

2022-23 District Improvement Plan

**Lufkin Independent School District
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A copy of each campus and the district improvement plans are available for review upon request. A copy of each campus plan is kept on each campus. A copy of each campus plan and the district plan is available for review at the LISD Administration Building. The plan will be translated into Spanish upon request.

Title I, Part A Schoolwide Program Program Implementation Statutory Requirements

ESSA TRANSITION: NCLB SWP-10 Components to 3 Elements

- Element 1 SWP Comprehensive Needs Assessment
- Element 2 SWP Campus Improvement Plan Requirements
- Element 3 Parent and Family Engagement Requirements

ELEMENT 1: Comprehensive Needs Assessment (CNA)

1.1 Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- The academic achievement of students
- The needs of students who are failing, or are at-risk of failing, to meet State standards
- Barriers for educators, students and parents

1.2 Needs to include date(s) that the CNA is developed/reviewed and/or revised

ELEMENT 2: Campus Improvement Plan (CIP)

An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan.

Campus Improvement Plan Requirements include:

2.1 involvement of: parents, community members, teachers, principal, other school leaders (as well as paraprofessionals, technology staff and special population representation) and includes a list of those individuals and their roles

2.2 Regular monitoring and revision (evaluation) as necessary based on student needs – provide dates and the list of those individuals and their roles

2.3 Available to the LEA, parents, and the public and the campus must include locations where the LEA will make the CIP available (central administration, post office, student handbook, parent meetings, and in an understandable and uniform format and, to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed.

The school shall develop a Campus Improvement Plan that includes reform strategies to address school needs, including a description of how such strategies WILL:

- Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
- Use methods and instructional strategies that strengthen the academic program in the school increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs activates, and course necessary to provide a well-rounded education
- Address the needs of ALL students in the school, but particularly the needs of those at risk or not meeting the challenging State academic standards.

ELEMENT 3: SWP School Parent and Family Engagement Requirements

3.1 School Parent and Family Engagement Policy:

Campuses served under this part shall jointly develop with parents and family members of participating children a written parent and family engagement policy agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy; If requested by parents, opportunities for regular meetings; and if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA
- The policy shall be made available to the local community on campuses, at central administration, and on the district website, and updated periodically to meet the changing needs of parents and the school.

- Offer a flexible number of meeting such as meetings in the morning or evening; may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement (with an indications of dates, times, and locations of the PFE meetings, and involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part;

3.2 Shared Responsibilities for High Student Academic Achievement

Each campus served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall

- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - o Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - o Frequent reports to parents on their children's progress;
 - o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - o Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3.3 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each campus and LEA assisted under this part shall:

- provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as, State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training, using technology, and how to foster parental involvement
- educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners
- how to implement and coordinate parent programs, and
- how to build ties between parents and the school and
- to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- provide such other reasonable support for parental involvement activities under this section as parents may request
- to the extent practicable, provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.

I. District Characteristics

The Lufkin Independent School District maintains a student population of approximately 7,500. 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 contribute to obtaining this goal. In 2018, the Lufkin ISD community approved a bond to erect a new middle school, and a softball/baseball complex, and a competition/multipurpose gym both on the high school campus. The baseball/softball complex opened during the spring of 2021 and the multipurpose facility opened during the summer of 2021. 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 and has a population around 35,000. The city lies within Angelina County (population 87,000 residents) and has an estimated daytime population of 100,000. 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 2.7 with a median income of \$43,803. The cost of living in Lufkin is 3% lower than the Texas average and 12% lower than the national average. The ethnic composition of the city is 42% Anglo, 25% African American, 28% Hispanic, and 5% represents other ethnic groups. Within the Lufkin Independent School District, 83.7% 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:

- 44.73% Hispanic
- 22.65% White
- 28.12% African American
- 3.23% Two or More Races
- 1.27% Other Races

Student Enrollment by Program:

- 25.0% are enrolled in Bilingual/ESL Education
- 26.4% are enrolled in Career and Technology Education
- 11.6% are enrolled in Gifted and Talented Education
- 11.6% receive Special Education services
- 84.4% Economically Disadvantaged
- 62.6% 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, as well as a loss of instructional time from covid (school shutdown, quarantines, and virtual learning) there is a need to ensure adherence to the district scope and sequence of curriculums.

Student Achievement

SA1.1 Provide training on and implementation of strategies for working with diverse learners, especially emergent bilinguals, at-risk learners, 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 emergent bilingual programs.

SA4.1 Continue to monitor and revise curriculums and interventions to address targets in low-performing areas on STAAR.

SA5.1 Implement instructional models and interventions designed to improve student achievement such as Istation, Daily 5, Think Through Math, Read Naturally, Neuhaus for dyslexia and early reading intervention, Motivation Math, 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. ADD(Avoid-Deny-Defend) training for all LISD staff and Stop the Bleed training for staff and students.

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

SC5.4 Utilize programs for Rtl-B, such as Quiet Start, Restorative Practices, and Circles as a proactive strategies to encourage positive behaviors and behavior choices among all students with an emphasis on 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; provide training on TEKS Resource Systems for staff members that utilize this program

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 are 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 with an emphasis of ESL/Bilingual and minority staff.

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

PD6.3 As a District of Innovation with TEA, provide additional staff development throughout the year in all areas of identified need.

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 areas not meeting the target on the Closing the Gaps domain of STAAR

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

CI6.1 Provide digital options for students that miss school due to long-term illnesses or quarantines

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.

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 Provide training to campuses, as needed, 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 students to utilize computers as to access on-line components of classroom 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.

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.
- Monitor a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured and monitored by student achievement.

1.2 Design an engaging, quality instructional model for students and teachers.

- Research instructional models that encompass 21st Century learning skills and develop a framework for implementation.
- Develop a system to equip teachers with a 21st century mind set and provide appropriate training and skill development.

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
 ESS ESSER
 GT Gifted and Talented
 GU Gear Up
 HSI High School Initiative
 L Local
 SCE State Compensatory Education
 CTE – Perkins

SE Special Education
 TI Title I-A
 TII A Title II-A
 TII D Title II-D
 TIII Title III
 TIV Title IV
 TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A, HQ, PD, TA, T	Provide targeted professional development on: <ul style="list-style-type: none"> • Strategies for working with diverse learners, including emergent bilinguals, at-risk, children of poverty, special needs, GT, bilingual, different cultures, homeless and foster care students • Trauma Informed Training, Mental Health, First Aid, Suicide Prevention, Behavior Interventions • District initiatives-Daily 5, Motivation Math, Istation, AR, AM , Think Through Math, Read Naturally, etc. • TEKS, readiness, processing, and supporting standards, critical thinking skills, problem solving skills • ELPS • District scope and sequence/curriculums, including training on TEKS Resource Systems • Provide a "Curriculum & Instruction Help Desk" to assist teachers with planning resources • Provide training on T-TESS for administrators, and for teachers; calibrate formal appraisals & walkthroughs across the district (SA1.1, SA5.1, PD1.1, CI5.1, PD3.1, SA3.1, D2.1, CI6.1)	All	Superintendent, Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff,	July 1, 2021-June 30, 2022	L, SCE, TI, GT, B, GU, HSI, SE, TII, TIII, TIV, TV, ESSER	Staff Development Calendar, sign-in sheets
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 IC staff	July 1, 2021-July 31, 2022	L, SCE, TI, TII, TIII, B, GT, TIV, TV	Training dates and sign-in sheets

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ, T	Ensure adherence to district curriculum scope and sequence to maximize learning recovery due to: <ul style="list-style-type: none"> • high mobility rates among students • loss of instructional time from COVID-19 (school shutdown, quarantines, and virtual learning.) (C11.1, D5.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff	July 1, 2021-July 31, 2022	L, SCE, TI, TII, TIV, TV	Administrative Walk-throughs, Lesson plans, Meetings with district and campus instructional coaches and specialists
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	July 1, 2021-July 31, 2022	L, SCE, TI, GT, B, GU, HSI, SE, TII	Meeting schedules, campus sign-in sheets
A, HQ, PD, TA	Implement HB 4545 initiatives regarding accelerated instruction for students that did not pass the 2021 STAAR; 30 hours of tutoring for any area the student did not hit the approaches level of STAAR Create, implement, and provide intervention programs and supplemental instruction, based on identified student needs, as determined through a variety of data sources (STAAR/EOC, CBAs, benchmarks, grades, unit tests, TELPAS, Rtl-A, Rtl-B, etc.) <ul style="list-style-type: none"> • Reading and math remediation and intervention • Content Mastery Labs • Extended day/tutorials • 21st Century ACE program • Supplies and materials • Equipment • Dyslexia Therapy • Panther Academy • Reading labs/Read 180/Literacy groups • Credit Recovery Recovery (e20/20) • Bilingual/ESL programs • Communities in Schools • Extended Year • SFA Student Mentors • Academic Camps on Focus Campuses • GEAR UP (9th & 10th Grade) • Early College High School (Grades 9-12) (SA4.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff	July 1, 2021-July 31, 2022	B, HSI, L, SCE, SE, TI, TII, TIII, TIV, ESSER	Campuses will keep list of intervention programs and students in the programs HB 4545 documentation

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
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 emergent bilinguals, and "targeted improvement" campuses, determined by STAAR scores below level or not meeting targets, and campuses that did not rank in top quartile of comparison groups on state accountability. (SA1.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff	July 1, 2021-July 31, 2022	L, SCE, TI, GT, B, SE, TII, TIII, TIV, TV	Campuses will review scores of all sub-populations to determine what instructional support is appropriate
A, HQ, PD, R, TA	Continue to monitor and revise curriculums and interventions to address targets in low-performing areas on STAAR, and local assessments used to determine students' strengths and needs (CI4.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff	July 1, 2021-July 31, 2022	L, SCE, TI, GT, SE, TII, ESSER	Review training and interventions to maximize learning recovery
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 IC staff	July 1, 2021-July 31, 2022	L, SCE, TI, TII	Schedule of meetings
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 IC staff	July 1, 2021-July 31, 2022	L, SCE, TI, TII, GU, HSI, SE, B	Administrative Walk-throughs, Lesson plans, Meetings with district and campus instructional coaches and specialists

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"> ● Identify all students not meeting state standards ● Assist campuses in establishing programs that will individually address student needs ● Credit Recovery, e2020 ● Panther Academy ● Read 180 ● Provide alternative learning environments ● Elementary AEP ● Secondary AEP ● Stubblefield Learning Center 9-12 ● Newcomer Class 6-12 ● Juvenile Detention Center 5-12 ● Truancy classes for parents and students ● Behavior classrooms ● Counseling ● Pregnancy Related Service ● Response to Intervention for Behaviors ● Restorative Practices ● Trauma Informed Training for all staff (CI3.1, CI2.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff	July 1, 2021-July 31, 2022	L, SCE, TI GU, HSI, SE, B, TII, TIII, TIV, TV	Identify all children at-risk and review services being provided to students.
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 targets in all areas. (SA3.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff	July 1, 2021-July 31, 2022	L, SCE, TI, TII, B,	Review of curriculums in content areas to determine if modifications need to be made and teachers trained on changes.

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"> ● Advanced Coursework in the four core areas (6-12) ● Advanced Placement (9-12) participation and performance ● Dual Credit opportunities through Angelina College ● Vertical teacher team planning ● Lessons designed for depth and complexity ● Support students in advanced classes to maintain balanced demographic participation ● Gifted and Talented Curriculum ● Bilingual Education ● High School Endorsement Options ● Early College High School (ECHS) ● GEAR UP 9th & 10th Grade ● Partnerships with SFASU/AC to facilitate curriculum planning to decrease the number of students taking developmental classes in college ● Student preparation for THEA/SAT/ACT ● extend STEM academy options and STEM opportunities ● Young Scholars program ● Superintendent's Honor Roll ● 4th & 5th grade Enrichment days (SA3.1,, C12.1)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff	July 1, 2021-July 31, 2022	L, SCE, TI,TIII, GT, HSI,GU	Review programs to ensure appropriate support is being given.

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ, PD, PI	Support wellness program on each campus: <ul style="list-style-type: none"> • Utilize the SHAC committee as an advisory group to the Coordinated School Health Program • Monitor Fitnessgram (fitness testing) requirements • Train appropriate staff in the use of AED's on all campuses • Continue to provide Worth the Wait curriculum @ LMS • Continue to provide Abstinence Plus Health curriculum Big Decisions @ LHS • Train staff on Mental Health First Aid and Suicide Prevention for youth and Trauma Informed Community/School, Stop the Bleed • CPR training for all students in Biology coursework (F14.6)	All	Superintendent. Asst. Superintendents, Division of Instruction, Campus Administrators, District/Campus IC staff,	July 1, 2021-July 31, 2022	L, TV. TIV	Review of wellness programs offered and training sign-in sheets Training sign-in sheets, fitness gram results, SHAC minutes

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.
- Continue current recruiting strategies and develop partnerships with post-secondary and other certifying agencies.

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.
- 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.

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
- ESS ESSER
- GT Gifted and Talented
- GU Gear Up
- HSI High School Initiative
- L Local
- SCE State Compensatory Education
CTE – Perkins
- SE Special Education
- TI Title I-A
- TII A Title II-A
- TII D Title II-D
- TIII Title III
- TIV Title IV
- 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	July 1, 2021-July 31, 2022	L	Review certification status and vacancies, log of job fairs attended, list of applicants from LISD job fair
HQA	100% of staff will meet certification requirements set by TEA. (PD5.2)	All	Superintendent, Office/Campus Administrators	July 1, 2021-July 31, 2022	L	Review of certification status
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	July 1, 2021-July 31, 2022	L TIII	Review teachers with ESL certification
HQA	Continue district and campus mentoring programs for new teachers Implement "Panther Passport" for new teachers, or teachers new to Lufkin ISD; program will include teachers that were hired in 2020-2021 and 2021-2022. (PD6.2, FI5.2, SO3.2)	All	Superintendent, Office/Campus Administrators	July 1, 2021-July 31, 2022	L	Review mentor teacher assignments, sign-ins from district training sessions
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, Office/Campus Administrators/District and Campus IC	July 1, 2021-July 31, 2022	L	Review schedule of faculty meetings/team building activities
HQA, PD	Provide training for new staff on district initiatives and programs (SC7.2, PD3.1, PD2.1)	All	Superintendent, Office/Campus Administrators/District and Campus IC	July 1, 2021-July 31, 2022	L, SCE, TI, GT, B, SE, GU, HSI	Training schedules & sign-ins

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
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	July 1, 2021-July 31, 2022	L	Review of campus/district committees
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 Administrators	July 1, 2021-July 31, 2022	L	Review school enrollment by attendance zones
PD, HQA	Provide leadership opportunities for staff through the use of the Aspiring Leaders Academy, bimonthly Assistant Principal meetings/trainings, monthly counselor meetings/trainings	All	Superintendent, Central Office/District Administrators	July 1, 2021-July 31, 2022	L	Review enrollment and participation in programs.
PD	Provide training on Safety, Trauma Informed, Suicide Prevention, Mental Health, First Aid, Stop the Bleed, and Covid Response protocol training to all LISD staff	All	District Personnel	July 1, 2021-July 31, 2022	L, ESSER	Review sign-in sheets and schedules

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.

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.
- Evaluate current payroll expenditures and locate areas where costs can be reduced.

District Wide:

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- 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
- ESS ESSER
- GT Gifted and Talented
- GU Gear Up
- HSI High School Initiative
- L Local
- SCE State Compensatory Education
CTE – Perkins
- SE Special Education
- TI Title I-A
- TII A Title II-A
- TII D Title II-D
- TIII Title III
- TIV Title IV
- 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 and certified staff.	All	Chief Financial Officer	July 1, 2021-July 31, 2022	L, SCE, TI, TII, TIII, TIV, TV, GU, HSI, GT, B, ESSER	Review and develop salary plan Compensation plan is comparable or above surrounding area schools
	Develop and maintain a balanced budget, utilizing all appropriate funding sources.	All	Chief Financial Officer	July 1, 2021-July 31, 2022	L, SCE, B, GT, HSI, GU, SE, TI, TII, TIII, TIV, TV, ESSER, CARES Act	Formative: Continuous review of all budgets Budget will be balanced at end of school year.
	Comply with auditing and reporting procedures as required by federal and state mandates. Follow EDGAR guidelines for federal funds.	All	Chief Financial Officer	July 1, 2021-July 31, 2022	L, SCE, TI, GU, HSI, SE, B, TII, TIII, TIV, TV	Review compliance areas All budgets are compliant with state and federal mandates.
	Develop ways to maximize purchasing power of the district.	All	Chief Financial Officer	July 1, 2021-July 31, 2022	L	Review district policy of purchasing Review bids and purchases for maximized cost
TA	Monitor Title, SCE, ESSER grants, 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	July 1, 2021-July 31, 2022	L, SCE, TI-V, SE, B	Comparability study, review of budgets Comparability study for TEA
	Investigate alternative sources of additional revenue.	All	Chief Financial Officer, District and Campus Administrators	July 1, 2021-July 31, 2022	L	Review lists of alternative sources of revenue found Identify alternative sources of revenue received

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	Explore and identify ways to reduce utility costs throughout the district.	All	Chief Financial Officer, Maintenance Director	July 1, 2021-July 31, 2022	L	Review of utility costs and alternatives to lowering them 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	July 1, 2021-July 31, 2022	L, SCE, TI, TII, TIII, TIV, TV, B, SE, GT, HSI, GU, ESSER	Review purchasing requests and budgets 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). Materials and supplies include PPE, safety equipment, cleaning and sanitizing supplies, extra duty pay, and anything else that provides safe and secure educational environment.	All	Chief Financial Officer, Program Directors, Principals, District Instructional Coaches	July 1, 2021-July 31, 2022	L, SCE, TI, TII, TIII, TIV, TV, B, SE, ESSER, CARES	Review purchase requests for supplies 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	July 1, 2021-July 31, 2022	L	Monthly maintenance reports 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	July 1, 2021-July 31, 2022	L, SCE, T, SE, B	Review of current inventory and 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.
 - Create a school safety infrastructure for Lufkin ISD.
 - 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 .
 - Create a district-level "Facilities Review Committee" made up of campus, district, parent and community stakeholders.

District Wide:

A (8) Teachers' Use of Academic Assessment
 HQ (3) Quality Instruction
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 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
 ESS ESSER
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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	July 1, 2021-July 31, 2022	L	Review of monthly logs Review of maintenance schedule from Maintenance Director
	Ensure campus crisis management and safety plans are developed, updated, and communicated with all staff. Provide safety training and materials for campus and district sites. Utilize the Raptor system for non-school personnel to sign-into campuses, use enhance technology systems to track visitors and entrances onto campuses. Use technology to provide information to parents in case of emergency situations. Addition of safety protocols are regulated due to COVID-19 procedures. (SC3.4)	All	Maintenance Director, District Administrators, Campus Administrators	July 1, 2021-July 31, 2022	L, TIV, TV, TI, ESSER,, CARES	Copy of crisis management and safety plans and log of campus trainings/drills

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<p>Provide a safe transportation system that supports the instructional program:</p> <ul style="list-style-type: none"> • Punctual pick-up, delivery and effective student monitoring • Co-curricular trips efficiently planned • Extended day and extended year transportation service provided • Transportation services available to all students after ACE program, Monday through Friday • Research and communicate hazardous traffic patterns/cooperate with city and police department to manage traffic and work around road construction and renovation projects • Provide cameras on buses for safety and documentation • Utilize new communication devices in all buses and on campuses 	All	Transportation Director, District Administrators, Campus Administrators	July 1, 2021-July 31, 2022	L	Review of logs for transportation provided
PD, T, PI	<p>Utilize programs for RtI-B, such as Quiet Start and Circles and universal, proactive strategies to encourage positive behaviors among at-risk students.</p> <p>Trauma Informed training to help staff work with students and coworkers who have experienced trauma.</p> <p>(SC5.4)</p>	All	Superintendent/District and Campus Administrators/Teachers and Support Staff	July 1, 2021-July 31, 2022	L, SCE, SE, T, HSI, GU	<p>Review discipline logs on 9 week basis</p> <p>Compare current discipline removals to previous data to determine if fewer removals</p>
PD	<p>Conduct emergency evacuation and safety trainings on campuses throughout the school year.</p> <p>Each campus and classroom will be equipped with emergency kits. Campus staff and secondary students will receive training on Stop the Bleed.</p> <p>Continue COVID Response team, handbook protocols, and training of staff on appropriate protocols; provide COVID testing to staff and students</p> <p>Schedule vaccinations clinics for students, staff, and family members</p> <p>(SC3.4)</p>		Superintendent/District and Campus Administrators/Staff	July 1, 2021-July 31, 2022	L, CARES, ESSER, FEMA	<p>Review of evacuation and training logs on campuses</p> <p>Review protocols for staff</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PD	Provide training to staff on bullying/cyber-bullying, sexual harassment, child abuse and neglect, sexual abuse, violence, homelessness, and suicide prevention, trauma, and mental health issues with children. (SC4.4)	All	Superintendent/District and Campus Administrators, Support Staff, Counselors	July 1, 2021-July 31, 2021	L	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 RtI-B using PBIS strategies; identify campus behavior contact for each campus. (SC2.4, C13.1)	All	Superintendent/District and Campus Administrators, Support Staff, Counselors	July 1, 2021-July 31, 2022	L, TI, TII, TIV, TV, SE	Campus behavior plans 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.
 - 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.
 - Develop a plan that allows the district to maintain a premier technology environment.

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Special Populations (Sp. Pop.):

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Funding Sources:

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
	<p>The District Technology Plan will be updated</p> <ul style="list-style-type: none"> • Analyze hardware and software instructional needs • Develop recycle/replacement plan for computers and software • Survey campus administrators and staff about technology needs for their campus <p>(T1.5, T9.5, T3.5)</p>		Superintendent, Technology Director, District Administrators, Campus Administrators	July 1, 2021-July 31, 2022	L, SCE, TI, SE	<p>Review of current Technology plan</p> <p>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"> • investigate utilization of cloud access and virtualization • Seek new revenue sources for additional funding available. • Begin the leasing/replacement cycle for computers and technology <p>(T6.5, T7.5)</p>	All	Superintendent, Technology Director, CFO	July 1, 2021-July 31, 2022	L, SCE, SE, B, HSI, GU, TI, ESSER, CARES	Review technology plan
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.</p> <p>(T6.5, T7.5)</p>	All	Superintendent, Technology Director, Technology Specialists	July 1, 2021-July 31, 2022	L, SCE, TI, B, HSI, GU, SE	<p>Technology survey by campus</p> <p>Survey of campus staff to determine if sufficient computers/equipment is available for assessment and instruction</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ, PD	Provide timely technical support and staff training on gradebook, web design, district software, google forms, etc (T2.5)	All	Technology Director, Technology Specialists	July 1, 2021-July 31, 2022	L	Logs and sign-in sheets from trainings
HQ, A, TA	Provide technology devices (ipads, chromebooks, laptops, etc.) for students to use in class, at home, as appropriate, and hotspots for families that do not have adequate connectivity. (T4,5)	All	Technology Director, Technology Specialists	July 1, 2021-July 31, 2022	L, CE, ESSER, TI, SE	Check out system for technology and hotspots
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. Provide hotspots for parents with little or no connectivity (F12.6)	All	Superintendent, Technology Director, Technology Specialists, Campus Administrators	July 1, 2021-July 31, 2022	L, SCE, TI, ESSER	Logs of trainings and/or information given to parents Check out system for hotspots
HQ, PI	Utilize technology for instruction and social media to communicate with students, parents, and the community (Remind 101, Facebook, Twitter, LISD webpage, Class Dojo, etc.) (T5.6)	All	Superintendent, District and Campus Administrators	July 1, 2021-July 31, 2022	L, CE, TI, ESSER	Walkthroughs, District and campus webpages and social media accounts

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.

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.
- Develop district-wide communication standards to create a uniform and cohesive approach to community dialogue.

District Wide:

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Special Populations (Sp. Pop.):

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PI, HQA	Celebrate and communicate the achievements, including high attendance rates, of all students and staff through all media: <ul style="list-style-type: none"> • Newspapers • District and Campus Web pages • District Facebook page • District Twitter account • Local TV and Radio stations • School Board educational focus in monthly school board meetings • Awards Ceremonies • Board report newsletter (SC7.6, SC8.6, F11.6)	All	Superintendent District Administrators and Campus Administrators and Staff	July 1, 2021-July 31, 2022	L, SCE, TI, TIV, Ti	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"> ● Parent as partner ● Parent school compacts ● Effective communication from school to home ● Parent training on use of district website and Skyward ● Parents participate in the campus and district needs assessments. ● Parent and community volunteers ● Use of technology to improve communication between parents and school ● Information provided to parents in native language ● Parent volunteers serve on district and campus committees (DEIC,CEIC, Nuestras Madres, etc.) ● Increase communication with all stakeholders through the use of newsletters, social media, Remind101, etc. ● 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. ● Parents participate in the yearly evaluation of the parental involvement policy. ● Look for ways to involve our parents who do not have daily internet access. ● Expand Parent classes ● Create a Parent Information center ● Continue Nuestras Madres ● Expand Literacy/Math Nights ● Establish Parent organizations on campuses that do not currently have an active PTK/PTA <p>(FI3.6, FI 6.6, FI4.6, SO2.6, SO4.6)</p>	All	Superintendent Curriculum Asst Supt Campus Staff DOI staff	July 1, 2021-July 31, 2022	L, SCE, Ti, GU	Community Forums, newsletters, district and campus websites, DEIC/CEIC membership rosters & sign-ins, Nuestras Madres, PTA/PTK meetings, Campus & district communication liaisons

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
<p>HQ, PD, PI,TA</p> <p>District Im</p> <p>(D3.6)</p>	<p>Develop productive partnerships to achieve excellence in education through:</p> <ul style="list-style-type: none"> • Community Forums • SFA Intern Programs • SFA/Cert Prep • SFA • AC School / Careers • Chamber of Commerce • County Schools • City of Lufkin • SHAC • Region VII, Region VI, Region IV • Tri-ethnic Committee • Dunbar Hall of Honor • Community utilization of LISD facilities • Top Ladies of Distinction • Alcohol Drug Abuse Council • Junior League • Drug Ed Program • Coalition for a Better Community • Citizens Chamber • Job skill development for special education students • Strategic Planning Process involvement • In-depth job shadowing • Foster Grandparent Program • Charity walks/runs (to raise money for a cause and promote sense of unity. • Career Day • College Days • Community and parent volunteers • Lanes of Hope • Burke Center MHMRA • Impact Lufkin • GEAR UP • Education Foundation • 21st Century ACE Program • 21st Century ACE Program - Family Engagement Specialist • Lufkin Parks & Recreation • Legacy Institute • Evening Lion's Club <p>rovementHPalraonld House</p>	<p>All</p>	<p>Superintendent Curriculum Asst Supt Campus Staff DOI staff</p> <p>32 of 33</p>	<p>July 1, 2021-July 31, 2022</p>	<p>L</p>	<p>Updated lists of partnerships and activities involving partnerships</p> <p>7/7/22</p>

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"> • Convey the commitment of the district to a shared purpose through district branding in communications, events and daily interactions. • Perpetuate the communicated vision during meetings among administrators, with staff, parents and community members <p>(SC1.6)</p>	All	All District Staff	July 1, 2021-July 31, 2022	L	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