

# Leander ISD District Improvement Plan 2014-2015

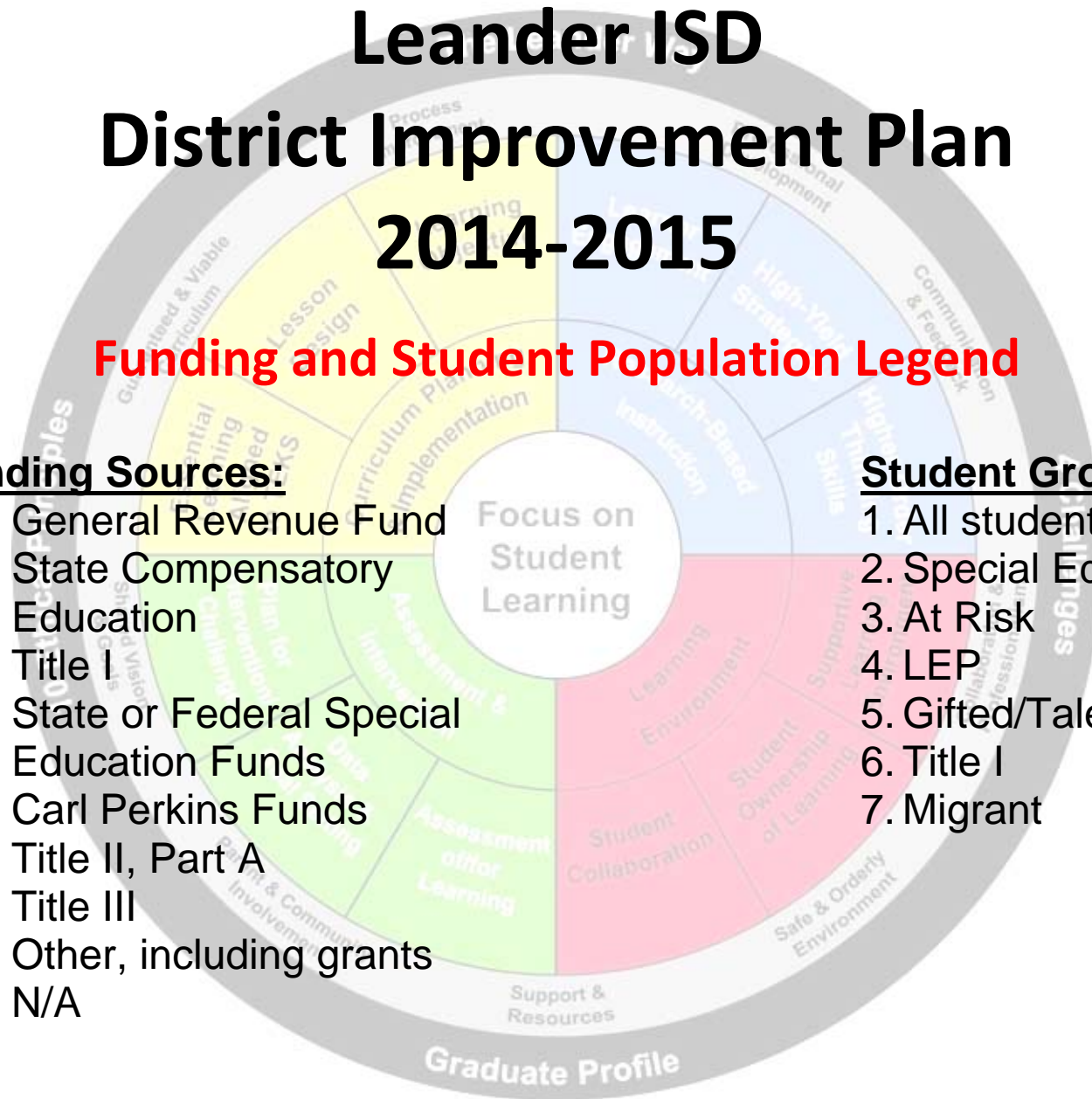
## Funding and Student Population Legend

### Funding Sources:

1. General Revenue Fund
2. State Compensatory Education
3. Title I
4. State or Federal Special Education Funds
5. Carl Perkins Funds
6. Title II, Part A
7. Title III
8. Other, including grants
9. N/A

### Student Groups:

1. All students
2. Special Education
3. At Risk
4. LEP
5. Gifted/Talented
6. Title I
7. Migrant



# District Improvement Plan

2014 - 2015 School Year

Superintendent: Dr. Bret Champion

Teaching Staff			
Tch Total For District	AvgExp for District	New to District Total	New to Profession for District
2,496	11.70	253	99

Grade	Total	%
EE	227	0.6%
PK	342	0.9%
KG	2,510	6.9%
01	2,685	7.4%
02	2,711	7.5%
03	2,781	7.7%
04	2,813	7.8%
05	2,938	8.1%
06	2,897	8.0%
07	2,839	7.8%
08	2,935	8.1%
09	2,907	8.0%
10	2,779	7.7%
11	2,562	7.1%
12	2,306	6.4%
<b>Campus Total</b>	<b>36,232</b>	

Ethnicity		
AMERICAN INDIAN	111	0.3%
ASIAN	2,110	5.8%
BLACK	1,384	3.8%
HAWAIIAN OR PACIFIC ISLANDER	59	0.2%
HISPANIC/LATINO	8,762	24.2%
TWO OR MORE RACES (MULTI)	1,409	3.9%
WHITE	22,397	61.8%

Gender		
FEMALE	17,723	48.9%
MALE	18,509	51.1%

Gifted and Talented		
N	29,253	80.7%
Y	6,979	19.3%

Economically Disadvantaged		
N	28,559	78.8%
Y	7,673	21.2%

English Language Learners		
N	34,574	95.4%
Y	1,658	4.6%

Students with Disabilities		
N	32,704	90.3%
Y	3,528	9.7%

Students in Bilingual Program		
N	35,556	98.1%
Y	676	1.9%

At Risk Students		
N	20,405	56.3%
Y	15,827	43.7%

Students in ESL program		
N	35,231	97.2%
Y	1,001	2.8%

## District Goals and Measures

District Goals	Measure	2014-15 District Objectives	2013-2014 Results
<b>College and Career Ready</b> Students exit our system college and career ready	Advanced Measure	Increase % of students meeting Level III Advanced (All Subject/All Tests Combined Measure) on STAAR to 26%.	24%
	DRA* ++	At least 83% of students will read at or above grade level as measured by 2nd grade DRA.	81%
	AP/Dual Credit/IB*	1. Increase % of 9th-12th grade students receiving credit for Advanced or Dual Credit courses by at least 3%. 2. At least 66% of students will score 3, 4 or 5 on AP exams. 3. At least 85% will meet standards on IB exams.	1. estimated participation is 43.1% 2. 65% 3. 88% (2013-2014 # of IB Students changed significantly)
	College Ready Grad* ++	At least 72% of students will meet the College Ready Grad criteria.	71%
	SAT/PSAT/ACT/ReadiStep*	1. At least 70% of 12th grade students will complete the SAT and 40% the ACT. 2. At least 55% of 8th grade students will meet the college-ready benchmark on ReadStep. At least 55% of 11th grade students will meet the college-ready benchmark on PSAT. At least 58% of 12th grade students will meet the college-ready benchmark on SAT and 47% of 12th grade students will meet the college-ready benchmark on ACT.	1. SAT 68%, ACT 38% 2. ReadStep 52.7%, PSAT 52.5%, SAT 56%, ACT 43%
	FAFSA	At least 60% of students will complete a FAFSA form.	56.1%
	STaR Chart/ Tech Literacy Assessment	Increase the average campus teacher rating for "Teaching and Learning" on the Texas STaR to at least a score of 16. Increase the district score on the 8th grade TCEA student assessment to at least 345.	Texas STaR 15, TCEA 340
	Special Education	Meet state accountability safe guard standards with at least a 55% passing rate in the following subject areas: Elem Math, Writing, & Science, and Middle School Writing.	<u>ELEM:</u> Math: 54%, Reading: 62%, Writing: 46%, Science: 45% <u>MS:</u> Math: 72%, Reading: 68%, Writing: 54%, Science: 63%, SS: 56% <u>HS:</u> Alg I: 71%, Eng I/II: 61%, Bio: 87%, US History: 89%
	Direct to College Enrollment*	At least 72% of seniors will enroll in college in the Fall after graduation.	70.1%

District Goals and Measures			
District Goals	Measure	2014-15 District Objectives	2013-2014 Results
<b>Eliminating the Gap</b> Students achieve at high levels without economics determining success	STAAR* ++	Decrease the gap on STAAR (while continuing to increase performance of all students) between economically disadvantaged students and non-economically disadvantaged students to 15% on Math, Reading, Science, Social Studies, and Writing.	Math: 18.3% Reading: 18.9% Sci: 17.6% SS: 15.2% Writing: 21.7%
	District Assessments	Decrease the gap between economically disadvantaged students and non-economically disadvantaged students to less than 15% on Math, Science, Reading/ELA.	Math: 24.1% Sci: 22% ELA: 21.2%
	English Language Learners	Decrease the gap on STAAR between ELL and non-ELL students (on all test forms in grades 3-8) in Reading, Writing, Science, Social Studies, and Math by at least 5%.	Reading: 26% Writing: 31.4% Sci: 34.4% SS: 46.1% Math: 20.4%
	Graduation Rate*	Increase the 4 year graduation rate without exclusions to at least 96.6%.	estimated 96.4%
	Participation*	Increase % of economically disadvantaged student participation in extracurricular activities to equal the overall percentage for economically disadvantaged in the district. (21.2% for 2013-2014)	20.6%
<b>Student Learning Behaviors</b> Students own their own learning	Student Ownership	1. At least 90% of parents, students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual LISD stakeholder surveys.  2. Students will demonstrate an understanding of Learning Targets (SLB # 1) as measured by a random snapshot process involving all campuses. (Baseline per level established in 2014-2015)	1. Parent: 89% Student: 87% Staff: 82%  2. Baseline to be determined in 14-15 <i>(Note-Other SLB measures will be created and tested during the 14-15 school year.)</i>

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<b>Whole Student</b> Students are healthy, safe and engaged	Extracurricular*	At least 81% of secondary students will be enrolled in courses that have UIL or extra-curricular components.	79%
	Fitness	At least 79% of female students and 73% of male students will have a healthy BMI score on the fitness gram.	Female 87.1% Male 71.1%
	Attendance*	Increase average % student attendance to at least 96.5%.	96.3
	School Safety*	Decrease the % (per capita) of student infractions of unsafe behaviors by .5%. (For example: Bullying, Harassment, Violence, Drug/Alcohol) (Baseline=5.48%)	5.48%
	Discipline	No more than 1.6% of students will have 5 or more discipline referrals.	1.7%

## College and Career Readiness

## 2014-2015 District Action Plan

**District Vision:** Students will exit our system with the same passion for and joy in learning they had when they entered, having achieved high academics and built strong character, without economics determining success.

**Goal:** Students will exit our system demonstrating college and career readiness with Every Option Open.

**Critical Processes:** 1) Process by which we integrate the direct teaching of self/social skills into our classrooms; 2) Improve systems for supporting students in access in the college/post-secondary transition process; 3) Increase rigor and readiness in all classes.

What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
In year 1 of 3, we will Identify and define social/emotional learning (SEL) skills for LISD	Director of Guidance and Counseling, Director of College and Career Readiness	Skills / model defined	Fall 2014	1	1
In year 1 of 3, we will Identify and enhance current processes that support the direct teaching of SEL.	Director of Guidance and Counseling, Director of College and Career Readiness, Elementary & Secondary Executive Directors of Curriculum and Instruction	Number of current processes identified	2014-15 school year	1	1
In year 1 of 3, we will identify gaps for direct teaching of SEL.	Director of Guidance and Counseling, Director of College and Career Readiness, Elementary & Secondary Executive Directors of Curriculum and Instruction	Areas of need identified	2014-15 school year	1	1
We will ensure all students are knowledgeable about the new graduation plans plus endorsements and choose to graduate with endorsement(s) or the LISD Distinguished with Honors plan.	Director of Guidance and Counseling, Director of Career and Technical Education	Percent of 2014-15 9th graders 4-year plans entered into Naviance; the percent of 9th - 12th graders who have entered their 4-year plans into Naviance.	Develop Fall 2014; begin implementation this year	1	1

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We will assess current college-going exploration/search processes which support students in college/post-secondary transition and identify improvement opportunities to ensure all students participate.	Director of Guidance and Counseling, Director of College and Career Readiness, Director of Career and Technical Education	Student Surveys, number of parent/student information sessions; CCR Team meeting minutes providing opportunities for continuous improvement discussion and action steps	2014-15 school year	1	1
Continue to refine testing processes for all students (ReadiStep, PSAT, ACT, SAT, ASVAB, TSI Assessment),	Director of College and Career Readiness, Director of Guidance and Counseling, Director of Career and Technical Education, Coordinator of K12 Measures	Percent of students enrolling in and successful completing advanced courses; percent of graduates participating in SAT/ACT; percent of graduates college -ready	2014-15 school year	1	1
We will assess the current application assistance processes and identify improvement opportunities.	Director of Guidance and Counseling, Director of College and Career Readiness, Director of Career and Technical Education	Student Surveys; CCR Team meeting minutes providing opportunities for continuous improvement discussion and action steps	2014-15 school year	1	1
We will continue to refine and support a College Coach model to support 4-year college application and enrollment process, financial aid awareness and FAFSA completion.	Director of College and Career Readiness and Director of Guidance and Counseling	Number of direct contact hours; percent of contacts' direct-to-college enrollment rate	Spring 2014 to Summer 2015	1	1

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<b>What <u>strategies</u> must be initiated to improve this process?</b>	<b>Who will be responsible for implementing these strategies?</b>	<b>What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?</b>	<b>What is a realistic <u>timeline</u> for implementing these strategies?</b>	<b>Fund</b>	<b>Student Group Affected</b>
We will continue to promote the awareness of "why it is important to fill out the FAFSA?" by: 1. Collaboration with outside partnerships to increase awareness and FAFSA submission rates. 2. Coordination with Social Studies Instructional Coordinator and Texas Guarantee to support economics teachers regarding FAFSA and Financial Readiness for Economics classes. 3. Developing a system to target and support Economically-Disadvantaged students in completing the FAFSA.	Director of College and Career Readiness, Director of Guidance and Counseling, Director of Career and Technical Education, and Assistant Superintendent of School and Community Relations	Percent of students filling out the FAFSA; number of lessons taught per HS campus regarding FAFSA/Financial Readiness	Fall 2014 - June 2015	1	1
We will provide job-embedded support for teachers on analyzing student data and applying it to instructional changes.	Executive Director of Elementary and Secondary Curriculum, IS staff, Principals, Deans of Instruction	Meeting minutes, data review, teacher reflection, teacher survey	2014-15 school year	1	1
We will develop a frame work/ model to assist teachers in planning for rigor in the classroom.	Executive Director of Elementary and Secondary Curriculum, IS staff, Principals	Professional Development feedback, rigor framework /models by content level.	Develop in Fall of 2014	1	1
We will support teachers in designing learning experiences that increase rigor in the classroom.	Principals, IS staff	Meeting minutes, data review, teacher reflection, teacher survey, staff development agendas	2014-15 school year	1	1



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We will provide professional development focused on differentiation connected to rigor and meeting individual student needs.	Executive Director of Elementary and Secondary Curriculum, IS staff, Deans of Instruction	Collaborative team agendas, teacher feedback, shared best practices/resources	2014-15 school year	1	1
We will provide Elementary and Secondary Math teachers with ongoing professional development and support focusing on the new TEKS, process standards, teacher understanding of the TEKS, emphasizing reasoning skills in math and focus on higher level thinking skills including reflection, analysis and explaining.	Executive Director of Elementary & Secondary Curriculum, IS staff	Executive Director of Elementary & Secondary Curriculum, IS staff	Summer 2014 2014-15 school year	1	1
We will be providing Elementary & Secondary ELA teachers with ongoing professional development focusing on improving Writer's Workshop, analysis of student essays and short answer responses and changes to the ELA test blue print. Partnering with ESL and SPED teachers through PD to bolster writing practices to highlight essay writing and short answer response items.	Executive Director of Elementary & Secondary Curriculum, IS staff	Executive Director of Elementary & Secondary Curriculum, IS staff	Summer 2014 2014-15 school year	1	1

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We will provide Science teachers with ongoing professional development focused on increasing student engagement by reflecting on classroom high yield instructional strategies, expository reading and writing in science, hands-on simulations and investigations, and effective questions that help students make connections ultimately learning new concepts and content.	Executive Director of Secondary Curriculum, IS staff	Executive Director of Secondary Curriculum, IS staff	Summer 2014 2014-15 school year	1	1
We will be providing professional development to teachers focusing on improving rigor and writing in the in Social Studies classrooms. Training will also be provided on differentiated instruction to address both intervention and challenge.	Executive Director of Secondary Curriculum, IS staff	Executive Director of Secondary Curriculum, IS staff	Summer 2014 2014-15 school year	1	1
We will seek consultation with Mathematics Experts outside of the District including Dr. Cathy Seeley and Dr. David Molina regarding current Elementary Math Improvement Plan and Data Analysis.	Executive Director of Elementary Curriculum, IS staff	Executive Director of Elementary Curriculum, IS staff	Fall 2014	1	1
We will collaborate with other districts having success in 3rd and 4th grade math on STAAR; investigating their math vision, written curriculum, instructional resources, professional development plan, assessment format and support staff.	Executive Director of Elementary Curriculum, IS staff	Executive Director of Elementary Curriculum, IS staff	Fall 2014	1	1

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We will create a Professional Development Plan to increase the number of teachers trained in all Elementary Science Modules	Executive Director of Elementary Curriculum, IS staff	Executive Director of Elementary Curriculum, IS staff	Fall 2014	1	1

<b>Eliminating the Achievement GAP</b>			<b>2014-2015 District Action Plan</b>		
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<b>Critical Processes:</b> Eliminating the Achievement GAP for students who are economically disadvantaged through the implementation of four key processes: 1. Provide wraparound services to campuses with a high percentage of economically disadvantaged students 2. Improve systems for identifying and enrolling economically disadvantaged students in advanced course work and improve the supports for those students in the classroom 3. Improve campus systems by which economically disadvantaged students are identified, interventions plans are developed and plans are implemented 4. Increase additional targeted resources to Title 1 eligible campuses.					
What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
<b>Increase additional targeted resources to Title 1 eligible campuses.</b> Identify a small group of Title I eligible campuses to pilot specific programs designed to close the achievement gap. Build support for these pilot efforts from campus administrators at each campus.	Senior Executive Director for School Improvement	% of Eco Dis population supported through one or more pilots, Principal meeting agenda	Fall 2014	1,3	6
<b>Increase additional targeted resources to Title 1 eligible campuses.</b> Pilot double blocking in 6th grade ELA and Math at LMS and fund a campus instructional coach.	Executive Director of Secondary Curriculum Campus Principal	STAAR scores, district assessments, teacher surveys, instructional coach meeting agendas	2014-15 school year	1,3	6
<b>Increase additional targeted resources to Title 1 eligible campuses.</b> Initiate a cross-functional improvement team to study the effectiveness of previous intervention strategies/processes to determine the most effective practices.	Coordinator of RTI and Title 1	Meeting minutes, data review, strategy reflection.	Fall 2014	1	6
<b>Increase additional targeted resources to Title 1 eligible campuses.</b> Provide research-based instructional interventions, "Do the Math" targeting the most academically struggling students on Title 1 campuses.	Executive Director K-12 Programs, District RTI Coordinator, Interventionists	Progress monitoring built into the intervention system.	Training August 2014 Implementation 2014-15 school year	1,3	6
<b>Increase additional targeted resources to Title 1 eligible campuses.</b> Pilot a delivery method change for the Supplemental Reading Program (SRP) to a push in-model for struggling readers.	Senior Coordinator for Elementary Curriculum, Elementary Principal	STAAR scores, district assessments, DRA scores, teacher surveys, SRP meeting agendas, schedules.	2014-15 school year	1,3	6

## Eliminating the Achievement GAP

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<b>Increase additional targeted resources to Title 1 eligible campuses.</b> Explore the opportunities for providing additional structural supports and resources for teachers and students.	Student Support Services, HR, Elementary Principal	Identified structural supports and resources.	Initial Meeting October 2014 Completion of recommendations March 2015	1,3	6
<b>Increase additional targeted resources to Title 1 eligible campuses.</b> Begin development of a comprehensive Professional Development plan which includes the creation of learning paths that allow teachers to earn advanced levels of mastery in designated areas that impact student ownership of learning and closing the gap.	Executive Director of Staff Development (Lead); Executive Directors of Elementary and Secondary Curriculum; Curriculum Coordinators, Specialists and Instructional Coaches	Meeting agendas, prototypes of learning paths, Development team	2014-15 school year	1	1
<b>Provide wraparound services to campuses with a high percentage of economically disadvantaged students.</b> Choose a school(s) using data, desire and leadership that will study the implementation of a pilot program designed to provide wrap around services for the teachers, students and families enrolled in the school(s). Perform a needs assessment to determine the most beneficial services and create measurable goals.	Director of Guidance and Counseling, Assistant Superintendent of School and Community Relations	Completed needs assessment and schools chosen	Fall 2014	2,3	6

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<b>Provide wraparound services to campuses with a high percentage of economically disadvantaged students.</b> Develop an operational definition of wrap around services and perform a benefit/cost analysis of the services	Director of Guidance and Counseling, Assistant Superintendent of School and Community Relations	Completed operational definition and cost/benefit analysis	Fall 2014	2,3	6
<b>Improve systems for identifying and enrolling economically disadvantaged students in advanced course work and improve the supports for those students in the classroom.</b> Develop a new profile for student enrollment in advanced courses at a pilot campus. Communicate the plan with all stakeholders.	Senior Coordinator of K-12 Measures, Director of College Career Readiness	Campus chosen, profile developed, high potential students identified, communication plan developed	2014-2015 school year	3	6
<b>Improve systems for identifying and enrolling economically disadvantaged students in advanced course work and improve the supports for those students in the classroom. Improve campus systems by which economically disadvantaged students are identified, interventions plans are developed and plans are implemented.</b> Create a Gap Team on a pilot campus that will establish goals, measures and structures to support economically disadvantaged students identified developed processes.	Senior Executive Director for School Improvement, Senior Coordinator of K-12 Programs, Senior Coordinator of Elementary Curriculum	Creation of the team, goals established, measures identified by team	Fall 2014	3	6

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<b>Improve campus systems by which economically disadvantaged students are identified, interventions plans are developed and plans are implemented.</b> Develop a short and long term professional development plan to support, identify needs and research best instructional practices designed to close the achievement gap on pilot campus(s)	Executive Director of Staff Development, Senior Executive Director of School Improvement, Campus Gap Team	Professional development plan	2014-2015 school year	3	6

<b>Student Learning Behaviors</b>		<b>2014-2015 District Action Plan</b>			
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<b>Critical Processes:</b> Process by which we promote student ownership of learning and ensure that the 7 Student Learning Behaviors are nurtured in all classrooms in LISD.					
What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Create a framework tool that clarifies a shared vision, ensures alignment, and assists in making connections between the Student Learning Behaviors and the Graduate Profile	Sr. Executive Directors of School Improvement (Lead) with support from Instructional Services Executive Directors (ISED)	Framework Created	September 2014	1	1
Create a Problem Statement Sheet that integrates SLBs through ongoing feedback loops among teachers, campus leadership and district representatives.	Sr. Executive Directors of School Improvement (Lead) with support from Instructional Services Executive Directors (ISED)	Problem Statement Sheet Created	September 2014	1	1
Provide learning opportunities to different groups including principals, assistant principals, IS coordinators, DWEIC, parent leaders, Board members, to develop a shared vision on how using the Framework Tool and the Problem Statement Sheet will help to integrate and embed the SLBs into classrooms.	Sr. Executive Directors of School Improvement	Training of each group on the Problem Statement Sheet, feedback from each group	September 2014-December 2014	1	1
Utilize the Problem Statement sheet to provide ongoing feedback to campus leadership during SIVs, Instructional Rounds, administrator meetings, principal collaborative team visits, principal reflective retreats and February Conference sessions.	Sr. Executive Directors of School Improvement (Lead) with support from Instructional Services Executive Directors (ISED)	Feedback from principals regarding administrator meetings and SIVs specifically around the Problem Statement Tool	December 2014, May 2015	1	1



<b>Student Learning Behaviors</b>	<b>2014-2015 District Action Plan</b>
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<b>District Vision:</b> Students will exit our system with the same passion for and joy in learning they had when they entered, having achieved high academics and built strong character, without economics determining success.	<b>Goal:</b> Students will own their own learning.
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**Critical Processes:** Process by which we promote student ownership of learning and ensure that the 7 Student Learning Behaviors are nurtured in all classrooms in LISD.

What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected
Develop structures for administrator meetings, principal reflective retreats and principal collaborative team visits to support the implementation of the Problem Statement Sheet.	Sr. Executive Directors of School Improvement (Lead) with support from Instructional Services Executive Directors (ISED)	Plus/deltas from administrator meetings, reflective retreats, and collaborative team visits	September 2014-June 2015	1	1
Provide learning opportunities including feedback, improvement tools and protocols to support campus leadership as they pursue their campus improvement goals.	Sr. Executive Directors of School Improvement (Lead) with support from Instructional Services Executive Directors (ISED)	Tools and Protocols utilized	October 2014-June 2015	1	1
Align district learning opportunities to support growth mindset, rigorous learning, student engagement and differentiation utilizing resources such as AVID, Kagan and Continuous Improvement strategies.	Instructional Services Executive Directors (ISED) with support from Sr. Executive Directors of School Improvement	Feedback from principals specific to learning opportunities and supports/resources	December 2014, May 2015	1	1
Develop plan to increase parent understanding of Student Learning Behaviors.	Sr. Executive Directors of School Improvement (Lead) with support from School/Community Relations	Development of plan, feedback from DWEIC	By May 2015	1	1
Develop plan to measure implementation of Student Learning Behaviors district wide.	Instructional Services Executive Directors (ISED) with support from Sr. Executive Directors of School Improvement	Development of plan, Baseline data gathered	By May 2015	1	1

<b>Focus on Whole Student</b>		<b>2014-2015 District Action Plan</b>			
<b>District Vision:</b> Students will exit our system with the same passion for and joy in learning they had when they entered, having achieved high academics and built strong character, without economics determining success.		<b>Goal:</b> Students will be healthy, safe and engaged.			
<b>Critical Processes:</b> Process by which all students are supported, challenged and provided learning environments that are safe, healthy, drug free and conducive to learning.					
What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Check if Staff Dev. to be provided
District emergency response training and table top drills to ensure appropriate response in emergency situations	Risk Management and District staff	Number of trainings held for administrators	During administrator meetings through the 2014-2015 school year	1	<input checked="" type="checkbox"/>
Mandate campus emergency response drills including fire drills with blocked egress	Risk Management and District staff	Number of conducted by using three different measurement tools to verify	Various times throughout the school year	1	<input type="checkbox"/>
Continue to build awareness of mental and emotional health issues with stakeholders through education opportunities at the campus, district and community levels (Including, but not limited to Bullying, Drug and Alcohol, Suicide, Sexual Abuse prevention and Mental Illness)	CAPP, Student Support Services, Clinic, Guidance and Counseling	Number of opportunities for training, Number of outcries/referrals for bullying, suicide, mental illness, and drug and alcohol offenses	July 2014 and on-going throughout the school year	1	<input checked="" type="checkbox"/>
Build awareness of the Coordinated School Health (CATCH) model through education of key stakeholders. (Administrators, Departments, and Community)	Assistant Director of Whole Student Initiative, Professional Development Department and SHAC	Number of opportunities for training, surveys pre and post trainings	Begin training September 2014, throughout the school year and the District February conference	1	<input checked="" type="checkbox"/>
Continue to increase the district's graduation and completion rates by supporting campus practices (training and data monitoring) in the areas of attendance, dropout prevention and student engagement	Assistant Director of Student Support Services	District Graduation, Completion and Dropout Rates	Ongoing throughout the school year	1	<input checked="" type="checkbox"/>
Decrease the amount of non-clinical visits by building awareness of the impact of lost classroom instructional time	Clinic staff, District Nurse	Current data of loss of instruction time for 13-14 school year compared to end of 14-15 school year	Begin guidelines end of 2013 - training throughout 14-15 school year	1	<input checked="" type="checkbox"/>

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What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Check if Staff Dev. to be provided
Decrease the number of African American, Hispanic and students identified as special education, placed at a DAEP for discretionary reasons with training on cultural diversity, and alternative supports	Student Support Services, Cultural Diversity Task Force	Data monitoring of placements in DAEP	Implement beginning of school year	1	<input checked="" type="checkbox"/>
Develop a committee of stakeholders in non foundation curriculum subjects (core) to examine how to ensure all students have opportunities for sustained connectivity and engagement to school	Fine Arts Director and extra curricular administrators	Variety of data including Discipline referrals, drop out numbers	Initial meeting by November 2014	1	<input checked="" type="checkbox"/>
District partner with an outside consultant to review our safety, security and student support services	Director of Risk Management and Executive Director of Capital Improvement	District comprehensive report	Review of District campuses and procedures September 2014, visit by outside consultant October 2014, final report December 2014	1	<input type="checkbox"/>

## Parent Involvement

## 2014-2015 District Action Plan

**District Vision:** Students will exit our system with the same passion for and joy in learning they had when they entered, having achieved high academics and built strong character, without economics determining success.

**Goal:** LISD will provide a diverse offering of parent engagement opportunities within specific areas of interest.

**Critical Processes:** Process by which diverse offerings of parent engagement opportunities within specific areas of interest are identified and implemented.

What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected	Check if Staff Dev. to be provided
LISD Council of PTA's - Encourage diversity events and encourage recruitment of non-traditional members.	Director of Community Relations	Agendas, surveys, trainings	Throughout the year	1	1	<input type="checkbox"/>
Volunteer Program - Work closely with Volunteer Coordinators to strengthen the effectiveness of campus volunteers and create stronger support of the district focuses.	Director of Community Relations	Agendas, surveys, trainings, tracking of hours volunteered	Throughout the year	1	1	<input type="checkbox"/>
Mentoring Program - Develop mentoring opportunities for mentors and mentees to enrich and support student's growth and development.	Director of Community Relations	Agendas, surveys, trainings, tracking of hours volunteered	Throughout the year	1	1	<input type="checkbox"/>
Booster Clubs and Foundations - Develop systems to ensure continuity with the various groups to support the districts four focus areas and provide opportunities for parents to support our programs.	Director of Athletics	Agendas, surveys, trainings, reports	Throughout the year	1	1	<input type="checkbox"/>
Leadership Leander ISD - Community program that brings stakeholders behind the scenes of the school district to better understand the processes and focuses of the district.	Director of Community Relations	List of participants, feedback and program outcomes	Monthly from September 2014 - May 2015	1	1	<input type="checkbox"/>
Student Wellness Series - Designed to engage and inform parents of current student wellness issues including physical/nutritional wellbeing; social/emotional wellbeing and suicide prevention; addictive behaviors and mental health issues.	Asst. Superintendent of Community & Government Relations, Director of Counseling, Director of Student Support Services	List of participants and feedback	Quarterly	1	1	<input type="checkbox"/>

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Title I Parent Nights - information events for parents to better understand the educational processes of the campus and offer support on fostering learning in the home.	RTI/Title 1 Coordinator, Executive Director of K-12 Programs	Sign-in sheets and agendas	Held in the Fall and Spring	3	6	<input type="checkbox"/>
Dual Language Parent Collaboration Nights - The committee comprised of parents of dual language learners, teachers and ELL staff organize four events throughout the school year for the four dual language campuses to increase parental involvement of curriculum and build home strategies and also provide funds of knowledge to support the dual language program.	Director of ELL Services	Sign-in sheets and agendas	Quarterly	8	4	<input type="checkbox"/>
Parent Liaisons for Special Education - Fosters communication between parents of children in the district receiving special education services, the district, and the community through informational group trainings for parents and staff, parent support groups, and support to parents on an individual basis.	Director of Special Education	Sign-in sheets and agendas, as well as meeting and training agendas	Throughout the year	7	2	<input type="checkbox"/>
Connecting U - Parent Conference supporting training and information sessions for parents to reinforce district focuses. Sessions are in English and Spanish and scholarships are available.	Director of Community Relations	List of participants and feedback	Yearly	1	1	<input type="checkbox"/>

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**Critical Processes:** Process by which diverse offerings of parent engagement opportunities within specific areas of interest are identified and implemented.

What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected	Check if Staff Dev. to be provided
Parents as Teachers Program - Is a free early education program provided by Leander ISD for families with children ages birth to five who are interested in learning the best ways to ready their child for school success.	Coordinator of Parents as Teachers/Executive Director of K-12 Programs	Kinder profiles, survey data and State Assessment Data	Throughout the year	3	6	<input type="checkbox"/>
Community Meetings on Facilities and other district programs and issues.	Asst. Superintendent of Business and Operations	List of participants and feedback	Throughout the year	1	1	<input type="checkbox"/>
Board Coffees - These events are designed for stakeholders to visit with a maximum of three Board members and dialogue about concerns or issues they may have.	Asst. Superintendent of Community & Government Relations, Director of Counseling, Director of Student Support Services	List of participants and feedback	Throughout the year	1	1	<input type="checkbox"/>
Parent Feedback Loops - various methods of communicating with parents including, but not limited to the use of surveys, social media dialog, community focus groups, etc.	Asst. Superintendent of Community & Government Relations, EDSIs	Number of points of contact and feedback	Throughout the year	1	1	<input type="checkbox"/>
Faith-based initiatives - Create a process for faith-based groups that want to support district programs that enrich student learning, growth and safety.	Asst. Superintendent of Community & Government Relations, Director of Community Relations	Number of faith-based groups, surveys and deliverable programs	Throughout the year	1	1	<input type="checkbox"/>
School Health Advisory Committee (SHAC)	Asst. Director of Safe/Healthy Students	List of participants and meeting agendas	Yearly	1	1	<input type="checkbox"/>

<b>Intervention</b>		<b>2014-2015 District Action Plan</b>				
<b>District Vision:</b> Students will exit our system with the same passion for and joy in learning they had when they entered, having achieved high academics and built strong character, without economics determining success.		<b>Goal:</b> Students will have the necessary interventions in order to meet state standards.				
<b>Critical Processes:</b> Process by which interventions are identified, implemented, and progress is monitored.						
What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected	Check if Staff Dev. to be provided
Research and develop inclusion practices to address intervention-related needs of ELL students, with a focus on support in Science, Social Studies and Writing.	ELL Department, Campus Administrators, RtI Coordinator	Result in a decrease from a "3" to "O" on the PBMAS, Increase in State Assessment Scores for English Language Learners. Proficiency measure progress for ELLs on the Texas Assessment Performance Report.	2014-2015 School year	1,7	3,4	<input type="checkbox"/>
Provide Dual Language cross-campus PLC opportunities for collaboration in planning. To include best practices and instructional strategies for students receiving bilingual services in order to increase student achievement in all content areas.	ELL Department, Elementary IS, Campus Administrators, All DLE Staff	PLC Agendas including best practices and instructional strategies resulting in increased achievement scores for bilingual students.	Fall and Spring Semester; Teams will meet monthly	1,7	3,4	<input type="checkbox"/>
Develop and provide professional development targeting the teachers of K-12 students receiving Special Education services, in the area of Writing.	Special Education Department in collaboration with the Elementary and Secondary Curriculum Teams.	Result in a decrease from a "3" to "O" on the PBMAS, Increase in State Assessment Scores for English Language Learners. Proficiency measure progress for ELLs on the Texas Assessment Performance Report.	September 2014 – September 2015	1,4	2	<input checked="" type="checkbox"/>

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<b>Critical Processes:</b> Process by which interventions are identified, implemented, and progress is monitored.						
What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected	Check if Staff Dev. to be provided
Focused collaborative training for general education and special education teachers in the area of writing to enhance instruction and support special education students in their least-restrictive environment.	Special Education Staff in collaboration with SCT and ECT.	Professional Development Opportunities provided, resulting in a decrease from a “3” to “0” on the PBMAS and an increase Writing State Assessment Scores for Special Education Students.	Fall 2014-September 2015	1,4	3,4	<input checked="" type="checkbox"/>
In order to guide math instruction and math intervention support, a universal math screener will be administered to all 2-5 students at all Elementary Title I campuses at the beginning, middle and end of the school year.	Title I Campus Principals, Elementary Math Coordinator, RtI/Title I Coordinator, Intervention Specialists, Classroom Teachers	Lesson plans and intervention plans including targeted, research-based interventions resulting in increased scores on district and state assessments, Campus Feedback regarding effectiveness.	September 2014-May 2015	1,3	1,3,6	<input type="checkbox"/>
Implement, with fidelity, Marilyn Burn’s “Do the Math” comprehensive, research-based, math intervention at all Title I Elementary schools.	Elementary Math Coordinator, Title I Coordinator, Principals, Intervention Specialists	Increase Title I Math scores on the STAAR. Increase in Progress Measures on the STAAR for 4 <sup>th</sup> and 5 <sup>th</sup> grade Title I Students.	On-going September 2014-June 2015	3	3,6	<input checked="" type="checkbox"/>



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What <u>strategies</u> must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What <u>measure</u> will we use to assess the ongoing effectiveness of these strategies?	What is a realistic <u>timeline</u> for implementing these strategies?	Fund	Student Group Affected	Check if Staff Dev. to be provided
Increase number of general education, special education and ESL teachers attending Leander Writes.	Sped. Staff, ELL Dept., ELA Coordinators, Campus Administrators, Teachers	Leander Writes participation data.	On-going September 2014-September 2015	1	1,2,3	<input checked="" type="checkbox"/>
Provide teachers with strategies to align IEPs with the grade level Writing TEKS, in order to ensure a guaranteed and viable curriculum for Special Education students.	Special Education Staff and Specialists	Training materials, Lesson Plans, I.E.P. goals	On-going September 2014-June 2015	4	2	<input checked="" type="checkbox"/>
Provide comprehensive training in the language of instruction, both Spanish and English, for teachers providing bilingual services.	ELL Director, DLE Coordinator, DLE Instructional Coaches	Training provided during the 14-15 school year.	2014-2015 school year	7	3,4	<input checked="" type="checkbox"/>
A cross-program, cross-curricular team will conduct a PDSA and collaboratively research the current Rtl documentation functionality in order to improve the process.	Rtl Coordinator, District Coordinator of State Assessments, Secondary Intervention Specialist	Result in a system to document, track and measure the effectiveness of interventions at all levels.	September 2014-June 2015	1	1,3	<input type="checkbox"/>
Promote awareness of minority sub-populations (American Indian Males) attendance in order to provide equitable opportunities to participate in state assessments.	District Coordinator of State Assessments, Campus Testing Coordinator, Campus Administrators	Increased participation of all sub-populations on the 2015 Systems Safeguards data.	Spring 2015	1	3	<input checked="" type="checkbox"/>