6, FI4.6, SO2.6, SO4.6)</p>	All	Superintendent Curriculum Asst Supt Campus Staff DOI staff	August 1, 2016-July 31, 2018	L, SCE, Ti, GU	Formative & Summative: Community Forums, newsletters, district and campus websites, DEIC/CEIC membership rosters, Nuestras Madres, PTA/PTK meetings, Campus & district communication liasions

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ, PD, PI,TA	Develop productive partnerships to achieve excellence in education through: <ul style="list-style-type: none"> <li>• Community Forums</li> <li>• SFA Intern Programs</li> <li>• SFA / GEAR-UP Grant (ends May 2017)</li> <li>• SFA/Cert Prep</li> <li>• SFA</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>• 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> <li>• SHAC</li> <li>• Lanes of Hope</li> <li>• Burke Center MHMRA</li> <li>• Impact Lufkin</li> </ul> (D3.6)	All	Superintendent Curriculum Asst Supt Campus Staff DOI staff	August 1, 2016-July 31, 2018		Formative and Summative: Updated lists of partnerships and activities involving partnerships

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<p>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>• 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</li> </ul> <p>(SC1.6)</p>	All	All District Staff	August 1, 2016-July 31, 2018		Formative & Summative: Mission and Purpose on all LISD Communications, Strategic Planning committee will meet to review strategic plan, All CIPs address each area and strategy of the strategic plan