Agenda of Regular Meeting

The Board of Trustees
Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held October 20, 2025, beginning at 6:00 PM in the Little Elm ISD Administration Building.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068.
2. Introduction and Roll Call
3. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
4. The Board will recess into Closed Meeting in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072 & 551.074. The Board and Superintendent will discuss:
    A. Conduct Quarterly Evaluation of Superintendent
    B. Personnel
    C. Land
5. Pledge of Allegiance
6. Invocation
7. Superintendent Spotlight
    A. LEaders of the Pack
    Presenter: Asheley Brown
    B. Students of the Month
    Presenter: Donnie Bartlett
8. Reports of the Superintendent
    A. 2025 - 2026 School Health Advisory Council (SHAC) Report 4
    Presenter: Donald Bartlett
    B. Little Elm ISD 2024-2025 Communications Report 5
    Presenter: Cecelia Jones
    C. 1st Quarter Demographic Report 6
    Presenter: Michael Meador
9. Action Items
    A. Discuss and consider approval of Interlocal Cooperation Agreement between Town of Little Elm and Little Elm Independent School District 7
    Presenter: Michael Lamb

B. Discuss and consider approval of the Annual Financing Report for the Year Ended June 30, 2025 18
Presenter: Jesse Wyse
10. Consent Agenda
A. Discuss and consider approval of Public Hearing Meeting - September 15, 2025 29
Presenter: Sonia S. Flores
B. Discuss and consider approval of Regular Meeting Minutes - September 15, 2025 31
Presenter: Sonia S. Flores
C. Discuss and consider approval of Special Meeting Minutes - September 29, 2025 36
Presenter: Sonia S. Flores
D. Discuss and consider approval of SB13 Acquisition of Library Books 40
Presenter: Dr. Penny Tramel
E. Discuss and consider approval of HB 3372 Administrator Outside Contract Work Approval 64
Presenter: Dr. Penny Tramel
F. Discuss and consider approval of 2025-2026 Campus Improvement Plans 72
Presenter: Dr. Penny Tramel
G. Discuss and consider approval of the Financial Reports - August 2025 461
Presenter: Jesse Wyse
H. Discuss and consider approval of Approval of 2025 Tax Roll 475
Presenter: Jesse Wyse
I. Discuss and consider approval of Little Elm ISD Interlocal Summary Report 478
Presenter: Jesse Wyse
J. Discuss and consider approval of Resolution Authorizing Non-Business Days 480
Presenter: Cecelia Jones
11. Board President Comments
Presenter: Mary Watkins
12. Board Comments
13. Superintendent Comments
14. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against

	personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
551.084	Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

_____
Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

_____
Sonia S. Flores

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
October 20, 2025	X	☐	☐	☐	☐

Subject:	**2025-2026 SCHOOL HEALTH ADVISORY COUNCIL (SHAC) REPORT**
Presenter or Contact Person:	**Donald Bartlett, Deputy Superintendent**
Policy/Code:	**BDF (LEGAL)**
Strategic Plan Goal:	Community Engagement – We will communicate with the LEISD community to build trust, support, and involvement.
Summary:	**According to TEC, §28.004(a) and Appendix A in Little Elm ISD's district improvement plan, a local SHAC shall be established to assist the district in health education instruction.**
Financial Implications:	**No immediate financial implications.**
Attachments:	Summary of the SHAC's activities for 2025-2026.
Recommendation:	**Item for informational purposes only. No motion is necessary.**
Motion:	**Item for informational purposes only. No motion is necessary.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ×	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**LITTLE ELM ISD 2024-2025 COMMUNICATIONS REPORT**
Presenter or Contact Person:	Cecelia Jones, Director for Communications and Marketing Services
Policy/Code:	N/A
Summary:	The Little Elm ISD Communications and Marketing Department report on the achievements and accomplishments from the 2024-2025 school year. The report aligns with the District's Destination 2030 Strategic Plan.
Financial Implications:	There is no financial impact to the budget.
Attachments:	Presentation in Board Book
Recommendation:	**Item is for informational purpose only. No recommendation is necessary.**
Motion:	**Item is for informational purpose only. No motion is necessary.**

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☒	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☐
Subject:	**1ST QUARTER DEMOGRAPHIC REPORT**				
Presenter or Contact Person:	Michael Meador, Executive Director for Operational Services				
Policy/Code:	N/A				
Summary:	Little Elm ISD reports provide quarterly data on the economic status, housing analysis, future developments, student enrollment history and student forecast for the Dallas/Fort Worth area and the District.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Under separate cover				
Recommendation	**Item is for informational purposes only. No recommendation is necessary.**				
Motion:	**Item is for information purposes only. No motion is necessary.**				

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 9-20-2025	**Reports of the Superintendent** ☐ **Action Item** ☒ **Consent Agenda** ☐ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**INTERLOCAL COOPERATION AGREEMENT BETWEEN TOWN OF LITTLE ELM AND LITTLE ELM INDEPENDENT SCHOOL DISTRICT**
Presenter or Contact Person:	Michael Lamb, Superintendent
Policy/Code:	GKD (Local)
Strategic Plan Goal:	Ensuring Fiscal Health & Sustainability
Summary:	The Town of Little Elm and Little Elm Independent School District propose to continue an Interlocal Cooperation Agreement to permit joint use of Town and District facilities for recreational, cultural, informational and athletic activities for the mutual benefit of the parties.
Financial Implications:	The Town of Little Elm and Little Elm ISD mutually agree to waive all cost recovery fees in the interest of providing the highest and best service with the least possible expenditure of public funds for both parties.
Attachments:	Interlocal Cooperation Agreement between Town of Little Elm, Texas, and Little Elm Independent School District

Recommendation:	**The Administration recommends the Board approve the interlocal cooperation agreement between the Town of Little Elm, Texas and Little Elm Independent School District and authorize the Superintendent or their designee to execute final contracts.**
Motion:	**I move the Board approve the interlocal cooperation agreement between the Town of Little Elm, Texas and Little Elm Independent School District and authorize the Superintendent or their designee to execute final contracts.**

INTERLOCAL COOPERATION AGREEMENT
BETWEEN
TOWN OF LITTLE ELM, TEXAS
AND
LITTLE ELM INDEPENDENT SCHOOL DISTRICT

This Agreement (hereinafter referred to as the "Agreement"), is made and entered into by and between the Town of Little Elm, Texas, a home-rule municipality (hereinafter referred to as the "Town"), located in Denton County, Texas, and the Little Elm Independent School District, a political subdivision of the State of Texas (hereinafter referred to as the "District").

WHEREAS, the Interlocal Cooperation Act, Chapter 791, Texas Government Code (hereinafter referred to as the "Act"), authorizes local governments to contract with one or more local governments to perform governmental functions and services under the terms of the Act; and

WHEREAS, the Town and the District are both local governments as defined by Section 791.003(a) of the Act engaged in the provision of governmental functions and services to their citizens; and

WHEREAS, these functions and services serve the public health, safety, and welfare, promote efficiency and effectiveness of local governments, and are of mutual concern to the contracting parties; and

WHEREAS, the Town and the District, in expending funds in the performance of the governmental functions or in performing such governmental functions under this Agreement, shall make payments therefor only from current revenues legally available to such party; and

WHEREAS, the District owns and operates certain school sites in and around the Town, depicted in Exhibit A; and

WHEREAS, the Town desires to utilize, and the District desires to allow the use of, these school sites as sports facilities through this Interlocal Agreement; and

WHEREAS, the Town desires to provide residents of the Town with access and use of school ground facilities after school hours and on weekends; and

WHEREAS, the Town owns and operates certain facilities, depicted in Exhibit B; and

WHEREAS, the District desires to utilize, and the Town desires to allow the use of, these facilities through this Interlocal Agreement; and

WHEREAS, this Agreement is made under the authority of sections 791.001-791.029 of the Texas Government Code; and

WHEREAS, the governing bodies of each party find that the subject of this Agreement is necessary for the benefit of the public and that each party has the legal authority to perform and to provide the governmental function or service which is the subject matter of this Agreement; furthermore, the governing bodies find that the performance of this Agreement is in the common interest of both parties.

NOW, THEREFORE, the Town and the District, for the mutual consideration hereinafter stated, agree and understand as follows:

Section 1. AGREEMENT

A. This Agreement shall supersede all previous agreements between the District and the Town for Facilities Usage.

B. The Town and the District agree, under the terms and conditions provided herein, to permit for joint use of the District's Facilities and the Town Facilities for recreational, cultural, informational, and athletic activities for the mutual benefit of the parties.

C. Notwithstanding anything herein to the contrary, a material part of the consideration to the Town and the District for entering into this Agreement is the commitment by the District and the Town to allow each party to utilize the other party's facilities for youth and adult recreational, cultural and athletic activities.

D. There shall be no additional costs to the Town or the District. The Town and the District will be responsible for all costs for electric utilities associated with the subject facilities covered by this Agreement for recreational and athletic activities, in accordance with the terms of this Agreement, except as may be otherwise provided herein. Also, the Town and the District shall be responsible for maintaining the facilities under their respective custody and control and keep such facilities free of litter, trash, overgrowth, or any other natural or manmade conditions which would diminish the quality of property or impair its public purpose.

E. The Town and the District mutually agree to waive all cost recovery fees in the interest of providing the highest and best service with the least possible expenditure of public funds for both parties. This shall include, but not be limited to, administrative charges, rental fees, installation costs, meter costs, on-site supervision fees, janitorial maintenance fees, HVAC charges, utility charges, building inspection fees, fire prevention fees, capital recovery fees, planning and zoning fees, subdivision fees, reservation fees, and health and code enforcement fees for the District Facilities and Town Facilities. The District will be responsible for paying to the Town all monthly utility fees, including water sewer, and trash for the District's Facilities.

Section 2. FINDINGS INCORPORATED

The findings set forth above are incorporated into the body of this Agreement as if fully set forth herein.

Section 3. TERM

This Agreement shall continue in force for a period of five (5) years from the date of execution and thereafter on a year-to-year basis until one of the parties shall give the other party ninety (90) days' written notice of intent to terminate as provided hereinafter, or until superseded.

Section 4. USE OF DISTRICT FACILITIES

A. The District will make available for use for recreational activities by the Town and the public all sport field areas and facilities (hereinafter referred to as the "School Facilities"), as depicted in ***Exhibit A***, attached hereto and incorporated herein for all purposes. The School Facilities shall be open to the general public and available for use by the general public and Town after school hours and on weekends during the Term of this Agreement unless the District has previously scheduled a school-sponsored program. It is understood by the parties that the District shall have first priority in scheduling and the Town shall have second priority. In the event the District sells or leases any of the School Facilities, the District shall notify the Town in writing and this Agreement shall be amended to exclude said facility. The Town shall schedule use of School Facilities by completing a District facility usage form. The facility usage form should be submitted at least two (2) weeks in advance of a proposed event or usage. Upon approval a copy of the signed and approved form will be returned to the Town. The District will use all reasonable efforts to not cancel a previously approved and scheduled usage or event. If cancelation is required for a District activity or other closure, the District will provide 24 hours advance notice and make a good faith effort to provide alternate School Facilities. The parties may negotiate additions and deletions to the School Facilities available for the Town's and public use on an annual basis.

B. The Town may not leave or store any equipment or other items at the School Facilities without advance written approval by the District. Such approval shall include a designated site for storage of Town equipment.

C. The Town shall not damage the School Facilities during any use thereof, and shall leave the School Facilities in a condition as neat and safe as at the time the Town began said use. The Town shall be responsible for any damages the Town causes to any School Facilities, and shall promptly repair same.

Section 5. USE OF TOWN FACILITIES

A. Town will make available for use by the District all playground areas and facilities (hereinafter referred to as the "Town Facilities"), as depicted in ***Exhibit B***, attached hereto and incorporated herein for all purposes. The Town Facilities shall be open to the general public and available for use by the general public and District during the term of this Agreement, unless the Town has previously scheduled a Town-sponsored program. It is understood by the parties that the Town shall have first priority in scheduling and the District shall have second priority. The District shall schedule use of Town Facilities by completing a Town facility usage form. The facility usage form should be submitted at least two (2) weeks in advance of a proposed event or usage. Upon approval a copy of the signed and approved form will be returned to the District. The Town will use all reasonable efforts to not cancel a previously approved and scheduled usage or event. If cancelation is required for a Town activity or other closure, the Town will provide 24 hours advance notice and make a good faith effort to provide alternate facilities. The parties may negotiate additions and deletions to the Town Facilities available for the District's and public use on an annual basis.

B. The District may not leave or store any equipment or other items at the Town Facilities without advance written approval by the Town. Such approval shall include a designated site for storage of District equipment.

C. The District shall not damage the Town Facilities during any use thereof, and shall leave the Town facilities in a condition as neat and safe as at the time the District began said use.

The District shall be responsible for any damages the District causes to any Town Facilities, and shall promptly repair same.

Section 6. TERMINATION

This Agreement may be terminated at any time, with or without cause, by either party giving ninety (90) days advance written notice to the other party.

Section 7. MISCELLANEOUS PROVISIONS

A. Effective Date. The effective date of this Agreement shall be the last day this Agreement is approved by a party hereto as indicated on the signature blocks below (the "Effective Date").

B. Entire Agreement. This Agreement represents the entire agreement between Town and District and supersedes all prior negotiations, representations and/or agreements, either written or oral. This Agreement may be amended only by written instrument signed by the governing bodies of both the Town and District or those authorized to sign on behalf of those governing bodies.

C. Indemnification Clause. To the extent allowed by law, each party agrees to release, defend, indemnify, and hold harmless the other (and its officers, agents, and employees) from and against all claims or causes of action for injuries (including death), property damages (including loss of use), and any other losses, demand, suits, judgments and costs, including reasonable attorneys' fees and expenses, in any way arising out of, related to or resulting from its performance under this Agreement, or caused by its negligent acts or omissions (or those of its respective officers, agents, employees, or any other third parties for whom it is legally responsible) in connection with performing this Agreement.

D. Immunity and Defenses. It is expressly understood and agreed that, in the execution of this Agreement, no party waives, nor shall be deemed hereby to have waived any immunity or defense that would otherwise be available to it against claims arising in the exercise of governmental powers and functions. By entering into this Agreement, the parties do not create any obligations, express or implied, other than those set forth herein, and this Agreement shall not create any rights in parties not signatories hereto.

E. Notice. All notices required by this Agreement shall be addressed to the following, or other such party or address as either party designates in writing, by certified mail, postage prepaid, or by hand delivery.

Town of Little Elm:

Attn: Matt Mueller, Town Manager
Town of Little Elm
100 W. Eldorado Parkway
Little Elm, Texas 75068
Telephone: 214-975-0400
Fax: 214-540-2340

Little Elm Independent School District:

Attn: Michael Lamb, Superintendent
Little Elm Independent School District
Box 6000
Little Elm, Texas 75068-5220
Telephone: 972-947-9340
Fax: 972-961-2900

F. Severability Clause. The provisions of this Agreement are severable. If any paragraph, section, subdivision, sentence, clause, or phrase of this Agreement is for any reason held by a court of competent jurisdiction to be contrary to law or contrary to any rule or regulation have the force and effect of the law, the remaining portions of the Agreement shall be enforced as if the invalid provision had never been included.

G. Successors and Assigns. This Agreement shall be binding upon the parties hereto, their successors, and assigns. Neither of the parties will assign nor transfer an interest in this Agreement without the written consent of the other party.

H. Venue. The laws of the State of Texas shall govern the interpretation, validity, performance, and enforcement of this Agreement. The parties agree that this Agreement is performable in Denton County, Texas, and that exclusive venue shall lie in Denton County, Texas.

APPROVED by the Town Council of the Town of Little Elm, Texas, in its meeting held on the _____day of _____, 2025, and executed by its authorized representative.

TOWN OF LITTLE ELM, TEXAS

_____
Matt Mueller, Town Manager

ATTEST:

_____
Kathy Phillips, Town Secretary

APPROVED AS TO FORM:

_____
Town Attorney

ACKNOWLEDGMENT

STATE OF TEXAS §
§
COUNTY OF DENTON §

This instrument was acknowledged before me on the ____ day of _____, 2025 by Matt Mueller**,** Town Manager of the **TOWN OF LITTLE ELM, TEXAS,** a home-rule municipality, on behalf of said municipality.

_____
Notary Public in and for the State of Texas

APPROVED by the Little Elm Independent School District, Denton County, Texas, in its meeting held on the ___day of _____, 2025, and executed by its authorized representative.

LITTLE ELM INDEPENDENT SCHOOL DISTRICT, DENTON COUNTY, TEXAS

_____
Michael Lamb, Superintendent

ATTEST:

_____

ACKNOWLEDGMENT

STATE OF TEXAS §
§
COUNTY OF DENTON §

This instrument was acknowledged before me on the ___ day of _____, 2025 by **Michael Lamb,** Superintendent of the **LITTLE ELM INDEPENDENT SCHOOL DISTRICT,** a political subdivision of the State of Texas, on behalf of said independent school district.

_____
Notary Public in and for the State of Texas

Exhibit A

School Facilities for use by Town

Brent Elementary: Gym and Undeveloped Property

Chavez Elementary: Gym

Lakeview Elementary: Gym

Lakeside Middle School: Competition Gym, Baseball Field, Softball Field, Track and Field

Walker Middle School: Competition Gym, Practice Gym, Track, Artificial Turf Competition Field and Practice Field

Little Elm High School and Lobo Stadium: Authorized <u>ONLY</u> by Superintendent or

Designee

*Note: Other areas of LEISD facilities not listed can be authorized for use **<u>ONLY</u** by Superintendent or Designee.*

Exhibit B
Town Facilities for use by District

Little Elm Park Baseball Softball Fields, Amphitheater and Pavilion

Little Elm Park Soccer Fields and Beach Volleyball Courts

Cottonwood Park Sports fields

Recreation Center Meeting rooms

Little Elm ISD employees shall receive resident rates for usage of Recreation Center Facilities

Note: Other areas of Town of Little Elm facilities not listed can be authorized for use ***ONLY*** *by Town Manager or Designee*

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐ **Action Item** ☒ **Consent Agenda** ☐ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**ANNUAL FINANCIAL REPORT FOR THE YEAR ENDED JUNE 30, 2025**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	Accounting Audits – CFC (Legal)
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability
Summary:	Heather La Point with the audit firm Hankins, Eastup, Deaton, Tonn, & Seay, PC to present audit report.
Financial Implications:	There is no financial implication to the budget.
Attachments:	1) Auditor Communication Letter 2) Annual Financial Report FY 24-25
Recommendation:	**The Administration recommends approval of the Annual Financial Report for the year ended June 30, 2025 as submitted.**
Motion:	**I move that the Board approve the Annual Financial Report for the year ended June 30, 2025 as submitted.**

Little Elm ISD 2024-25 FIRST Rating

- Public Hearing, October 20, 2025
- Little Elm ISD received the highest rating: A = Superior Achievement with at score of 94/100

- 2024-25 Rating based on School Year 2023-24 Data

Little Elm ISD

A = Superior Achievement

94/100

FIRST Rating 21 Indicators

- Indicator 1 – Audit submitted on time
- Indicator 2 – Audit unmodified opinion
- Indicator 3 – Debt paid on time
- Indicator 4 – Timely payments to Government Agencies
- Indicator 5 – Net Position greater than 0
- Indicator 6 – Average change in fund balance
- Indicator 7 – Sufficient cash on hand to pay expenditures
- Indicator 8 – Current assets to current liabilities ratio
- Indicator 9 – Sufficient fund balance
- Indicator 10 – This indicator is not being scored

FIRST Rating 21 Indicators

- Indicator 11 – Long-term liabilities to total asset ratio
- Indicator 12 – Correlation b/w future debt requirements and TAVs
- Indicator 13 – Administrative cost ratio
- Indicator 14 – 15% decline in student to staff ratio over 3 years
- Indicator 15 – ADA within allotted range of biennial projection
- Indicator 16 – PEIMS submission errors
- Indicator 17 – Audit free of material weakness
- Indicator 18 – Audit free of material noncompliance
- Indicator 19 – Required financial information posted to website
- Indicator 20 – Property values discussed at board meeting
- Indicator 21 – Adjusted Repayment schedule for more than one fiscal

FIRST Rating All Indicators (excluding 11 and 12)

- All other indicators received the full available score
- Indicators 11 and 12 detail to follow

FIRST Rating Indicator 11

- Indicator 11 – Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)

- Ratio of <= 0.6 for 10 Points

- LEISD Result: 0.7916 for 6 points (student growth of 1.23%)

FIRST Rating Indicator 12

- Indicator 12 – What is the correlation between future debt requirements and the District's assessed property value?

- Ratio of <= 4 for 10 Points
- LEISD Result: 6.4957 for 6 points

FIRST Rating Transparency Data

- Superintendent Employment Contract Posted on Little Elm ISD's website : https://www.littleelmisd.net/our-district/leadership-district/leadership

- Reimbursements received by the Superintendent and Board member posted on Little Elm ISD's website

FIRST Rating Transparency Data

- No gifts have been reported by the Board members or Superintendent for the 2023-24 Fiscal Year

- No business transactions between Little Elm ISD and the Board members have occurred for the 2023-24 Fiscal Year

Reimbursements received by the Superintendent and Board Members

Description	Superintendent	D. English	A. Flores	J. Olson	D. Montemayor	J. Burton	M. Watkins	K. Bieber
Meals	394.57	216.00	44.80	0.00	0.00	216.00	216.00	0.00
Lodging	3,409.47	1,555.86	467.99	566.78	577.90	513.76	700.77	710.09
Transportation	0.00	280.95	53	0.00	0.00	298.00	1,286.16	0.00
Motor Fuel	77.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other	2773.13	920.00	534.59	435.00	435.00	920.00	610.00	435.00
Total	6,655.02	2,972.81	1,100.38	1,001.78	1,012.90	1,947.76	2,812.93	1,145.09

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**PUBLIC HEARING MEETING MINUTES – 9/15/2025**					
Presenter or Contact Person:	Sonia S. Flores					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	Board Meeting Minutes for September 15, 2025.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Meeting Minutes					
Recommendation:	**The Administration recommends the approval of the Public Hearing Meeting Minutes for September 15, 2025.**					
Motion:	**I move that the Board approve the attached Public Hearing Meeting Minutes for September 15, 2025.**					

Minutes of Public Hearing Meeting

The Board of Trustees
Little Elm ISD

A Public Hearing Meeting of the Board of Trustees of Little Elm ISD will be held September 15, 2025, beginning at 5:30 PM in the Little Elm ISD Administration Building.

PRESENT: President Mary Watkins, Secretary Ken Beber, Trustee David Montemayor, Trustee Jeff Burton, and Superintendent Michael Lamb.

ABSENT: Vice President DeLeon English, Trustee Jason Olson, and Trustee Alejandro Flores.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068. President Mary Watkins called the meeting to order at 5:30 pm.
2. Introduction and Roll Call
Ms. Sonia S. Flores took roll call.
3. Public Hearing for State Compensatory Education
Mr. Jason Evans briefed the Board with information about this subject.
Little Elm ISD provides opportunities for all students who fail to perform satisfactorily on a state-mandated assessment. This public hearing is to report on the performance of those students.
4. Citizen Input
There was no citizen input.
5. Board Comments.
There were no Board Comments.
6. Adjournment
Secretary Ken Beber made the first motion to adjourn the meeting. Trustee Jeff Burton seconded the motion. The motion passed (4-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English					
Ken Beber	x		x		
Jason Olson					
David Montemayor			x		
Jeff Burton		x	x		
Alejandro Flores					

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**REGULAR BOARD MEETING MINUTES – 9/15/2025**					
Presenter or Contact Person:	Sonia S. Flores					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	Board Meeting Minutes for September 15, 2025.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Meeting Minutes					
Recommendation:	**The Administration recommends the approval of the Regular Board Meeting Minutes for September 15, 2025**					
Motion:	**I move that the Board approve the attached Regular Board Meeting Minutes for September 15, 2025**					

Minutes of Regular Meeting

The Board of Trustees
Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held September 15, 2025, beginning at 6:00 PM in the Little Elm ISD Administration Building.

PRESENT: President Mary Watkins, Vice President DeLeon English, Secretary Ken Beber, Trustee David Montemayor, Trustee Jeff Burton, Trustee Alejandro Flores, and Superintendent Michael Lamb.

ABSENT: Trustee Jason Olson.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068. Board President Mary Watkins called the meeting to order at 6:00 pm.
2. Introduction and Roll Call
Ms. Sonia S. Flores took roll call.
3. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
There was no Citizen Input
4. The Board recessed into Closed Meeting at 6:00 pm in the Board Support Conference Room as permitted by the Texas Open Meetings Act Code Subchapter 551.072 & 551.074.
The Board and Superintendent discussed:
    A. Personnel
    B. Land
    The Board reconvened at 7:04 pm.
5. Pledge of Allegiance
The Board led those present to The United States Flag and The Texas Flag Pledges.
6. Invocation
There was no invocation.
7. Superintendent Spotlight
    A. LEaders of the Pack
    Ms. Asheley Brown presented the Leaders of the Pack to Ms. Helene Berke from Prestick Elementary and to Officer Morris from Brent Elementary.
    B. Students of the Month
    Mr. Donnie Bartlett and Principals presented the Students of the Month award to the September recipients.
8. Reports of the Superintendent

A. Human Resources Services Annual Report

Ms. Asheley Brown shared the following with the Board:

- 2024-2025 Successes!
- Adopt a Lobo
- LEaders of the pack
- Honoree Awards Banquet
- LEISD Career Fairs
- Creating Transportation Services Department
- Opening Lakewood Village Elementary
- Continued successful implementation of Carpool Kudos and Grow Your Home
- 2024-2025 Employee Child Care Program
- ESS 2024-2025 Review
- 2024-2025 Areas of Focus
- 2025-2026 Areas of Focus
- District Stats

B. Class Size Report

Ms. Asheley Brown briefed the Board about the following:

Class Size Report Little Elm ISD 2025 Start of School

- Average Class Size – Elementary
- Average Class Size – Middle School
- Average Class Size – High School

C. Curriculum and Learning Update

Ms. Kim Chow-Jackson & Ms. Amanda Ball presented the following to the Board:

Professional Learning Update

- Professional Learning Highlights
- Program Overview
- Program Goal
- Lobo Welcome Week
- Beginning Teacher Academy
- Mentor Teacher Academy
- Continuous Improvement and Leadership Development

Little Elm ISD Academic Programs Annual Report

- Academic Programs
- Overviews
- Gifted & Talented Capstone Projects
- Needs
- AP Classes
- Program Goals
- Performance Data
- Dual Credit Program
- Needs/Challenges
- Bilingual PreK Program
- ESL Program
- Questions/Comments

9. Action Items

A. Discuss and consider approval of Resolution to Set 2025 Tax Rate

Mr. Jesse Wyse shared the following with the Board:

2025-2026 Fiscal Year

- Homestead Exemption Increase
- Additional Homestead Exemption Increase for Disabled or Over 65
- Total Tax Rate Unchanged

- Shifting Revenue Source – Glass Size Has Not Increased
  Trustee David Montemayor made the following motion September 15, 2025. On this date, we, the Board of Trustees of Little Elm Independent School District, hereby levy or set the tax rate on $100 valuation for the District for tax year 2025 at a total tax rate of $1.2252, to be assessed and collected by the duly specified assessor and collector as follows: $0.7552 for the purpose of maintenance and operations, and $0.47 for the purpose of payment of principal and interest on debts.
  Such taxes are to be assessed and collected by the tax officials designated by the District.
  THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.
  THE TAX RATE WILL EFFECTIVELY BE RAISED BY 7.121 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $50.20.
  These tax rate calculation forms will serve as an appendix to the district's adopted budget.
  Adopted this 15th day of September 2025 by the Board of Trustees.
  Trustee Jeff Burton seconded the motion. The motion passed (6-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English			x		
Ken Beber			x		
Jason Olson					
David Montemayor	x		x		
Jeff Burton		x	x		
Alejandro Flores			x		

10. Consent Agenda
    A. Discuss and consider approval of Public Hearing Minutes - August 18, 2025
    B. Discuss and consider approval of Regular Meeting Minutes - August 18, 2025
    C. Discuss and consider approval of HB3372 Administrator Outside Contract Work Approval
    D. Discuss and consider the Maximum Class Size Exemptions - Class Size Waivers
    E. Discuss and consider approval of Little Elm ISD Expenditures over $100,000 Summary Report
    F. Discuss and consider approval of Little Elm ISD Interlocal Summary Report
    G. Discuss and consider approval of Financial Reports
    H. Discuss and consider approval of Request for Proposal #2024-005 Food Catering Services
    Trustee Jeff Burton made the first motion to approve the Consent Agenda as submitted.
    Vice President DeLeon English seconded the motion. The motion passed (6-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English			x		
Ken Beber			x		
Jason Olson					
David Montemayor	x		x		
Jeff Burton		x	x		
Alejandro Flores			x		

11. Board President Comments
Ms. Mary Watkins thanked her peers for attending and learning at the conference and reminded the public about Homecoming.
12. Board Comments
Vice President DeLeon English thanked the District for what they are doing.
Trustee David Montemayor mentioned that the Band is off to a great start and he is looking forward to the Marching Season and Football Season.
Secretary Ken Beber welcomed everyone back and congratulated the Leaders of the Pack and Students of the Month recipients. Mr. Beber mentioned the 100% Board attendance at the conference and thanked Trustee Jason Olson for being the delegate.
Trustee Jeff Burton mentioned that he volunteered at Chavez Elementary and the energy was amazing. Mr. Burton encouraged everyone to participate at the Homecoming Parade and to attend the Football Games.
13. Superintendent Comments
Mr. Michael Lamb mentioned the following:

- Thanks Sonia for everything you do and I love her to dead
- Thanks Board for participating in the conference and get the needed training
- Thanks Board for your dedication
- Training and lots of new laws
- We have a list of more than 130 laws we need to apply
- I appreciate Cabinet for all the work on this new laws
- Thanks to all of you!
- Great Day to be a Lobo!

14. Adjournment
Vice President DeLeon English made the first motion to adjourn the meeting. Trustee David Montemayor seconded the motion. The motion passed (6-0).
The Meeting adjourned at 8:42 pm.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English	x		x		
Ken Beber			x		
Jason Olson					
David Montemayor		x	x		
Jeff Burton			x		
Alejandro Flores			x		

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**SPECIAL MEETING MINUTES – 9/29/2025**					
Presenter or Contact Person:	Sonia S. Flores					
Policy/Code:	N/A					
Strategic Plan Goal:	N/A					
Summary:	Board Meeting Minutes for September 29, 2025.					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Meeting Minutes					
Recommendation:	**The Administration recommends the approval of the Special Meeting Minutes for September 29, 2025.**					
Motion:	**I move that the Board approve the attached Special Meeting Minutes for September 29, 2025.**					

Minutes of Special Meeting

The Board of Trustees
Little Elm ISD

A Special Meeting of the Board of Trustees of Little Elm ISD will be held September 29, 2025, beginning at 5:00 PM in the Little Elm ISD Administration Building.

PRESENT: President Mary Watkins, Secretary Ken Beber, Trustee David Montemayor, Trustee Jeff Burton, and Superintendent Michael Lamb.

ABSENT: Vice President DeLeon English, Trustee Jason Olson, and Trustee Alejandro Flores.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068. President Mary Watkins called the meeting to order at 5:32 pm.
2. Introduction and Roll Call
Ms. Sonia S. Flores took roll call.
3. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
There was no citizen input.
4. Action Items
   A. Discuss and consider approval of SB13 Acquisition of Library Books
   Dr. Penny Tramel briefed the Board about this item. As a result of SB13 from the 89th Legislative Session, we are required to have a process for library acquisition in place and post potential books for acquisition on the website for 30 days prior to the Board approving the purchase of the books. The Board may deny and book on the list for purchase based on community values and the developmental appropriateness of the material.
   Secretary Ken Beber made the first motion to approve this item as submitted. Trustee Jeff Burton seconded the motion. The motion passed (4-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English					
Ken Beber	x				
Jason Olson					
David Montemayor		x			
Jeff Burton			x		
Alejandro Flores					

B. Discuss and consider approval of Certification where Little Elm ISD is in Compliance with the DEI and CRT Ban

Mr. Michael Lamb approached the Board about this item. Superintendent shall certify to TEA that Little Elm ISD is in compliance with DEI and CRT ban; certification must be approved by the Board of Trustees.

Secretary Ken Beber made the first motion to approve this item as submitted. Trustee David Montemayor seconded the motion. The motion passed (4-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English					
Ken Beber	x		x		
Jason Olson					
David Montemayor		x	x		
Jeff Burton			x		
Alejandro Flores					

C. Discuss and consider approval of Reclassification of Special Populations Instructional Assistant Position

Trustee Jeff Burton made a motion to move this item to be first under action items. Secretary Ken Beber seconded the motion. The motion passed (4-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English					
Ken Beber		x	x		
Jason Olson					
David Montemayor			x		
Jeff Burton	x		x		
Alejandro Flores					

Ms. Asheley Brown approached the Board about this item. As the needs of our special education students across the district are continuously being assessed and reviewed there is a need for a Special Education instructional assistant position to be reclassified.

Secretary Ken Beber made the motion to approve this item as submitted. Trustee David Montemayor seconded the motion. The motion passed (4-0).

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English					
Ken Beber	x				
Jason Olson					
David Montemayor		x			
Jeff Burton			x		
Alejandro Flores					

5. Board President Comments

There were no Board President Comments.

6. Board Comments
There were no Board Comments.
7. Superintendent Comments
There were no Superintendent Comments.
8. Adjournment
Secretary Ken Beber made the first motion to adjourn the meeting. Trustee Jeff Burton seconded the motion. The motion passed (4-0).
The meeting adjourned at 5:53 pm.

Board Member	Made Motion	2nd Motion	Ayes	Nays	Abstain
Mary Watkins			x		
DeLeon English					
Ken Beber	x				
Jason Olson					
David Montemayor		x			
Jeff Burton			x		
Alejandro Flores					

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	

Subject: **SB13 ACQUISITION OF LIBRARY BOOKS**

Presenter or Contact Person: Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning

Policy/Code: EFB (LEGAL) (New policy from TASB expected at the end of September 2025 will include SB13 requirements to be adopted by the Board)

Strategic Plan Goal: We will communicate with the LEISD community to build trust, support, and involvement.

LEISD will engage 100% of students in learning experiences that lead to college, career, and/or military opportunities to ensure all of our students are post-secondary ready upon graduation.

Summary: As a result of SB13 from the 89th Legislative Session, we are required to have a process for library acquisition in place and post potential books for acquisition on the website for 30 days prior to the Board approving the purchase of the books. The Board may deny any book on the list for purchase based on community values and the developmental appropriateness of the material.

Financial Implications: There is no financial impact to the budget.

Attachments: LEISD Library Acquisition List

Recommendation:	**The Administration recommends the Board approve the proposed library book acquisitions posted on the website for public input on September 18, 2025 to align with new legislation.**
Motion:	**I move the Board approve the proposed library book acquisitions posted on the website for public input on September 18, 2025 to align with new legislation as presented.**

Elementary Book List Posted Sept. 18, 2025

Book Title	Author	Date Posted
13th Street - Battle of the Bad-Breath Bats	David Bowles	9/18/2025
A Whole New Ballgame	Phil Bildner	9/18/2025
A-Ztec: A Bilingual Alphabet Book	Emmanuel Valtierra	9/18/2025
Adventures at Hound Hotel - Fearless Freddie	Shelley Swanson Sateren	9/18/2025
After-School Heroes - Reptil and Ghost-Spider Join Forces	Mackenzie Cadenhead	9/18/2025
Aggie and the Ghost	Matthew Forsythe	9/18/2025
All About Antarctica	Marc Martin	9/18/2025
Andy McBean - Time Out!	Margery Cuyler	9/18/2025
Animal Superpowers	Christopher Hernandez	9/18/2025
Anomalies 53: Into the Shadows	Angela Cervantes	9/18/2025
Are We Alone? Searching for Life Beyond Earth with the Planetary Society	Bruce Betts, PhD	9/18/2025
Are We There Yet?	Bridget Taylor	9/18/2025
Backpack Explorer: On the Nature Trail: What Will You Find?	Editors of Storey Publishing	9/18/2025
Big and Noisy Simon	Joseph Wallace	9/18/2025
Big Jim Believes (Dogman Series)	Dav Pilkey	9/18/2025
Bittersweet: Based on the True Tale of the Berlin Candy Bombers	Christy Mandin	9/18/2025
Black Panter - Battle for Wakanda	Brandon T. Snider	9/18/2025
Bluey: Bus	Penguin Young Readers	9/18/2025
Bluey: Grannies	Penguin Young Readers	9/18/2025
Bluey: The Beach	Penguin Young Readers	9/18/2025
Camping Activities for Kids: 20 Hands-On Projects to Explore Nature	Steve Lemig	9/18/2025
Can I Play with a Monster?	Mary Atkinson	9/18/2025
Casey's Cases: Everything is Terrible	Kay Healy	9/18/2025
Cat Nap	Brian Lies	9/18/2025
Clark the Shark Lost and Found	Bruce Hale	9/18/2025
Clark the Shark Tooth Trouble	Bruce Hale	9/18/2025
Clifford Makes the Team	Norman Bridwell	9/18/2025
Constellations for Kids: An Easy Guide for Discovering the Stars	Kelsey Johnson	9/18/2025
Deadly and Dangerous Animals	Ben Rothery	9/18/2025
Defender of the Realm	Mark Huckerby and Nick Ostler	9/18/2025
Detective Beans: Adventures in Cat Town	Li Chen	9/18/2025
Diary of a Nature Nerd	Tiffany Everett	9/18/2025
Diary of a Roblox Pro - Monster Escape	Ari Avatar	9/18/2025
Diary of a Wimpy Kid #20	Jeff Kinney	9/18/2025
Disaster Strikes - Blizzard Night	Marlane Kennedy	9/18/2025
Disaster Strikes - Volcano Blast	Marlane Kennedy	9/18/2025

Do Frogs Drink Hot Chocolate? How Animals Keep Warm	Etta Kaner	9/18/2025
Dragon Flower	Chen Jiang Hong	9/18/2025
Dragon Kingdom of Wrenly book 11, The Dead of Light	Jordan Quinn	9/18/2025
Dragon Masters - Jewel of the Sand Dragon	Tracey West	9/18/2025
Duck, Duck, Dinosaur Snowy Surprise	Kallie George	9/18/2025
El Turno de John	Mac Barnett	9/18/2025
Eliza Boom - My Super-Spy Diary	Emily Gale	9/18/2025
Endangered Animals	Faith McNulty	9/18/2025
Field Trip to Dinosaur Valley	John Hare	9/18/2025
Find Out About Animal Camouflage	Marktin Jenkins	9/18/2025
Flip and Fin Super Sharks to the Rescue!	Timothy Gill	9/18/2025
Fur, Feathers, or Fins?	Bailey Carroll	9/18/2025
Good Dog - The Bark Park	Cam Higgins	9/18/2025
Gus Grows a Plant	Frank Remkiewicz	9/18/2025
Hardy Boys Clue Book #6 - A Skateboard Cat-astrophe	Franklin W. Dixon	9/18/2025
Hardy Boys Clue Book #7 - The Pirate Ghost	Franklin W. Dixon	9/18/2025
Hardy Boys Clue Book #8 - The Time Warp Wonder	Franklin W. Dixon	9/18/2025
Hardy Boys Clue Book #9 - Who Let the Frogs Out?	Franklin W. Dixon	9/18/2025
He L'il D! It's All in the Name	Bob Lanier and Heather Goodyear	9/18/2025
Help Me Find My Hamster!	Brooke Hartman	9/18/2025
Hermana pegajosa	Ana Siqueira	9/18/2025
Héroes de la Esperanza	Margarita Engle	9/18/2025
Hippo and Rabbit in 3 More Tales - Brave Like Me	Jeff Mackq	9/18/2025
Hombre Perrro: Juan el Grande, el Comienzo	Dav Pilkey	9/18/2025
How Birds Sleep	David Obuchowski	9/18/2025
Hunter and His Amazing Remote Control	Lori Ann Copeland and Brian Dumm	9/18/2025
I am Dolly Parton	Brad Meltzer	9/18/2025
I am Ingrid: the Adventres of the World's Greatest Guide Dog	Aria Mia Loberti	9/18/2025
I am Simone Biles	Brad Meltzer	9/18/2025
I Hear the Snow, I Smell the Sea	Janice Milusich	9/18/2025
I Really Want the Cake	Simon Philip	9/18/2025
I Really Want to Share	Simon Philip	9/18/2025
I Really Want to Shout	Simon Philip	9/18/2025
I Really Want to Win	Simon Philip	9/18/2025
India (Blastoff! Readers)	Jim Bartelli	9/18/2025
Junior Monster Scouts - The Incredible Shrinking Grump	Joe McGee	9/18/2025
Just a worm	Marie Boyd	9/18/2025
Kids Book of Gross Facts and Feats	Todd Strasser	9/18/2025

Lena the Chicken (But Really a Dinosaur!)	Linda Bailey	9/18/2025
Little Acorn	Melanie Joyce	9/18/2025
Lucy Lancaster is Totally in Control	Willow Coven	9/18/2025
Miss Banks Pulls Lots of Pranks	Dan Gutman	9/18/2025
Monster Blood: Goosebumps Graphic Novel #2	Maddi Gonzalez	9/18/2025
Muhammad Ali	Josh Gregory	9/18/2025
Muzoon: From Refugee to Leader	Muzoon Almellehan	9/18/2025
My Mad Scientist Mom - No More Mr. Nice Guy	Jarrett Lerner	9/18/2025
National Archive Hunters	Matthew Landis	9/18/2025
National Geographic Kids Cats vs. Dogs	Elizabeth Carney	9/18/2025
National Geographic Kids Dinosaurs	Kathleen Weidner Zoehfeld	9/18/2025
National Geographic Kids Ink!	Stephanie Warren Drimmer	9/18/2025
National Geographic Kids Rocks and Minerals	Kathleen Weidner Zoehfeld	9/18/2025
National Geographic Kids Space Encyclopedia 2nd ed	National Geographic Kids	9/18/2025
National Geographic Little Kids First Big Book of Reptiles and Amphibians	National Geographic Kids	9/18/2025
Never Girls Book Series [14-item series]	Kiki Thorpe	9/18/2025
Niña del pueblo de floricanto	Gloria Amescua	9/18/2025
No Kisses, Please!	Hans Wilhelm	9/18/2025
No More Gnomes	Beth Mills	9/18/2025
Old Enough to Make a Difference: Be Inspired by Real-Life Children Building a	Rebecca Hui	9/18/2025
Pete the Cat Secret Agent	Kimberly and James Dean	9/18/2025
Pete the Kitty and the Unicorn's Missing Colors	Kimberly and James Dean	9/18/2025
Pets Rule #4: The Rise of the Goldfish	Susan Tan & Wendy Tan Shiau Wei	9/18/2025
Pets Rule #5: Invasion of the Pugs	Susan Tan & Wendy Tan Shiau Wei	9/18/2025
Pets Rule #7: Revenge of the Raccoons	Susan Tan & Wendy Tan Shiau Wei	9/18/2025
Pets Rule #8: Beware of the Dino-Snake	Susan Tan & Wendy Tan Shiau Wei	9/18/2025
Pig Played	Cynthia Rothman	9/18/2025
Pocket Bear	Katherine Applegate	9/18/2025
Pumpkin and Beetle: Two Vampire Cats	Jannie Ho	9/18/2025
Race the Wild - Mountain Mission	Kristin Earhart	9/18/2025
Racing Ace - Ride It! Patch It!	Larry Dane Brimner	9/18/2025
Rafi y Rosi Menu!	Lulu Delacre	9/18/2025
Ratnip - I'm No Scaredy-Rat	Cam Higgins	9/18/2025
Rawr!	Todd H. Doodler	9/18/2025
Remy Sneakers vs. the Robot-Rats	Kevin Sherry	9/18/2025
Robots	Gail Tuchman	9/18/2025
Scribble and Ink Adopt a Pet Rock	Ethan Long	9/18/2025
Scribble and Ink Doodles for Two	Ethan Long	9/18/2025

Scribbles and Ink	Ethan Long	9/18/2025
Scribbles and Ink, Out of the Box	Ethan Long	9/18/2025
Sib Squad: Flying High	Steve Breen	9/18/2025
Snowshoe Kate and the Hospital Built for Pennies	Margi Preus	9/18/2025
Sounds on the Farm	Alex Ives	9/18/2025
Spark	Kallie George	9/18/2025
Splat the Cat A Whale of a Tale	Rob Scotton	9/18/2025
Splat the Cat Gets a Job!	Rob Scotton	9/18/2025
Start with a Teapot: An Unexpected Guide to the Art of Drawing	Enric Lax	9/18/2025
Summer Camp Secrets - Acting Out	Katy Grant	9/18/2025
Summer Camp Secrets - Fearless	Katy Grant	9/18/2025
Summer Camp Secrets - Friends Forever	Katy Grant	9/18/2025
Summer Camp Secrets - Pranked	Katy Grant	9/18/2025
Summer Camp Secrets - Rumors	Katy Grant	9/18/2025
Tate Tuber, Space Spud	Michael Slack	9/18/2025
Team Awkward - Leah vs. Art	Joy McCullough and Veeda Bybee	9/18/2025
The 13th Day of Christmas	Adam Rex	9/18/2025
The 50 States: Explore the U.S.A. with 50 fact-filled maps!	Gabrielle Balkan	9/18/2025
The Big Empty: A Sagebrush Survival Story	Kirbi Fagan	9/18/2025
The Book of Candles: Eight Poems for Hanukkah	Laurel Snyder	9/18/2025
The Boxcar Children	Gertrude Chandler Warner	9/18/2025
The Coolest Stuff on Earth: A Closer Look at the Weird, Wild, and Wonderful	National Geographic Kids	9/18/2025
The DATA Set - The Revenge of Dr. von Naysayer	Ada Hopper	9/18/2025
The Deadliest: Sea Creature	Eleanor Spicer Rice	9/18/2025
The Deep Dish on Pizza!	Stephen Krensky	9/18/2025
The Everything Trail	Meg Fleming	9/18/2025
The Face in the Mirror and Other Scary Stories	Mister Shivers	9/18/2025
The High-Flying, Deep-Diving Adventures of Kathy Sullivan	Diane Stanley	9/18/2025
The House Next Door	Ellen Oh	9/18/2025
The Mysteries of the Universe: Discover the Best-Kept Secrets of Space	Dk Children's Anthologies	9/18/2025
The Puppy Place - Mocha	Ellen Miles	9/18/2025
The Seeking Tree- Award-Winning Story that showcases the Beauty of Animal	Jodi Dee	9/18/2025
The Shark Who Was Afraid of the Dark	Michael Patrick Soos	9/18/2025
The Six Triple Eight: A True Story of the Black Woman Battalion of WWII	Tonya Abari	9/18/2025
The Spy in the Museum: How Rose Valland Saved Arts from the Nazis	Erin McGuire	9/18/2025
The True and Lucky Life of a Turtle	Sy Montgomery	9/18/2025
The Truth and Myths about American Heroes	L. A. Peacock	9/18/2025
The Truth and Myths about Disasters	L. A. Peacock	9/18/2025

This is Orange: A Field Trip Through Color	Rachel Poliquin	9/18/2025
Tom Swift Inventors' Academy - The Blurred Blogger	Victor Appleton	9/18/2025
Tomatoes on Trial: The Fruit v. Vegetable Showdown	Lindsay H. Metcalf	9/18/2025
Too Tall Houses	Gianna Marino	9/18/2025
Transformers EarthSpark - Chaos in Witwicky!	Ryder Windham	9/18/2025
Troubling Tonsils!	Aaron Reynolds	9/18/2025
True Tales of Animal Heroes	Allan Zullo	9/18/2025
Unmasking the Science of Superpowers!	Jordan D. Brown	9/18/2025
Unsettling Salad!	Aaron Reynolds	9/18/2025
Up in the Blue Sky: Journey from the Earth's Surface to Outer Space	Gianumberto Accinelli	9/18/2025
Visual Explorers Space	Scholastic	9/18/2025
Watt's Up? Electricity at Work	Jenny Mason	9/18/2025
What If We Had a Pet Shark?	Deanna Chesley	9/18/2025
What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?	Jean Stangl	9/18/2025
Women in the American Revolution	Therese Shea	9/18/2025
X-treme Sports	Vanesssa York	9/18/2025
Zip Zap Wickety Wack	Matthew Diffee	9/18/2025
Zoology: Inside the Secret World of Animals	DK Publishing & Smithsonian Institut	9/18/2025

Middle School Book List Posted Sept. 18, 2025

Book Title	Author	Date Posted
Detective Dogs	Alison Pearce Stevens	9/18/2025
How the Ghost Army Hoodwinked Hitler: The Story of American Artistry and Deception in W	Rebecca Siegal	9/18/2025
My Sister the Werebeast	Alina Tysoe	9/18/2025
Alma de elefante	Andrea Maceiras	9/18/2025
Boris y las voces ancestrales	Agustina Tocalli-Beller	9/18/2025
Bruma, orgullosamente rara	Giovanna Zuluaga	9/18/2025
Cuentos sagrados de América	David Garcia Esperon Bowles	9/18/2025
El cartero de Bagdad	Marcos Calveiro Sanchez	9/18/2025
El muro que nos separa	Dan Smith	9/18/2025
El ruido del mar al anochecer	Clara Lucia Perez Arroyave	9/18/2025
El secreto del contrabandista	Elly Griffiths	9/18/2025
El signo prohibido	Rodrigo Munoz Avia	9/18/2025
Escalofríos en Halloween	Lucia Vaccarino	9/18/2025
Felice y La Llorona	Diana Lopez	9/18/2025
Isla de leones	Margarita Engle	9/18/2025
Jane Doe y el origen de los mundos	Jeremy Lachlan	9/18/2025
La chica de la ventana	Xavier Estevez	9/18/2025
La chica más rara del mundo	Mariano Cattaneo	9/18/2025
La hora de la medianoche	Benjamin Read	9/18/2025
La niña y el rey dragón	Iliana Prieto	9/18/2025
La princesa inca	Ana Alonso	9/18/2025
Los post-its del señor Noestoy	Tina Valles	9/18/2025
Los tres peregrinos	Ana Alonso	9/18/2025
Nadie tiene que saberlo	Sonia Santoro	9/18/2025
Padres padrísimos, S.A	Jaime Alfonso Sandoval	9/18/2025
Por las rutas del cóndor	Ana Carlota Gonzalez	9/18/2025
Siete habitaciones a oscuras	Various	9/18/2025
Tiempo de nubes negras	Manuel L. Alonso	9/18/2025
Veinte historias de fantasmas	Dario Jaramillo Agudelo	9/18/2025
Bang! León y la cámara mágica	Ninuk Niduoh	9/18/2025
Beverly, aquí mismo	Kate DiCamillo	9/18/2025
Boris y el ajolote albino	Agustina Tocalli-Beller	9/18/2025
Crecer siendo cubano	Sonia Manzano	9/18/2025
El Capitán Zheimer	Nacho Golfe	9/18/2025
El misterio Velazquez	Eliacer Cansino	9/18/2025
El oro de los sueños	Jose Maria Merino	9/18/2025
Historias de la Atlántida	Maria Garcia Esperon	9/18/2025
Kafka y la muñeca viajera	Jordi Sierra i Fabra	9/18/2025
La conseguidora	Pablo Ferradas	9/18/2025
La maldición del hombre pingüino	Allan Woodrow	9/18/2025
La suerte está echada	Espido Freire	9/18/2025
Las venas de la montaña negra	Alfredo Gomez Cerda	9/18/2025
Le dicen fregona	David Bowles	9/18/2025
Los mapas del agua	Ricardo Gomez	9/18/2025

Book Title	Author	Date Posted
Naunet y el mar	Miguel Rojo	9/18/2025
Sed	Varsha Bajaj	9/18/2025
Tengo un papá que corre	Daniel Olmos	9/18/2025
Un fantasma en el jardín	Elly Griffiths	9/18/2025
Yo, Juan de Pareja	Elizabeth Borton de Trevino	9/18/2025
Backpack Explorer: On the Nature Trail: What Will You Find?	Editors of Storey Publishing	9/18/2025
Camping Activities for Kids: 20 Hands-On Projects to Explore Nature	Steve Lemig	9/18/2025
The 50 States: Explore the U.S.A. with 50 fact-filled maps!	Gabrielle Balkan	9/18/2025
The Seeking Tree- Award-Winning Story that showcases the Beauty of Animals, Nature, and	Jodi Dee	9/18/2025
Moving to Mars: Building a Colony on the Red Planet	Sheddad Kaid-Salah Ferrón	9/18/2025
The Academy	T.Z Layton	9/18/2025
How to Say Goodbye in Cuban	Daniel Miyares	9/18/2025
Sole Survivor	Norman Ollestad, Brendan Kiely	9/18/2025
Facing Feelings: Inside the World of Raina Telgemeier	Raina Telgemeier	9/18/2025
Omnibird: An Avian Investigator's Handbook	Giselle Clarkson	9/18/2025
Rodeo Hawkins and the Daughters of Mayhem	John Claude Bemis	9/18/2025
Mushrooms and Company: How a Marvelously Moldy Network Supports Life on Earth	Geert-Jan Roebers	9/18/2025
History Smashers: Ancient Egypt	Kate Messner	9/18/2025
Kindred Dragons	Sarah Mensinga	9/18/2025
Oh Give Me A Home	Jane Kurtz	9/18/2025

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In the Name of Freedom: A Political Dissident's Fight for Human Rights	Enes Kanter Freedom	9/18/2025
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Brown V. Board Of Education	Kathy Furgang	9/18/2025
Bulos Científicos (Scientific Hoaxes)	Alexandre Lopez-Borrull	9/18/2025
Careers	Various	9/18/2025
Carving Shadows Into Gold	Brigid Kemmerer	9/18/2025
Chicken Soup For The Soul - Teens Talk Growing Up	Jack ; Hansen Canfield	9/18/2025
Children Of The Black Glass	Anthony Peckham	9/18/2025
Citizenship In The 21st Century	Martin Gitlin	9/18/2025
Cold Case Closed	Sarah Eason	9/18/2025
Country Music	Saidian Siyavush, Tamra Orr	9/18/2025
Courting Darkness	Robin LaFevers	9/18/2025
Criminal Profiling: Searching For Suspects	Christine Honders	9/18/2025
Crowdfunding	Various	9/18/2025
Cuentos Sagrados De América (The Sea-Ringed the World)	Maria Garcia Esperon, David Bowles	9/18/2025
Cult Leaders	Various	9/18/2025
Daniel Half Human	David Chotjewitz	9/18/2025

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Deception: Why Do People Lie?	Michelle R. Prather	9/18/2025
Decision Points	George W. Bush	9/18/2025
Dragon Teeth	Michael Crichton	9/18/2025
Early Battles Of The Civil War	Kelsey Jopp	9/18/2025
Eight Will Fall	Sarah Harian	9/18/2025
El Corazón De Voltaire (Voltaire's Heart)	Luis Lopez Nieves	9/18/2025
El Héroe Invisible (The Invisible Hero)	Luca Cognolato, Silvia del Francia	9/18/2025
El Palacio De Los Cranks (Crank Palace)	James Dashner	9/18/2025
El Soñador Imposible (Mr. Impossible)	Stiefvater Maggie	9/18/2025
El Taj Mahal (The Taj Mahal)	Rik Hoskin	9/18/2025
Ever Cursed	Corey Ann Haydu	9/18/2025
Everything You Need To Know About Anger Management	Corona Brezina	9/18/2025
Facing The Lion	Joseph Lemasolai Lekuton	9/18/2025
Facts Of Life	Gary Soto	9/18/2025
Failure: Business Blunders	Kristy Stark	9/18/2025
Famous	Todd Strasser	9/18/2025
Fearless Females	Marta Breen	9/18/2025
Final Draft	Riley Redgate	9/18/2025
First Crossing	Various	9/18/2025
Flannery	Lisa Moore	9/18/2025
Food Safety: Saving Lives	Juliana Burkhart	9/18/2025
Foreshadow	Various	9/18/2025
Forever In Blue	Ann Brashares	9/18/2025
Forged By Fire	Sharon M. Draper	9/18/2025
Free Speech In The Digital Age	Michelle Denton	9/18/2025
Fresh Ink	Various	9/18/2025
Frida Kahlo	Matt Doeden	9/18/2025
From 1000 To The 1800s: Guido D'arezzo To Frederic Chopin	Gini Gorlinski	9/18/2025
Fx! Computer-Generated Imagery	Timothy J. Bradley	9/18/2025
Gifted	H.A. Swain	9/18/2025
Gilded	Marissa Meyer	9/18/2025
Girl In Pieces	Kathleen Glasgow	9/18/2025
Gladiators	Natalie Hyde	9/18/2025
Gleanings	Neal Shusterman	9/18/2025
Goldstrike	Matt Whyman	9/18/2025
Grace Hopper	Xina M. ; Marx Uhl	9/18/2025
Guava And Grudges	Alexis Castellanos	9/18/2025
Guía Para Confiar En Ti Misma (Confidence Guide)	Barbara Mielh	9/18/2025
Hacking Fashion: Denim	Kristin Fontichiaro	9/18/2025
Halfway There	Christine Mari	9/18/2025
Harlem Stomp!	Laban Carrick Hill	9/18/2025
Haunting The Deep	Adriana Mather	9/18/2025
Heroines, Rescuers, Rabbis, Spies	Sarah Silberstein Swartz	9/18/2025
Hex You	P.C. Cast	9/18/2025

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High Spirits	Camille Gomera-Tavarez	9/18/2025
Hija De Esparta (Daughter of Sparta)	Claire M. Andrews	9/18/2025
Hip-Hop	Vanessa Oswald	9/18/2025
History Comics: Ellis Island	Felipe Galindo Feggo	9/18/2025
History Comics: World War Ii	Kate Hannigan	9/18/2025
Hold Still	Nina LaCour	9/18/2025
Hooper	Geoff Herbach	9/18/2025
Horace Pippin	Charlotte Etinde-Crompton	9/18/2025
Horde	Ann Aguirre	9/18/2025
How To Argue With A Cat	Jay Heinrichs	9/18/2025
How To Survive Your Murder	Danielle Valentine	9/18/2025
Hurricane Summer	Asha Ashanti Bromfield	9/18/2025
I Am Being Cyberbullied: What's Next?	C. R. McKay	9/18/2025
I Am Still Alive	Kate Alice Marshall	9/18/2025
I Have Depression: What's Next?	Elizabeth Krajnik	9/18/2025
I Woke Up Dead At The Mall	Judy Sheehan	9/18/2025
Ida, In Love And In Trouble	Veronica Chambers	9/18/2025
Identifying And Documenting A Community Problem For A Political Campaign	Angie Timmons	9/18/2025
Immigration Bans	Elizabeth Schmermund	9/18/2025
Immortal Dark	Tigest Girma	9/18/2025
Imposters Among Us	Virginia Loh-Hagan	9/18/2025
India In Ancient Times	Cecilia Jennings	9/18/2025
Inheritance And Variation Of Traits	Don Rauf	9/18/2025
Internment	Samira Ahmed	9/18/2025
Interpreting The Bill Of Rights	Avery Elizabeth Hurt	9/18/2025
Interstellar Manned Space Travel	Jeri Freedman	9/18/2025
It's Kind Of A Funny Story	Ned Vizzini	9/18/2025
James Till And Ernest Mcculloch	Elissa Thompson	9/18/2025
Jim Thorpe: Original All-American	Joseph Bruchac	9/18/2025
Jinx	P.C. Cast	9/18/2025
Jobs In The Court System	Kathleen A. Klatte	9/18/2025
Just Mercy	Bryan Stevenson	9/18/2025
Kind Of Sort Of Fine	Spencer Hall	9/18/2025
King's Cage	Victoria Aveyard	9/18/2025
La Amistad Paso A Paso (Friendship Step By Step)	Odile Amblard	9/18/2025
La Droga Nos Concierne A Todos (Drugs Concern Us All)	Pierre Mezinski	9/18/2025
La Increíble Medicina (Amazing Medicine)	Anna Bartosik	9/18/2025
La Invocación De Ion (Ion's Invocation)	Manuel Gutierrez	9/18/2025
La Primera Guerra Mundial (World War I)	Jose Emilio Castello	9/18/2025
La Quinta Ola (The Fifth Wave)	Rick Yancey	9/18/2025
Life Strategies For Teens	Jay McGraw	9/18/2025
Like Spilled Water	Jennie Liu	9/18/2025
Lin-Manuel Miranda	Heather E. Schwartz	9/18/2025
Living Beyond Borders	Various	9/18/2025

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Living Through The Post 9/11 Era	Linden McNeilly	9/18/2025
Llama Al Halcón (Call Down the Hawk)	Stiefvater Maggie	9/18/2025
Longboarding	Mary-Lane Kamberg	9/18/2025
Los 7 Habitos De Los Adolescentes Altamente Efectivos	Sean Covey	9/18/2025
Los Mapas Del Agua (The Water Maps)	Ricardo Gomez	9/18/2025
Lost In Space Hacks	Virginia Loh-Hagan	9/18/2025
Lupin. Jaque A La Reina (Lupin: Queen Check)	Bertrand Puard	9/18/2025
Malala, Mi Historia (I Am Malala: Young Reader Edition)	Malala Yousafzai	9/18/2025
Mar De Acero (Steel Tide)	Natalie C. Parker	9/18/2025
Más Allá De Mí (Reaching Out)	Francisco Jimenez	9/18/2025
Mass Incarceration	Tom Head	9/18/2025
Medical Treatments	Various	9/18/2025
Memoirs Of A Teenage Amnesiac	Gabrielle Zevin	9/18/2025
Mil Pajaros De Papel (One Thousand Paper Cranes)	Takayuki Ishi	9/18/2025
Miles Davis	Charlotte Etinde-Crompton, Samuel Willarc	9/18/2025
Miracle At St. Anna	James McBride	9/18/2025
Monument 14	Emmy Laybourne	9/18/2025
Most Likely	Sarah Watson	9/18/2025
Murder On A School Night	Kate Weston	9/18/2025
Mysteries Of Thorn Manor	Margaret Rogerson	9/18/2025
Nat Turner	Kyle Baker	9/18/2025
Never Never	Serena Valentino	9/18/2025
Never To Forget: The Jews Of The Holocaust	Milton Meltzer	9/18/2025
Nevertheless, We Persisted: 48 Voices Of Defiance, Strength, And Courage	Various	9/18/2025
Nigeria Jones	Ibi Zoboi	9/18/2025
Nosotras Antes Y Después (Break the Fall)	Jennifer Iacopelli	9/18/2025
Not Nothing	Gayle Forman	9/18/2025
Nothing But The Truth (And A Few White Lies)	Julie Chen	9/18/2025
Nothing Can Possibly Go Wrong	Prudence Shen	9/18/2025
Nuclear Explosion Hacks	Virginia Loh-Hagan	9/18/2025
Nuclear Weapons	Erica Grove	9/18/2025
Numb To This	Kindra Neely	9/18/2025
Obsessed	Allison Britz	9/18/2025
Obsidio	Amie ; Kristoff Kaufman	9/18/2025
Of Dreams And Destiny	Sandhya Menon	9/18/2025
Once Upon A Quinceanera	Julia Alvarez	9/18/2025
Online Filter Bubbles	Paula Johanson	9/18/2025
Only She Came Back	Margot Harrison	9/18/2025
Our Broken Earth	Demitra Lunetta	9/18/2025
Our Stories, Our Voices	Various	9/18/2025
Padre Rico Padre Pobre Para Jovenes (Rich Dad Poor Dad for Teens)	Robert Kiyosaki	9/18/2025
Pandemics	Jill Keppeler	9/18/2025
Ponte En Mi Lugar (If You Were Me)	Sam Hepburn	9/18/2025
Pretty Little Liars	Sara Shepard	9/18/2025

Book Title	Author	Date Posted
Primero Pide Perdón (Saint Anything)	Sarah Dessen	9/18/2025
Prison Island	Colleen Frakes	9/18/2025
Promises To Keep: How Jackie Robinson Changed America	Sharon Robinson	9/18/2025
Puzzled	Pan Cooke	9/18/2025
Quarterback	John Feinstein	9/18/2025
Quicksand Pond	Janet Taylor Lisle	9/18/2025
Racism	Anitra Budd	9/18/2025
Reggie And Delilah's Year Of Falling	Elise Bryant	9/18/2025
Remember The Alamo!: The Battle For Texas Independence	Karen Clemens Warrick	9/18/2025
Rosa Parks: La Lucha Contra El Racismo (Rosa Parks: The Fight Against Racism)	Paola Capriolo	9/18/2025
Rugby Rivals	Mike Levitt	9/18/2025
Ruin Road	Lamar Giles	9/18/2025
Sacagawea, Meriwether Lewis, And William Clark	Sheila Llanas	9/18/2025
Sally Jones And The False Rose	Jakob Wegelius	9/18/2025
Sarah's Key	Tatiana de Rosnay	9/18/2025
Schizophrenia When Reality Becomes Distorted	Michelle Harris	9/18/2025
Scorpion Shards	Neal Shusterman	9/18/2025
Se Un Adolescente Feliz (Being a Happy Teen)	Andrew Matthews	9/18/2025
Ser María (Becoming Maria: Love and Caos in the Bronx)	Sonia Manzano	9/18/2025
Serena Williams	Various	9/18/2025
Shades Of Rust And Ruin	A.G. Howard	9/18/2025
Shadow Of The Dragon	Sherry Garland	9/18/2025
Shattering Sounds	Mike Clark	9/18/2025
She Is A Haunting	Trang Thanh Tran	9/18/2025
Showdown: Rivalries	Kelli Plasket	9/18/2025
Sia Martinez And The Moonlight Beginning Of Everything	Raquel Vasquez Gilliland	9/18/2025
Sideshow	Various	9/18/2025
Sigmund Freud	Ruth Sheppard	9/18/2025
Simple Acts: The Busy Teen's Guide To Making A Difference	Natalie Silverstein	9/18/2025
Soaring Earth	Margarita Engle	9/18/2025
Social Media Influencers	Various	9/18/2025
Sofi Mendoza's Guide To Getting Lost In Mexico	Malin Alegria	9/18/2025
Soft Power And Diplomacy	Bridey Heing	9/18/2025
Somebody Give This Heart A Pen	Sophia Thakur	9/18/2025
Someday We Will Fly	Rachel DeWoskin	9/18/2025
Space	Erica Grove	9/18/2025
Space Entrepreneurship	Various	9/18/2025
Speaking With Confidence	Amy B. Rogers	9/18/2025
Spells For Lost Things	Jenna Evans Welch	9/18/2025
Spies Of Mississippi	Rick Bowers	9/18/2025
Sports Cheats	Virginia Loh-Hagan	9/18/2025
Stem Careers: Enhancing Engineering	Wendy Conklin	9/18/2025
Steve Jobs	Walter Isaacson	9/18/2025
Storm Of Olympus	Claire M. Andrews	9/18/2025

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Stronger, Faster And More Beautiful	Arwen Elys Dayton	9/18/2025
Super Fly	Jonathan Balcombe	9/18/2025
Surprising Things We Do For Beauty	Monika Davies	9/18/2025
Switchback	Danika Stone	9/18/2025
Taylor Era By Era	Caroline Sullivan	9/18/2025
Ted Williams, My Father	Claudia Williams	9/18/2025
Teens And Social Media	Gary Wiener	9/18/2025
The Academy	Katie Sise	9/18/2025
The Broken Raven	Joseph Elliott	9/18/2025
The Burning Swift	Joseph Elliott	9/18/2025
The Cat King Of Havana	Tom Crosshill	9/18/2025
The Chance You Won't Return	Annie Cardi	9/18/2025
The Children Of Odin	Padraic Colum	9/18/2025
The Code Breaker Young Readers Edition	Walter Isaacson	9/18/2025
The Confession	R.L. Stine	9/18/2025
The Courage To Be Yourself	Al Desetta	9/18/2025
The Crying Rocks	Janet Taylor Lisle	9/18/2025
The Dangers Of Digital Addiction	Amanda Vink	9/18/2025
The Death Penalty	Various	9/18/2025
The Deceiver's Heart	Jennifer A. Nielsen	9/18/2025
The Declaration	Gemma Malley	9/18/2025
The Destruction Of The Inca Civilization	Alexis Burling	9/18/2025
The Duel	Judth St. George	9/18/2025
The Effectiveness Of Alternative Medicine	Lisa Idzikowski	9/18/2025
The Fall Of The Mongol Empire	Jennifer Swanson	9/18/2025
The Killing Code	Ellie Marney	9/18/2025
The Lie Tree	Frances Hardinge	9/18/2025
The Midnight Club	Christopher Pike	9/18/2025
The Opioid Epidemic	Various	9/18/2025
The Physics Of Fun	Carla Mooney	9/18/2025
The Rag And Bone Shop	Robert Cormier	9/18/2025
The Secret Side Of Empty	Maria E. Andreu	9/18/2025
The Secret To Teen Power	Paul Harrington	9/18/2025
The Shadow Road	J.D. Kirchmeier	9/18/2025
The Struggle To Be Strong	Al Desetta	9/18/2025
The Sullivan Sisters	Kathryn Ormsbee	9/18/2025
The Theory Of Everything	J.J. Johnson	9/18/2025
The Traitor's Game	Jennifer A. Nielsen	9/18/2025
The Vietnam War	Tamra B. Orr	9/18/2025
The Vikings	Sarah Eason	9/18/2025
The War To End All Wars	Russell Freedman	9/18/2025
The Warrior's Curse	Jennifer A. Nielsen	9/18/2025
The Way Back	Gavriel Savit	9/18/2025
The Women's Movement And The Rise Of Feminism	Nicole Horning	9/18/2025

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The Woods	R. L. Toalson	9/18/2025
They Broke The Law - You Be The Judge: True Cases Of Teen Crime	Thomas A. Jacobs	9/18/2025
This Is My America	Kim Johnson	9/18/2025
Thomas Alva Edison And Nikola Tesla	Samantha Green	9/18/2025
Those We Drown	Amy Goldsmith	9/18/2025
Tiempo De Veneno (The Poison Season)	Mara Rutherford	9/18/2025
Time Travel	Corona Brezina	9/18/2025
To Be Perfectly Honest	Sonya Sones	9/18/2025
Tornadoes	Kathleen A. Klatte	9/18/2025
Tracking A Killer	Sarah Eason	9/18/2025
Turtle Under Ice	Juleah del Rosario	9/18/2025
Tweet Your Policy	Various	9/18/2025
Twitter Culture: On The Trustworthiness Of Tweets	Carolyn DeCarlo	9/18/2025
Two Sides To Every Murder	Danielle Valentine	9/18/2025
U.S. Political Parties	Philip Wolny	9/18/2025
Una Para Todas (One for All)	Lillie Lainoff	9/18/2025
Una Tarta De Manzana Llena De Esperanza (The Apple Tart of Hope)	Sarah Moore Fitzgerald	9/18/2025
Unclaimed Baggage	Jen Doll	9/18/2025
Up All Night	Various	9/18/2025
Wearing My Mother's Heart	Sophia Thakur	9/18/2025
Yellow Flag	Robert Lipsyte	9/18/2025
Zeroes	Scott Westerfeld	9/18/2025
The Outcast	Taran Matharu	9/19/2025
Boy 21	M Quick	9/19/2025
The Coworker	Frieda Mcfadden	9/19/2025
All the Tomorrows After	J Yi	9/19/2025
Animal Farm	G Orwell	9/19/2025
Breath of a Dragon	F Lee	9/19/2025
Clown in a Cornfield	Cesare	9/19/2025
The Elements of Style	W Strunk	9/19/2025
Everything You Wanted to Know About Indians But Were Afraid to Ask -YA	A Treuer	9/19/2025

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Brothers On Three	Abe Streep	9/18/2025
Brown V. Board Of Education	Kathy Furgang	9/18/2025
Bulos Científicos (Scientific Hoaxes)	Alexandre Lopez-Borrull	9/18/2025
Careers	Various	9/18/2025
Carving Shadows Into Gold	Brigid Kemmerer	9/18/2025
Chicken Soup For The Soul - Teens Talk Growing Up	Jack ; Hansen Canfield	9/18/2025
Children Of The Black Glass	Anthony Peckham	9/18/2025
Citizenship In The 21st Century	Martin Gitlin	9/18/2025
Cold Case Closed	Sarah Eason	9/18/2025
Country Music	Saidian Siyavush, Tamra Orr	9/18/2025
Courting Darkness	Robin LaFevers	9/18/2025
Criminal Profiling: Searching For Suspects	Christine Honders	9/18/2025
Crowdfunding	Various	9/18/2025
Cuentos Sagrados De América (The Sea-Ringed the World)	Maria Garcia Esperon, David Bowles	9/18/2025
Cult Leaders	Various	9/18/2025
Daniel Half Human	David Chotjewitz	9/18/2025

Book Title	Author	Date Posted
Deception: Why Do People Lie?	Michelle R. Prather	9/18/2025
Decision Points	George W. Bush	9/18/2025
Dragon Teeth	Michael Crichton	9/18/2025
Early Battles Of The Civil War	Kelsey Jopp	9/18/2025
Eight Will Fall	Sarah Harian	9/18/2025
El Corazón De Voltaire (Voltaire's Heart)	Luis Lopez Nieves	9/18/2025
El Héroe Invisible (The Invisible Hero)	Luca Cognolato, Silvia del Francia	9/18/2025
El Palacio De Los Cranks (Crank Palace)	James Dashner	9/18/2025
El Soñador Imposible (Mr. Impossible)	Stiefvater Maggie	9/18/2025
El Taj Mahal (The Taj Mahal)	Rik Hoskin	9/18/2025
Ever Cursed	Corey Ann Haydu	9/18/2025
Everything You Need To Know About Anger Management	Corona Brezina	9/18/2025
Facing The Lion	Joseph Lemasolai Lekuton	9/18/2025
Facts Of Life	Gary Soto	9/18/2025
Failure: Business Blunders	Kristy Stark	9/18/2025
Famous	Todd Strasser	9/18/2025
Fearless Females	Marta Breen	9/18/2025
Final Draft	Riley Redgate	9/18/2025
First Crossing	Various	9/18/2025
Flannery	Lisa Moore	9/18/2025
Food Safety: Saving Lives	Juliana Burkhart	9/18/2025
Foreshadow	Various	9/18/2025
Forever In Blue	Ann Brashares	9/18/2025
Forged By Fire	Sharon M. Draper	9/18/2025
Free Speech In The Digital Age	Michelle Denton	9/18/2025
Fresh Ink	Various	9/18/2025
Frida Kahlo	Matt Doeden	9/18/2025
From 1000 To The 1800s: Guido D'arezzo To Frederic Chopin	Gini Gorlinski	9/18/2025
Fx!: Computer-Generated Imagery	Timothy J. Bradley	9/18/2025
Gifted	H.A. Swain	9/18/2025
Gilded	Marissa Meyer	9/18/2025
Girl In Pieces	Kathleen Glasgow	9/18/2025
Gladiators	Natalie Hyde	9/18/2025
Gleanings	Neal Shusterman	9/18/2025
Goldstrike	Matt Whyman	9/18/2025
Grace Hopper	Xina M. ; Marx Uhl	9/18/2025
Guava And Grudges	Alexis Castellanos	9/18/2025
Guía Para Confiar En Ti Misma (Confidence Guide)	Barbara Mielh	9/18/2025
Hacking Fashion: Denim	Kristin Fontichiaro	9/18/2025
Halfway There	Christine Mari	9/18/2025
Harlem Stomp!	Laban Carrick Hill	9/18/2025
Haunting The Deep	Adriana Mather	9/18/2025
Heroines, Rescuers, Rabbis, Spies	Sarah Silberstein Swartz	9/18/2025
Hex You	P.C. Cast	9/18/2025

Book Title	Author	Date Posted
High Spirits	Camille Gomera-Tavarez	9/18/2025
Hija De Esparta (Daughter of Sparta)	Claire M. Andrews	9/18/2025
Hip-Hop	Vanessa Oswald	9/18/2025
History Comics: Ellis Island	Felipe Galindo Feggo	9/18/2025
History Comics: World War Ii	Kate Hannigan	9/18/2025
Hold Still	Nina LaCour	9/18/2025
Hooper	Geoff Herbach	9/18/2025
Horace Pippin	Charlotte Etinde-Crompton	9/18/2025
Horde	Ann Aguirre	9/18/2025
How To Argue With A Cat	Jay Heinrichs	9/18/2025
How To Survive Your Murder	Danielle Valentine	9/18/2025
Hurricane Summer	Asha Ashanti Bromfield	9/18/2025
I Am Being Cyberbullied: What's Next?	C. R. McKay	9/18/2025
I Am Still Alive	Kate Alice Marshall	9/18/2025
I Have Depression: What's Next?	Elizabeth Krajnik	9/18/2025
I Woke Up Dead At The Mall	Judy Sheehan	9/18/2025
Ida, In Love And In Trouble	Veronica Chambers	9/18/2025
Identifying And Documenting A Community Problem For A Political Campaign	Angie Timmons	9/18/2025
Immigration Bans	Elizabeth Schmermund	9/18/2025
Immortal Dark	Tigest Girma	9/18/2025
Imposters Among Us	Virginia Loh-Hagan	9/18/2025
India In Ancient Times	Cecilia Jennings	9/18/2025
Inheritance And Variation Of Traits	Don Rauf	9/18/2025
Internment	Samira Ahmed	9/18/2025
Interpreting The Bill Of Rights	Avery Elizabeth Hurt	9/18/2025
Interstellar Manned Space Travel	Jeri Freedman	9/18/2025
It's Kind Of A Funny Story	Ned Vizzini	9/18/2025
James Till And Ernest Mcculloch	Elissa Thompson	9/18/2025
Jim Thorpe: Original All-American	Joseph Bruchac	9/18/2025
Jinx	P.C. Cast	9/18/2025
Jobs In The Court System	Kathleen A. Klatte	9/18/2025
Just Mercy	Bryan Stevenson	9/18/2025
Kind Of Sort Of Fine	Spencer Hall	9/18/2025
King's Cage	Victoria Aveyard	9/18/2025
La Amistad Paso A Paso (Friendship Step By Step)	Odile Amblard	9/18/2025
La Droga Nos Concierne A Todos (Drugs Concern Us All)	Pierre Mezinski	9/18/2025
La Increíble Medicina (Amazing Medicine)	Anna Bartosik	9/18/2025
La Invocación De Ion (Ion's Invocation)	Manuel Gutierrez	9/18/2025
La Primera Guerra Mundial (World War I)	Jose Emilio Castello	9/18/2025
La Quinta Ola (The Fifth Wave)	Rick Yancey	9/18/2025
Life Strategies For Teens	Jay McGraw	9/18/2025
Like Spilled Water	Jennie Liu	9/18/2025
Lin-Manuel Miranda	Heather E. Schwartz	9/18/2025
Living Beyond Borders	Various	9/18/2025

Book Title	Author	Date Posted
Living Through The Post 9/11 Era	Linden McNeilly	9/18/2025
Llama Al Halcón (Call Down the Hawk)	Stiefvater Maggie	9/18/2025
Longboarding	Mary-Lane Kamberg	9/18/2025
Los 7 Habitos De Los Adolescentes Altamente Efectivos	Sean Covey	9/18/2025
Los Mapas Del Agua (The Water Maps)	Ricardo Gomez	9/18/2025
Lost In Space Hacks	Virginia Loh-Hagan	9/18/2025
Lupin. Jaque A La Reina (Lupin: Queen Check)	Bertrand Puard	9/18/2025
Malala, Mi Historia (I Am Malala: Young Reader Edition)	Malala Yousafzai	9/18/2025
Mar De Acero (Steel Tide)	Natalie C. Parker	9/18/2025
Más Allá De Mi (Reaching Out)	Francisco Jimenez	9/18/2025
Mass Incarceration	Tom Head	9/18/2025
Medical Treatments	Various	9/18/2025
Memoirs Of A Teenage Amnesiac	Gabrielle Zevin	9/18/2025
Mil Pajaros De Papel (One Thousand Paper Cranes)	Takayuki Ishi	9/18/2025
Miles Davis	Charlotte Etinde-Crompton, Samuel Willarc	9/18/2025
Miracle At St. Anna	James McBride	9/18/2025
Monument 14	Emmy Laybourne	9/18/2025
Most Likely	Sarah Watson	9/18/2025
Murder On A School Night	Kate Weston	9/18/2025
Mysteries Of Thorn Manor	Margaret Rogerson	9/18/2025
Nat Turner	Kyle Baker	9/18/2025
Never Never	Serena Valentino	9/18/2025
Never To Forget: The Jews Of The Holocaust	Milton Meltzer	9/18/2025
Nevertheless, We Persisted: 48 Voices Of Defiance, Strength, And Courage	Various	9/18/2025
Nigeria Jones	Ibi Zoboi	9/18/2025
Nosotras Antes Y Después (Break the Fall)	Jennifer Iacopelli	9/18/2025
Not Nothing	Gayle Forman	9/18/2025
Nothing But The Truth (And A Few White Lies)	Julie Chen	9/18/2025
Nothing Can Possibly Go Wrong	Prudence Shen	9/18/2025
Nuclear Explosion Hacks	Virginia Loh-Hagan	9/18/2025
Nuclear Weapons	Erica Grove	9/18/2025
Numb To This	Kindra Neely	9/18/2025
Obsessed	Allison Britz	9/18/2025
Obsidio	Amie ; Kristoff Kaufman	9/18/2025
Of Dreams And Destiny	Sandhya Menon	9/18/2025
Once Upon A Quinceanera	Julia Alvarez	9/18/2025
Online Filter Bubbles	Paula Johanson	9/18/2025
Only She Came Back	Margot Harrison	9/18/2025
Our Broken Earth	Demitra Lunetta	9/18/2025
Our Stories, Our Voices	Various	9/18/2025
Padre Rico Padre Pobre Para Jovenes (Rich Dad Poor Dad for Teens)	Robert Kiyosaki	9/18/2025
Pandemics	Jill Keppeler	9/18/2025
Ponte En Mi Lugar (If You Were Me)	Sam Hepburn	9/18/2025
Pretty Little Liars	Sara Shepard	9/18/2025

Book Title	Author	Date Posted
Primero Pide Perdón (Saint Anything)	Sarah Dessen	9/18/2025
Prison Island	Colleen Frakes	9/18/2025
Promises To Keep: How Jackie Robinson Changed America	Sharon Robinson	9/18/2025
Puzzled	Pan Cooke	9/18/2025
Quarterback	John Feinstein	9/18/2025
Quicksand Pond	Janet Taylor Lisle	9/18/2025
Racism	Anitra Budd	9/18/2025
Reggie And Delilah's Year Of Falling	Elise Bryant	9/18/2025
Remember The Alamo!: The Battle For Texas Independence	Karen Clemens Warrick	9/18/2025
Rosa Parks: La Lucha Contra El Racismo (Rosa Parks: The Fight Against Racism)	Paola Capriolo	9/18/2025
Rugby Rivals	Mike Levitt	9/18/2025
Ruin Road	Lamar Giles	9/18/2025
Sacagawea, Meriwether Lewis, And William Clark	Sheila Llanas	9/18/2025
Sally Jones And The False Rose	Jakob Wegelius	9/18/2025
Sarah's Key	Tatiana de Rosnay	9/18/2025
Schizophrenia When Reality Becomes Distorted	Michelle Harris	9/18/2025
Scorpion Shards	Neal Shusterman	9/18/2025
Se Un Adolescente Feliz (Being a Happy Teen)	Andrew Matthews	9/18/2025
Ser María (Becoming Maria: Love and Caos in the Bronx)	Sonia Manzano	9/18/2025
Serena Williams	Various	9/18/2025
Shades Of Rust And Ruin	A.G. Howard	9/18/2025
Shadow Of The Dragon	Sherry Garland	9/18/2025
Shattering Sounds	Mike Clark	9/18/2025
She Is A Haunting	Trang Thanh Tran	9/18/2025
Showdown: Rivalries	Kelli Plasket	9/18/2025
Sia Martinez And The Moonlight Beginning Of Everything	Raquel Vasquez Gilliland	9/18/2025
Sideshow	Various	9/18/2025
Sigmund Freud	Ruth Sheppard	9/18/2025
Simple Acts: The Busy Teen's Guide To Making A Difference	Natalie Silverstein	9/18/2025
Soaring Earth	Margarita Engle	9/18/2025
Social Media Influencers	Various	9/18/2025
Sofi Mendoza's Guide To Getting Lost In Mexico	Malin Alegria	9/18/2025
Soft Power And Diplomacy	Bridey Heing	9/18/2025
Somebody Give This Heart A Pen	Sophia Thakur	9/18/2025
Someday We Will Fly	Rachel DeWoskin	9/18/2025
Space	Erica Grove	9/18/2025
Space Entrepreneurship	Various	9/18/2025
Speaking With Confidence	Amy B. Rogers	9/18/2025
Spells For Lost Things	Jenna Evans Welch	9/18/2025
Spies Of Mississippi	Rick Bowers	9/18/2025
Sports Cheats	Virginia Loh-Hagan	9/18/2025
Stem Careers: Enhancing Engineering	Wendy Conklin	9/18/2025
Steve Jobs	Walter Isaacson	9/18/2025
Storm Of Olympus	Claire M. Andrews	9/18/2025

Book Title	Author	Date Posted
Stronger, Faster And More Beautiful	Arwen Elys Dayton	9/18/2025
Super Fly	Jonathan Balcombe	9/18/2025
Surprising Things We Do For Beauty	Monika Davies	9/18/2025
Switchback	Danika Stone	9/18/2025
Taylor Era By Era	Caroline Sullivan	9/18/2025
Ted Williams, My Father	Claudia Williams	9/18/2025
Teens And Social Media	Gary Wiener	9/18/2025
The Academy	Katie Sise	9/18/2025
The Broken Raven	Joseph Elliott	9/18/2025
The Burning Swift	Joseph Elliott	9/18/2025
The Cat King Of Havana	Tom Crosshill	9/18/2025
The Chance You Won't Return	Annie Cardi	9/18/2025
The Children Of Odin	Padraic Colum	9/18/2025
The Code Breaker Young Readers Edition	Walter Isaacson	9/18/2025
The Confession	R.L. Stine	9/18/2025
The Courage To Be Yourself	Al Desetta	9/18/2025
The Crying Rocks	Janet Taylor Lisle	9/18/2025
The Dangers Of Digital Addiction	Amanda Vink	9/18/2025
The Death Penalty	Various	9/18/2025
The Deceiver's Heart	Jennifer A. Nielsen	9/18/2025
The Declaration	Gemma Malley	9/18/2025
The Destruction Of The Inca Civilization	Alexis Burling	9/18/2025
The Duel	Judth St. George	9/18/2025
The Effectiveness Of Alternative Medicine	Lisa Idzikowski	9/18/2025
The Fall Of The Mongol Empire	Jennifer Swanson	9/18/2025
The Killing Code	Ellie Marney	9/18/2025
The Lie Tree	Frances Hardinge	9/18/2025
The Midnight Club	Christopher Pike	9/18/2025
The Opioid Epidemic	Various	9/18/2025
The Physics Of Fun	Carla Mooney	9/18/2025
The Rag And Bone Shop	Robert Cormier	9/18/2025
The Secret Side Of Empty	Maria E. Andreu	9/18/2025
The Secret To Teen Power	Paul Harrington	9/18/2025
The Shadow Road	J.D. Kirchmeier	9/18/2025
The Struggle To Be Strong	Al Desetta	9/18/2025
The Sullivan Sisters	Kathryn Ormsbee	9/18/2025
The Theory Of Everything	J.J. Johnson	9/18/2025
The Traitor's Game	Jennifer A. Nielsen	9/18/2025
The Vietnam War	Tamra B. Orr	9/18/2025
The Vikings	Sarah Eason	9/18/2025
The War To End All Wars	Russell Freedman	9/18/2025
The Warrior's Curse	Jennifer A. Nielsen	9/18/2025
The Way Back	Gavriel Savit	9/18/2025
The Women's Movement And The Rise Of Feminism	Nicole Horning	9/18/2025

Book Title	Author	Date Posted
The Woods	R. L. Toalson	9/18/2025
They Broke The Law - You Be The Judge: True Cases Of Teen Crime	Thomas A. Jacobs	9/18/2025
This Is My America	Kim Johnson	9/18/2025
Thomas Alva Edison And Nikola Tesla	Samantha Green	9/18/2025
Those We Drown	Amy Goldsmith	9/18/2025
Tiempo De Veneno (The Poison Season)	Mara Rutherford	9/18/2025
Time Travel	Corona Brezina	9/18/2025
To Be Perfectly Honest	Sonya Sones	9/18/2025
Tornadoes	Kathleen A. Klatte	9/18/2025
Tracking A Killer	Sarah Eason	9/18/2025
Turtle Under Ice	Juleah del Rosario	9/18/2025
Tweet Your Policy	Various	9/18/2025
Twitter Culture: On The Trustworthiness Of Tweets	Carolyn DeCarlo	9/18/2025
Two Sides To Every Murder	Danielle Valentine	9/18/2025
U.S. Political Parties	Philip Wolny	9/18/2025
Una Para Todas (One for All)	Lillie Lainoff	9/18/2025
Una Tarta De Manzana Llena De Esperanza (The Apple Tart of Hope)	Sarah Moore Fitzgerald	9/18/2025
Unclaimed Baggage	Jen Doll	9/18/2025
Up All Night	Various	9/18/2025
Wearing My Mother's Heart	Sophia Thakur	9/18/2025
Yellow Flag	Robert Lipsyte	9/18/2025
Zeroes	Scott Westerfeld	9/18/2025
The Outcast	Taran Matharu	9/19/2025
Boy 21	M Quick	9/19/2025
The Coworker	Frieda Mcfadden	9/19/2025
All the Tomorrows After	J Yi	9/19/2025
Animal Farm	G Orwell	9/19/2025
Breath of a Dragon	F Lee	9/19/2025
Clown in a Cornfield	Cesare	9/19/2025
The Elements of Style	W Strunk	9/19/2025
Everything You Wanted to Know About Indians But Were Afraid to Ask -YA	A Treuer	9/19/2025

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐

Subject:	**HB 3372 ADMINISTRATOR OUTSIDE CONTRACT WORK APPROVAL**
Presenter or Contact Person:	Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning
Policy/Code:	HB 3372
Strategic Plan Goal:	N/A
Summary:	As a result of the 89th Legislative Session, HB 3372 is in effect requiring board approval for administrators to conduct contract work on their personal time. An administrator , other than a member of a board of managers, superintendent, or assistant superintendent, may receive a financial benefit under Subsection (b)(2) or (3) if: 1) a written contract describing the services to be performed by the administrator is provided to the board of trustees of the administrator's employing district; and 2) the board of trustees for the administrator's employing district votes to approve the contract after determining that: a) the contract will not harm the district; b) the arrangement does not present a conflict of interest; and c) the services to be performed by the administrator will be performed entirely on the administrator's personal time. Contracts presented to the board are subject to disclosure under Chapter 552, Government Code. An administrator who violates this section is liable to the state for a civil penalty in the amount of $10,000 for each violation.
Financial Implications:	There is no financial implication to the budget.

Attachments:	Contracted Work Attachment
Recommendation:	**The Administration recommends approval of the contract(s) for administrators to perform contract work on their personal time as submitted.**
Motion:	**I move the Board approve the contract(s) for administrators to perform contract work on their personal time as submitted.**

FRANK FELICE

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Old Assignments

Event Assignments and Payments

Saginaw Regional
Saginaw, TX (N/a)
September 27, 2025, 8:00AM
CATEGORY
Adjudicator
POSITION
Music Proficiency

Download Event Sheet Accepted

2 Expense Added - Submit Expenses

Midlothian Regional
Midlothian, TX (N/a)
October 11, 2025, 12:00PM
CATEGORY
Adjudicator
POSITION
Music Effect

Download Event Sheet Accepted

2 Expense Added - Submit Expenses

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SAGINAW REGIONAL

SEPTEMBER 27, 2025
8:00AM CDT

Rough Rider Stadium
800 N Blue Mound Rd
Saginaw, TX 76131

Purchase Tickets

Registration Deadline:
September 6, 2025, 12:00pm CDT

Registration Closed

Zoom

Schedule

8:00 am	Gunter High School Gunter, TX	Group I
8:15 am	Grand Saline High School Grand Saline, TX	Group I
8:30 am	Eagle Mountain High School Fort Worth, TX	Group II
8:45 am	Lamar High School Arlington, TX	Group II
9:00 am	**BREAK**	
9:15 am	Denison High School Denison, TX	Group III
9:30 am	Frisco High School Frisco, TX	Group III
9:45 am	Cleburne High School Cleburne, TX	Group III

Downloads

- EVENT INFORMATION PACKET
- LOGISTICAL SCHEDULE
- MEET & GREET SCHEDULE
- POTBELLY SANDWICH WORKS GROUP ORDER FORM

Adjudicators

- Frank Felice – MUSIC PROFICIENCY
- Kevin Arnott – ENSEMBLE MUSIC
- Hieu Nguyen – VISUAL (CHIEF ADJUDICATOR)
- Gary Barnard – MUSIC EFFECT
- Weston Scholten – VISUAL EFFECT
- Patricia Beggy – COLORGUARD
- Roland Chavez – PERCUSSION

Event Staff

- Ethan Peel – ADJUDICATION TECHNICIAN
- Kevin Fallon – FIELD COORDINATOR

- Michael Regalado -- GATE COORDINATOR

10:00 am	Garland High School Garland, TX	Group III
10:15 am	Sanger High School Sanger, TX	Group III
10:30 am	Midlothian Heritage High School Midlothian, TX	Group III
10:45 am	**INTERMISSION**	
11:15 am	Crowley High School Crowley, TX	Group IV
11:30 am	North Crowley High School Fort Worth, TX	Group IV
11:45 am	Richland High School North Richland Hills, TX	Group IV
12:00 pm	Fossil Ridge High School Fort Worth, TX	Group IV
12:15 pm	Chisholm Trail High School Fort Worth, TX	Group IV
12:30 pm	Ryan High School Denton, TX	Group IV
12:45 pm	Centennial High School Burleson, TX	Group IV
1:00 pm	**INTERMISSION**	
1:30 pm	V. R. Eaton High School Haslet, TX	Group V
1:45 pm	Weatherford High School Weatherford, TX	Group V
2:00 pm	**Cancelled Performance**	
2:15 pm	Lake Belton High School Temple, TX	Group V
2:30 pm	W.E. Boswell High School Fort Worth, TX	Group V
2:45 pm	Saginaw High School Saginaw, TX	Group V
3:15 pm	**PRELIMS AWARDS**	
6:15 pm	**FINALIST**	
6:30 pm	**FINALIST**	
6:45 pm	**FINALIST**	
7:00 pm	**FINALIST**	
7:15 pm	**FINALIST**	
7:30 pm	**FINALIST**	

7:45 pm	**INTERMISSION**
8:00 pm	**FINALIST**
8:15 pm	**FINALIST**
8:30 pm	**FINALIST**
8:45 pm	**FINALIST**
9:00 pm	**FINAlIST**
9:15 pm	**FINALIST**
9:45 pm	**FINALS AWARDS**

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About USBands

Our mission is to support the development of young people into magnificent human beings through participation in the performing arts.

MIDLOTHIAN REGIONAL

OCTOBER 11, 2025
12:00PM CDT

MISD Multi-Purpose Stadium
1800 S 14th St
Midlothian, TX 76065

Get Tickets

Registration Deadline:
September 20, 2025, 12:00pm CDT

Registration Closed

Zoom

Schedule

12:00 pm	**PRELIMINARY SCHEDULE**	
12:00 pm	Edgewood High School Edgewood, TX	Group I
12:15 pm	Whitney High School Whitney, TX	Group I
12:30 pm	Meridian High School Meridian, TX	Group I
12:45 pm	Palmer High School Palmer, TX	Group I
1:00 pm	Highland Park High School Dallas, TX	Group II
1:15 pm	Red Oak High School Red Oak, TX	Group III
1:30 pm	Sanger High School Sanger, TX	Group III

Downloads

EVENT INFORMATION PACKET

Adjudicators

- James Miculka – MUSIC PROFICIENCY
- James Crowley – ENSEMBLE MUSIC
- Randil Jeffreys – VISUAL
- Frank Felice – MUSIC EFFECT
- Karl Koemmpel – VISUAL EFFECT (CHIEF ADJUDICATOR)
- Geoffrey Sperling – COLORGUARD
- Aaron Tucker – PERCUSSION

Event Staff

- Tim Huskey – ADJUDICATION TECHNICIAN
- Tyler Hester – GATE COORDINATOR

1:45 pm	**INTERMISSION**	
2:15 pm	Kennedale High School Kennedale, TX	Group III
2:30 pm	Midlothian Heritage High School Midlothian, TX	Group III
2:45 pm	Kaufman High School Kaufman, TX	Group IV
3:00 pm	Northwest High School Justin, TX	Group IV
3:15 pm	Poteet High School Mesquite, TX	Group IV
3:30 pm	John Horn High School Mesquite, TX	Group V
3:45 pm	Navarro College Corsicana, TX	Exhibition
4:00 pm	**PRELIMS AWARDS**	
6:15 pm	**FINALIST**	
6:30 pm	**FINALIST**	
6:45 pm	**FINALIST**	
7:00 pm	**FINALIST**	
7:15 pm	**FINALIST**	
7:30 pm	**BREAK**	
7:45 pm	**FINALIST**	
8:00 pm	**FINALIST**	
8:15 pm	**FINALIST**	
8:30 pm	**FINALIST**	
8:45 pm	**FINALIST**	
9:15 pm	**FINALS AWARDS**	

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Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**2025-2026 CAMPUS IMPROVEMENT PLANS**					
Presenter or Contact Person:	Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning					
Policy/Code:	N/A					
Strategic Plan Goal:	Destination 2030 Strategic Plan					
Summary:	The District will present the Campus Improvement Plans aligned to the Destination 2030 Strategic Plan. Goals and objectives in the campus plans are aligned to the district plan and action steps support district initiatives and campus areas for improvement based on each campus Comprehensive Needs Assessment.					
Financial Implications:	There is no financial implication to the budget other than the cost of implementing action steps in the improvement plan.					
Attachments:	2025-2026 Campus Improvement Plans					
Recommendation:	**I recommend the Board approve the 2025-2026 Campus Improvement Plans Goals and Objectives as submitted.**					
Motion:	**I move the Board approve the 2025-2026 Campus Improvement Plans as submitted.**					

Little Elm Independent School District

Brent Elementary Campus Improvement Plan 2025-2026



Board Approval Date:
This plan may be found on the campus and district websites.

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*

Demographics	Brent Elementary has approximately 450 students from Kindergarten through fifth grade. We are a STEM certified campus and have the Dual Language Program. Demographics of Student Population: 55% Hispanic 21% White 16% Black 5% Multi Race 3% Asian 37% LEP Students 21% Special Education 59% At Risk 8% GT 55% Economic Disadvantaged	Attendance rates since Covid have increasingly declined. Last year many students were sent to the Attendance Tribunal and put on an intervention plan. This seemed to slow the absenteeism for some students.	Incorporate Behavior Specialist position to staffing configuration. Collect data, monitor and support students. Students need to be in school daily to make progress and reduce our # of students At Risk. Tracking attendance Contacting parents, intervention plans for attendance, coordinating with the district for attendance tribunal.
Student Achievement	Campus Rating C- 76 DNM App Meets Masters Reading Avg 22% 78% 55% 28% Math Avg 27% 72% 46% 21% Science G5 38% 62% 24% 10%	Math continues to be weaker than reading. We need to make progress toward STAAR Goals. Progress in Science but continue to work in that area this year.	Bluebonnet implementation and planning PLC work with the district LASO grant.

Curriculum and Instruction	Eureka math curriculum is now Bluebonnet. Some shifts, continue to train staff and monitor students.	Monitor student success on assessments and adjust as needed.	Monitor implementation of Bluebonnet Math. Utilize time for leveled instruction at Lobo Time.

Staff Quality and Retention	Two new teachers were hired this year. Teacher retention is relatively high.	Continue to support and train new to Brent teachers and staff.	Assign mentors and check in time with new staff.

Technology	Students are 1:1 with devices New TEA guidelines require no students to have cell phones or devices during school.	Developed policy and shared with staff and parents.	Students use chromebooks and ipads for instructional use. Monitor the implementation of student cell phone ban.

Family/Community Involvement	We have family engagement events throughout the year with great turnout. These include Meet the Teacher, Reading Night, STEM Night, Open House, and GT Showcase. Grades K and 5 have a graduation celebration, grades 1-3 have a music performance night, and 4th-5th students in choir have a performance night.	Need additional parent support for PTA leadership and parent conference attendance.	Promote PTA events and parent conference participation.

Safety and Security	Key fobs are utilized for access as well as keys to classrooms. The playgrounds now have fencing around them.	Continue to analyze student behavior outbursts and radio calls to address concerns proactively.	We will have a Behavior Specialist at each campus in order to support students understanding appropriate social and academic behaviors in our schools. This program emphasizes self-regulation of the individual.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints & Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	School City	Technology Input from Stakeholders
Counselor Input on Mental	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS

Health				
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	FOCUS	Safety Data	TXKEA/TPRI/Tejas Lee

Comprehensive Needs Assessment Process (including dates)

Campus feedback was given by the staff at the end of the school year in 24-25. The Thought Exchange solicited feedback from parents, staff, and the community. SBDM- Date-

Goal: 1 Respectful Relationships				We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.					
Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Professional staff will participate in two days of Year 2 Training of Conscious Discipline District Wide	District admin, campus admin	(district)	October 14, 2025-January 6, 2026	All	Training Records				District funded
Conscious Discipline Action Team will meet to determine action steps for the campus training and implementation	Campus administration	E course	August- May	All	Notes and Logs				District funded

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.						
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**	
Implement safety and security measures including Sentinel, Informacast, weapons towers, and door checks.	Campus Admin, SRO, CBC (Assistant principal)	Sentinel Platform	August 2025-May 2026	All	Use of the Behavioral Threat Assessment within Sentinel. Successfully completing all the requirements of the District Vulnerability Assessments at both campus and district levels.				District funded	
Behavior Specialist at Title 1 Elementary Campuses will support year 2 implementation of Conscious Discipline	Executive Director for Special Populations	Conscious Discipline and PLC data from Behavior Specialist PLC	August 2025-May 2026	All	PLC Data from Behavior Specialist				Title 1 Funds	

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Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Improve reading MAP "on level" from BOY 63% to 68% by the EOY.	Teachers, specialists, tutors	Intervention time	September 2025-April 2026	K-5	MOY and EOY MAP data, tracking students through PLC process				
Improve reading fluency by tracking skills from K-5 monthly with a focus on students below level.	Teachers, specialists, tutors	Intervention time, fluency from Benchmark and HMH	September 2025-April 2026	K-5	MOY and EOY MAP data, tracking students through PLC process				
Reading performance on STAAR will increase 3% from 48% to 51% Meets and Masters by tracking student progress on reading skills through data collection in the PLC and planning time.	Teachers	PLC agendas, Data Wall	August 2025-May 2026	K-5	Meeting Agenda notes Curriculum documents				
Increase reading STAAR grades 3-5 with writing training	Admin, Reading specialist	Substitutes, PLCs	August 2025-April 2026	All	Meeting agendas; Meeting notes				
Provide differentiated instruction in reading and math skills through Lobo time.	Teachers, Specialists, tutors	Curriculum	September 2025-April 2026	K-5	Walkthroughs, data tracking, MTSS				$35,000 tutoring with Title 1 funds
Attend training to support teachers with deeper implementation of Bluebonnet Learning	Elementary Math Coordinator, teachers, math specialist	Curriculum Department	August 2025-May 2026	K-5	Training Agenda notes Strive registration				

focused on academic discussions, meaningful work and data driven instruction.									
Campus walks with district and Region 11 to monitor implementation of Internalization process of Bluebonnet	Admin, Math Specialist	Data tracking spreadsheets	September 2025-April 2026	K-5	Walkthroughs, data tracking, MTSS				
Use data to discuss student progress tracking common assessments during PLC time (Bluebonnet, Math Continuum))	Admin, math specialist, teachers	Data tracking spreadsheets	September 2025-April 2026	K-5	Walkthroughs, data tracking, MTSS				
Science teachers in Grade 5 will implement Penda Learning.	5th science teachers	Penda	August 2025-May 2026	5	Usage reports				
Science teachers in Grade 5 will use Lonestar Science to spiral review skills.	5th science teachers	Lonestar Science	August 2025-May 2026	5	Usage reports				

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Goal: 4 Teaching and Learning Goals	Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
Objective 4.1	Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Implement STEM and Maker Space experiences for students 2 or more times a month.	Teachers, Librarian, ITA, Specials Teachers	Maker Space carts and materials, STEM kits	August2025-July 2026	K-5	Lesson Plans, Maker Space projects				
Plan instruction and monitor student progress through the PLC process to address students at all levels.	Campus admin, teachers, specialists	PLC schedules	August 2025-May 2026	All	Trainings records; Calendars of PLC attendance				

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Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.1	100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Mentors and the Mentor Liaison will check in with new staff members a minimum of 4 times in the	Mrs. Semancik, Mrs. Martinez, Mrs. Tran	Check in times	August 2025- May 2026	All	Emails, agendas, notes				

year to support new staff members.									

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Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus admin will participate in TOT for PLC in Math-Bluebonnet Implementation	Principal, AP	Training	August 2025- April 2026	All	Agendas				(district math grant)
Campus admin will participate in PLCs and walks with Region 11 focused on Bluebonnet Math implementation.	Principal, AP	Time, training	August 2025- May 2026	All	Agendas, notes				(district math grant)

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in the school communities by hosting campus events and getting feedback from those attending.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Encourage parent engagement by hosting after school family events including: Meet the Teacher/ Title 1 Meeting, Homecoming parade, Reading Night, STEM Night, Open House, and GT Night.	Campus admin and campus staff	Event supplies including pencils, activities, snacks for families including cookies, chips, water, etc.	August 2025- May 2026	All	Sign In Sheets, QR Codes for feedback,				
Encourage parent engagement by opening the school for participation in daytime events including: Grandparents Day, Field Day, Field Trips, Awards, and Graduations.	Campus admin and campus staff	Event supplies including pencils, activities, snacks for families including cookies, chips, water, etc.	August 2025- May 2026	All	Sign In Sheets, QR Codes for feedback,				

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√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Recognize staff through monthly All Star nominations	Principal, AP	Time, treats, printed certificates	August 2025- May 2026	All	Certificates, Bulletin Board Recognition				
Participate in district job fairs and recruiting events.	Principal, AP, Counselor	Time, BE swag	August 2025- May 2026	All	Staffing, staff data				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

LEISD 2025-2026 Professional Development Calendar

K-5

Brent Elementary 2025-2026 Professional Learning Plan

Brent Professional Learning will focus on Conscious Discipline during faculty meetings throughout the year, writing training for teachers grades 3-5, and STEM activities.

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas

The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,500.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Campus Title 1 funds $35,000.00 tutoring $5,000.00 training $13,000.00 supplies	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $5,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts

community. The district also provides educational reading materials for the summer break.			
7.Parent and Family Engagement: Brent Elementary PFE Plan 2025-2026			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	Title I Funds $35,000.00 Tutoring	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	
To promote success in transition from preschool to LEISD, we will provide PK Kindergarten orientation for all incoming parents and students.	Orientation Nights Advertisement of Orientations	Campus Administrators Communications Department	Advertisements Website	

APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Karie Kuster	Principal	Brent Elementary	1
Taylor Ross	Assistant Principal	Brent Elementary	1
Trinh Tran	Kinder Teacher	Brent Elementary	2
Christina Vasili	1st Teacher	Brent Elementary	1
Alondra Hernandez	2nd Teacher	Brent Elementary	2
Dawne Noto	3rd Teacher	Brent Elementary	3
Darla Gregory	4th Teacher	Brent Elementary	1

Commented [1]: @kkuster@leisd.ws Sorry, one more thing. Can you put if the members are in their first year on your committee, the second year, or the third year? If they are working on their fourth year, they would role back into year 1 for a new term of three years. Make sense?
Assigned to kkuster@leisd.ws

Damian Groves	5th Teacher	Brent Elementary	3
Ashley Newton	Specials/ PE	Brent Elementary	3
Pam Ellis	Special Education Teacher	Brent Elementary	2
Alicia Jackson	ESL Specialist	Brent Elementary	3
Kate Norburg	Reading Specialist	Brent Elementary	2
Richard Mendez	Math Specialist	Brent Elementary	2
Shronda Fletcher	District Admin- Social Studies Coordinator	Brent Elementary	2
Alba Castro	Parent	Brent Elementary	1
Celina Luna	Parent		1
Tony Singh	Community Member		1

APPENDIX C: TRANSLATION OF THE CAMPUS IMPROVEMENT PLAN

CAMPUS IMPROVEMENT PLAN IN ESPANOL

For translations to other languages, please use the language feature in Google by going to:
"File"
"Language"
and choose the language of choice.

Little Elm Independent School District

Chavez Elementary Campus Improvement Plan 2025-2026

Board Approval Date:
This plan may be found on the campus and district websites.

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*

Demographics	Cesar Chavez Elementary (CCE) has 369 students from grades Kindergarten to 5th Grade. We are a STEM certified campus with 3 special education programs, 2 of which are self containted. Attendance Rate for the 24-25 school year 95.39%. Demographics of Student Population: 31.8 % White 34% Hispanic 19.1% African American 4.7% Asian/Pacific Islander 9.9% Multi-Racial 25% Special Education 11% Emergent Bilinguals 44% At Risk 5% Gifted and Talented	The campus behavior specialist is continuing to support general education and special education staff members by providing tools and strategies, calming down breaks and assistance for behavior issues as they arise throughout the day.	Equip behavior specialist with tools and training to support students. Improve student behavior and self-regulation skills through the implementation of proactive, evidence-based behavioral interventions and social-emotional supports.
Student Achievement	At Cesar Chavez Elementary students take multiple measures of student achievement and progress which include: MAP, common formative/summative and standards based assessments, STAAR Reading, Math, and Science at the 3rd-5th grade levels.	CCE has an under performance of students on the Math STAAR in the areas meets and masters.	Teachers will track focus student groups to ensure growth in all CCE will create a school wide MTSS program to monitor Tiered students and provide intervention that is research based and tracks student progress.

Curriculum and Instruction	CCE staff have access to LEISD Curriculum & Instruction tools. We utilize HQIM for both Reading and Math. Each grade level works to plan collaboratively in professional learning communities during which time they focus on the 4 Essential Questions.	CCE will strengthen Tier 1 instruction in order to increase rigor and provide quality instruction to all students.	CCE will partner with Region 11 and the TXLS (Texas Lesson Study) to implement PLC Protocols. We will rehearse lessons and internalize modules and individual lessons. The campus will strengthen student writing skills, with a focus on extended constructed

			responses, to improve performance on the STAAR assessment. By May 2026, the percentage of students meeting or exceeding grade-level expectations on the STAAR writing extended constructed response items will increase by **15%**, as measured by STAAR results and campus benchmark assessments.
Staff Quality and Retention	82% of all CCE Staff returned this 25-26 school year. Three staff members received promotions. Staff report the campus environment is welcoming for both staff and students. They feel this is a place where achievements are recognized and they can grow.	Chavez will work to retain 85% of staff members and work to help encourage personal growth so staff can achieve their long term goals. CCE will continue to have the new teacher mentor program to support new to career teachers and new to the district.	The Admin. team will conduct goal setting meetings to collaborate with teachers as they develop meaningful and personalized professional and student growth goals.
Technology	1-1 Technology for all Students. All students at Chavez have their own Chromebook. Every classroom in the building has a Promethean board and staff have been trained on how to use it.	Continue to enhance technology usage in the classroom to make it student-centered.	Training with District Technology for teachers and open times for them to meet with her to discuss ways to enhance their lessons plans.
Family/Community Involvement	CCE has family engagement events and activities throughout the school year. These events include meet the teacher, literacy night, fall festival, STEM night, open house and grade level music performances. CCE also hosts Watch DOGS, which encourages male figures to volunteer throughout the school year.	Continue to encourage parent participation in the PTO and attendance at family events.	Provide families with resources and to intentionally support their students' academic and emotional learning at home.
Safety and Security	New key fobs, a playground gate, and other district wide security systems have been added for additional security.	CCE staff will continue to monitor campus safety with daily door checks and implementation of safety measures and behavior protocols.	CCE will continue to follow all district guidelines with safety protocols.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey

504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	School City	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	FOCUS	Safety Data	TXKEA/TPRI/Tejas Lee

Comprehensive Needs Assessment Process (including dates)

Data was collected at Campus Leadership Meetings held on . Data from the Thought Exchange Survey was used to determine needs from all stakeholders.

Goal: 1 Respectful Relationships				We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.					
Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1**		**#2**	**#3**	**Supported by State or Federal Funds**
Professional staff will participate in Year 2 Training of Conscious Discipline, including 2 PD training days by CD staff and ongoing campus PD.	Director for Professional Learning	(District Provided)	October 14th and January 6th.	All Students	Training Records					District Funded
CDAT campus meetings as a team and with Conscious Discipline Coach	Campus Administration	CD E-Course and CD Coach		All Students	Campus Visit with CD Coach in person and online.					District Funded

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Implement district protocols with the use of Sentinel, weapons towers, daily door checks and informacast.	Campus CBC (assistant principal), SRO, Campus Principal	Sentinel Platform, Informacast	August 2025-May 2026	All	Documentation of BTA, Door Check logs and Drill data in Sentinel.				District Funded
Behavior Specialist at Title 1 Elementary Campuses will support year 2 implementation of Conscious Discipline	Executive Director for Special Populations	Conscious Discipline and PLC data from Behavior Specialist PLC	August 2025-May 2026	All	PLC Data from Behavior Specialist weekly meetings				Title 1 funds

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.			
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 -*	**Supported by State or Federal Funds**

						Campus (May), DEIC (June) **#1**	**#2**	**#3**	
Improve “on level” reading MAP scores from 68% BOY to 73% EOY.	Teachers, specialist	Small group and Intervention Time	August 2025-May 2026	K-5	Data tracking through MTSS, data meetings and MOY and EOY MAP Data.				State and Federal Funds
Increase Reading STAAR scores by focusing on increasing Writing Scores on ECRs and SCRs.	Admin, Reading Specialist	Substitutes, Trainers from Region 11	August 2025-May 2026	3-5	Data tracking of Module assessments, agenda notes				State and Federal Funds
Provide Tier 2 and Tier 3 interventions during Intervention times, small groups and Lobo Time.	Teachers, Specialist	Small group and Intervention Time	August 2025-May 2026	K-5	MTSS data, Data Walls and Focus student tracking.				State and Federal Funds
Improve “on level” math MAP scores from 65% BOY to 70% EOY.	Teachers, specialist, tutor	Small group and Intervention Time	August 2025-May 2026	K-5	Data tracking through MTSS, data meetings and MOY and EOY MAP Data.				State and Federal Funds
Weekly PLCs facilitated by Region 11 to implement the Bluebonnet Learning Protocols.	Campus Administration, Region 11 facilitator, teachers, specialist	PLC Protocols and Agendas	August 2025-May 2026	K-5	PLC agendas, increase in student achievement				State and Federal Funds
Provide training to support teachers with deeper implementation of Bluebonnet Learning focused on academic discussions, meaningful work and data driven instruction.	Elementary Math Coordinator, teachers, specialist	Great Minds	August 2025-May 2026	K-5	Training Agenda notes Strive registration				State and Federal Funds
Provide training to support teachers with deeper implementation of SAVVAS focused on academic discussions, meaningful work and data driven instruction.	Elementary Science Coordinator, Teachers	SAVVAS	August 2025-May 2026	3-5	PLC attendance by teachers and Science Coordinator				State and Federal Funds

Provide support to teachers for implementing Penda Learning in Grades 5	Science Coordinator, 5th Grade Science Teacher	Penda	August 2025-May 2026	5-8	Meeting agenda notes Curriculum documents Usage reports				State and Federal Funds

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide students with monthly STEM activities and maker space opportunities.	Teachers, Librarians, ITA and Specials Teachers	Makers Space Carts, STEM Kits	August 2025-May 2026	K-5	Projects, Lesson Plans				
Tier 2 and Tier 3 students will be monitored through the MTSS process.	MTSS Specialist, teachers, academic specialist, campus admin	Edugence	August 2025-May 2026	K-5	Monthly monitoring through Edugence				
Support monitoring and intervention systems through LPAC processes, as measured by improved TELPAS scores, grades	Campus Administration, Multilingual Specialist	Ellevation	August 2025-May 2026	Emergent Bilingual Students	TELPAS, STAAR, Edugence				District Funded

and state assessment performance.									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.1	100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teacher mentors will complete required training and will meet with their mentees at least 4 times a year and offer ongoing support for new teachers.	Mentor Teachers and Mentor Liaison	Mentor Huddles	August 2025-May 2026	All	Check in, agendas				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.						
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**		**#2**	**#3**	**Supported by State or Federal Funds**
Campus Administration will attend Region 11 for PLC TOT training	Campus Administration	Trainings	August 2025 - Jan. 2026	All	Training Records					LASO Grant Funds
Campus admin will participate in Bluebonnet Coaching and Instructional Walks	Campus Admin	Training	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard					LASO Grant Funds

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.				
Objective 8.1				Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.				
Summative Evaluation (to be filled in by June 2026 by administration)								
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1** **#2** **#3**		**Supported by State or Federal Funds**

Night events offered from staff and campus PTO. Events include Literacy Night, STEM Night, Holiday Shop, Fall Festival, Parents Night Out.	Campus Admin, all campus staff and PTO.	Consumable supplies for activities and snacks for parents and students.	August 2025 - Jan. 2026	All	Sign in sheets, feedback forms				
Offering of Day Time Events to open up the campus for visitors and volunteers. Events include Grandparent's Day, Book Fair, Field Day, Field Trips	Campus Admin, all campus staff and PTO.	Consumable supplies for activities and snacks for parents and students.	August 2025 - Jan. 2026	All	Sign in sheets, feedback forms				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.					
Objective 8.2				Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Partnership with COSERV Electric	Campus admin, Coserv representative	Food Truck for Staff, funding for Lobo Lab	August 2025 - Jan. 2026	All	Opening for Lobo Lab				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Recognize staff through monthly Trail Blazer nominations	Principal, AP	Time, treats, printed certificates	August 2025- May 2026	All	Certificates, Bulletin Board Recognition				
Participate in district job fairs and recruiting events.	Principal, AP, staff	Time, swag	August 2025- May 2026	All	Staffing, staff data				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 Districtwide No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern. • Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training;	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

	Online training through Safeschools Hope Squad $1,500.00, Title IV			

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800 District	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds $6,600	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report

All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $5,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500 District	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

acceleration, and local assessment program.			
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.

6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement: ATTACH LINK TO THE PFE PLAN			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Commented [1]: @aholmes@littleelmisd.net Please link in your PFE Plan here. Thanks! _Assigned to aholmes@littleelmisd.net_

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 (District) Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	
To promote success in transition from preschool to LEISD, we will provide PK Kindergarten orientation for all incoming parents and students.	Orientation Nights Advertisement of Orientations	Campus Administrators Communications Department	Advertisements Website	

APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Ashley Holmes	Campus Administrator	Chavez Elementary	25-26
Aston Tubbs	Campus Administrator	Chavez Elementary	25-26
Ivette D'Angelo	Counselor	Chavez Elementary	25-26
Savannah Shearouse	Teacher	Chavez Elementary	25-26
Jennifer Metcalfe	Teacher	Chavez Elementary	25-26

Shane Roberson	Teacher	Chavez Elementary	25-26
Heather Kremer	Teacher	Chavez Elementary	25-26
Alex Crompton	Teacher	Chavez Elementary	25-26
Stefani Williams	Teacher	Chavez Elementary	25-26
Kirk Johnson	Teacher	Chavez Elementary	25-26
Logan Ford	Teacher	Chavez Elementary	25-26
Nicole Shingler	Teacher	Chavez Elementary	25-26
Natalie Schellman	Teacher	Chavez Elementary	25-26
Haley Terrell	Parent	Chavez Elementary	25-26
Amanda Swan	Parent	Chavez Elementary	25-26
Mary Watkins	Community Member	Chavez Elementary	25-26
Tosha Hoefert	District Representative	Chavez Elementary	25-26

APPENDIX C: TRANSLATION OF THE CAMPUS IMPROVEMENT PLAN

CAMPUS IMPROVEMENT PLAN IN ESPANOL

For translations to other languages, please use the language feature in Google by going to:
"File"
"Language"
and choose the language of choice.

Little Elm Independent School District

Hackberry Campus Improvement Plan 2025-2026



Board Approval Date:
This plan may be found on the campus and district websites.

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	HBE has 501 students and serves various student groups. Our student body is made up of 42% Hispanic, 28.3% White, 14.7% African American, 9% Asian, and 5.2% Multi-Race. So, a strength for HBE is that our students are exposed to a diverse population. We have 46.1% of our population classified as Economically Disadvantaged, >1% Homeless, 22.1% needing Special Education services, 8.9% English Learners, 32.1% LEP, and 54% At-Risk. HBE also has a better attendance average than the state and district, giving us the advantage of students being present for more instructional time.	According to data, HBE would benefit from greater parental involvement and increased access to broader ranges of experiences for our students. Our overall enrollment has dropped by approximately 100 students this year due to redrawing of campus attendance zones and open enrollment in surrounding districts. This has caused our percentage of students classified as Economically Disadvantaged to increase from 43.19% to 46.1% as well as increasing our Limited English proficient percentage and at risk percentage. These students will benefit from additional experiences in their learning. Our parent volunteers may help our teachers in providing these individualized experiences.	Increase parental involvement at Hackberry in order to strengthen the partnership of educating students. We will take attendance with fidelity and follow district guidelines for the process of excessive tardies and the 90% attendance law. Classroom and MAP data, as well as the LEISD written, taught, and assessed curriculum will be used to plan and implement effective instruction for different groups of students. Gifted and Talented (GT) students will be served in the classroom by highly qualified teachers who have the required gifted and talented training and have been trained in depth and complexity. GT students have services to support them in collaborating with other GT students and in 1st-5th grade GT students completing a capstone project each year. A partnership will be formed with Payton, Nix & Associates in order to ensure students are in school to the maximum extent possible, to learn. We will target economically disadvantaged students, EB students and AA students through providing for meaning making and transfer in learning through constructivist pedagogy. MAP will be utilized to track progress and adjust learning for EB, AA, and Eco Dis students.

Student Achievement	During the 2024-2025 school year, students in grade levels K-5 were assessed in reading comprehension, fluency, accuracy, and conventions using the MAP assessment. Students in grade 3-5 took the STAAR test to assess student achievement, student growth, and closing the gaps.	Data from last year showed an overall improvement in academics though our Report card dropped from a 75 to a 72. This was due to performing well in the student improvement area during the prior year. With our changing demographics we need to make sure that our instruction is meeting students needs and that we have comprehensive supports in place that allows our students to reach their potential. This includes intervention and tutoring, family resources, and continued progress on our instructional practices.	Our first priority is good instructional practices that provide a variety of positive experiences for our students. We must also have good instructional intervention services that are provided by our Math, Reading, and Multi Lingual specialists as well as utilization of tutors.

Curriculum and Instruction	The curriculum in the four core areas of English/ELA, Social Studies, Math, and Science is written to support teachers with all three stages being developed and Stage 3 designed in such a way as to foster ease of use and strong guidance for teacher planning. Constructivist practices are built into the curriculum to promote meaning making and more student-centered teaching and learning.	According to walkthrough data, teachers are providing for teacher centered instruction in many of our classrooms. Our teachers are in need of additional training to fully leverage STEM based lessons throughout the curriculum and to increase confidence in use of our new STEM tools. (VEX robots, 3d Printers, Multiball interactive wall, etc)	Teachers will implement the curriculum with fidelity to ensure rigor and equitable opportunities for all students. Constructivist practices will be emphasized in all classrooms. Utilization of STEM based activities throughout lessons. Including VEX robotics and prioritization of use in our STEM labs.

Staff Quality and Retention	-Retained all but 1 teacher from the previous year and all but 1 paraprofessional. Reducing turnover drastically. - for the 2025-26 school year all previously unfilled positions have been filled.	-Competitive compensation -More availability for new child enrollees at the employee child care center (this is a benefit new employees are looking for) -Developing a robust leadership development plan	We will recognize the dedication and hard work of staff (through recognition initiatives) Selectivity will be utilized in the interviewing and hiring process; prioritizing quality hires

Technology	HBE had one to one devices in the classroom. LEISD has a device replacement schedule for equipment.	-Students and teachers should have modern and appropriate technology in good working order to meet educational needs.	Appropriate training as needed for new technology. Professional development opportunities offered at site and district levels. Monthly Tech tips in staff meetings.

Family/Community Involvement	Hackberry Elementary has an excellent relationship with its parents and Little Elm community. Our parents feel welcomed and valued as an integral part of the learning community. School communication is distributed through weekly electronic school newsletters, weekly class newsletters, classroom dojo and social media. Our community events are well attended each time we open the doors. PTA has partnered with us in the learning process. Their events are a key support to our teachers and students.	Parents donate to the school and we have strong support and attendance for events. Clarification on the different ways parents can be involved to a greater extent in the learning process for students will assist in closing the learning gaps.	We have increased volunteer activities at Hackberry Elementary school including partnering with our PTA to develop a Watch DOGS (Dads, of Great Students) program. This has increased the involvement of our students' fathers. We will continue to increase volunteer opportunities through the Voly online system. Opportunities will be shared utilizing multiple platforms including social media, Voly and school newsletters.

Safety and Security	Key fobs have been added to all doors throughout the campus for increased security. Door checks are completed daily and systems are in place to deal with emergencies.	Discipline referrals have continued to increase over the past few years, therefore, behavior needs to be addressed. A tiered system of behavior support as well as individual positive behavior recognition needs to be increased	We will continue our school wide program in order to teach students how to behave and establish mutual respect among students and teachers. We will have a Behavior Specialist that will coordinate our tiered behavior system in order to support students understanding appropriate social and academic behaviors in our schools. This program emphasizes self-regulation of the individual.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance	Progress Reports	Teacher Retention

		data		
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	School City	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	FOCUS	Safety Data	TXKEA/TPRI/Tejas Lee

Comprehensive Needs Assessment Process (including dates)

(This should be a narrative description of the process used to complete the comprehensive needs assessment including meeting dates. Reference the meetings you had to fulfill the required spring meetings)

Commented [1]: @smenezes@leisd.ws Can you fill this out in a very brief form? Thank you! _Assigned to smenezes@leisd.ws_

Goal: 1 Respectful Relationships				We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.			
Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**

HBE Staff Year 2 Training of Conscious Discipline District	Director for Professional Learning	Funding and Materials	August 2025-May 2026	All	Training Records				General 199 Funds
HBE CDAT Campus Coaching and Support	Director for Professional Learning	Funding	August 2025-May 2026	All	Campus Visit with CD Coach				General 199 Funds
Create a Year at a Glance Conscious Discipline Document	Deputy Superintendent	Conscious Discipline Materials	August 2025-May 2026	All	Completed and Practiced Monthly Implementation CD Strategies				No Funds Needed
Campus Administration Coaching and Support of Conscious Discipline	Deputy Superintendent	Funds for Coaching and Support	August 2025-May 2026	All	Routine Monitoring of Agreed Upon Practice/Skill				General 199 Funds
Executive Function and Tiered Supports through CD for 4 HBE Staff Members	Deputy Superintendent ; Executive Director for Special Services	Training Materials	September 25th and 26th of 2025	All	Sign in Sheets				Title II Funds
CD ECourses for CDAT Teams	Deputy Superintendent	Funds for materials	August 2025-May 2026	All	Completed Video and Artifacts				General 199 Funds

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Behavior Specialist at Title 1 Elementary Campuses will support year 2 implementation of Conscious Discipline	Behavior Specialist	Conscious Discipline and PLC data from Behavior Specialist PLC	August 2025-May 2026	All	PLC Data from Behavior Specialist				
Behavior coordinator and Behavior specialist will participate in quarterly district behavior meetings.	Assistant Principal and Behavior Specialist	Meeting Agendas and Training Plans	August 2025-May 2026	All	Agendas and Sign In Sheets from each meeting				
HBE will hold Campus Level Safety Committee Meetings	Assistant Principal	Meeting Agenda and Scenario Based PD	October 2025-July 2026	All	Agendas and Sign IN Sheets for all 3 meetings				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals	Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
Objective 3.1	Support campuses in implementation of the curriculum to promote individual student success.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
Penda Learning implemented in grade 5.	5th Grade teachers, Math/Science Specialist	Penda	August 2025-May 2026	5th	Meeting agenda notes Curriculum documents Usage reports				
Provide training to support teachers with deeper implementation of Bluebonnet Learning focused on academic discussions, meaningful work and data driven instruction.	Elementary Math Coordinator	Great Minds	August 2025-May 2026	K-5	Training Agenda notes Strive registration				
Provide training to support teachers with deeper implementation of SAVVAS focused on academic discussions, meaningful work and data driven instruction.	Elementary Math Coordinator	SAVVAS Content Days Sub days	August 2025-May 2026	K-5	Training Agenda notes Strive registration				
Participate in Campus walk to check for fidelity of implementation of the curriculum.	Curriculum Coordinators, Directors, Asst. Supt. for C & L Principal, Assistant Principal	Look Fors	August 2025-May 2026	All	Data Analysis of "Look Fors"				
Support building capacity of HBE teachers through the PLC process.	Curriculum Coordinators, Directors, Asst. Supt. for C & L, Principal, Assistant Principal	PLC schedules	August 2025-May 2026	All	Trainings records; Calendars of PLC attendance				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize embedded STEM activities across content areas.	HBE Teachers	VEX Robotics\LEGO Science	August 2025-May 2026	K-5	STEM experiences embedded into the curriculum				
Utilize HBE STEM Labs for hands on activities and train teachers in use of new STEM supplies in labs. (VEX robotics	Coordinator for Digital Learning, Director for Academic Programs; Assistant Sup't. For C&L, Principal	Library Handbook Makerspace Curriculum Makerspace Materials	June 2025-August 2025	K-12	Library Handbook				
Provide support to teachers for implementing Lego Science Education lessons	Science Coordinator	Lego Science Education	August 2025-May 2026	K-2 & 6-8	Meeting agenda notes Curriculum documents Class visits				
Provide support to teachers for implementing YES curriculum units	Science Coordinator; Campus Principals; Coordinator for Digital Learning	YES curriculum	August 2025-May 2026	3-5	Meeting agenda notes Curriculum documents				

					Class visits				
Provide support to teachers for implementing VEX robotics	Curriculum Coordinators; Coordinator for Digital Learning; Campus Principals	VEX	August 2025-May 2026	K-12	Meeting agenda notes Curriculum documents Class visits				
Monitor & support teachers with deeper implementation and effectiveness of training opportunities with instructional walks, coaching and feedback cycles.	Elementary Math Coordinator, campus principals, Asst. Sup't. for C&L	Region 11	August 2025-May 2026	K-5	Meeting Agenda notes Walk Look Fors & data Coaching & Feedback protocols Coaching Calendars Instructional Walks Calendars				
Train and incorporate the STEM Design Process in classrooms	Science Coordinator; Campus Principals	NISE STEM Certification	August 2025-May 2026	K-12	Training records STEM Certification data				
Provide teacher support with internalization & optimization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Elementary Math Coordinator, campus principals, Asst Sup	Internalization & Optimization protocol Student work analysis protocol	August 2025-May 2026	K-5	PLC Agendas Campus based sign-in sheets				

Improve academic growth and language proficiency for Emergent Bilingual (EB) students by strengthening Dual Language and ESL programming while supporting culturally responsive instructional practices across classrooms.	Director for Academic Programs	Consultants, Software Programs, DL/ESL Instructional Coach, region service centers	August 2025-May 2026	Emergent Bilingual Students	Data (MAP, Amira, Little Sponges, Ellevation Strategies), Sign-in Sheets, Walkthroughs				Title III
Improve English language acquisition by providing consistent support for Emergent Bilingual (EB) students as measured by improved TELPAS composite scores.	Director for Academic Programs	Software Programs, Multilingual Specialists, region service centers	August 2025-May 2026	Emergent Bilingual Students	Data (Ellevation, SummitK12, Rosetta Stone)				Title III
Support monitoring and intervention systems through LPAC processes, as measured by improved TELPAS scores, grades and state assessment performance.	Director for Academic Programs	Consultants, region service centers, Multilingual Specialists, Ellevation	August 2025-May 2026	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence				Title III

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Special Populations will provide training for all special education teachers and paraprofessionals in inclusion strategies to better support students in the general education classroom setting	Executive Director for Special Populations	Training Agenda and artifacts	August 2025-December 2025	Sp. Ed.	Improved Inclusion Strategies will be observed by special education leadership during classroom walk throughs				
100% of mentors new to the role will complete the required training in order to effectively support mentees in their first or second year of teaching.	Director for Professional Learning	Mentor Teacher Training via Canvas	August 2025-May 2026	New Mentors, Mentors who need additional support	Success on Canvas assignments at 80% or higher				
Mentors will actively participate in instructional walks with other mentors, beginning teachers, and/or campus/district instructional staff throughout the 2025-2026 school year.	Director for Professional Learning in partnership with campus principals/ assistant principals and content coordinators	½ day classroom coverage may be required	September 2025-March 2026	Beginning Teachers & Mentors	Artifacts including (but not limited to), observation notes, documentation on data trends, and attendance records.				

All Mentors will receive 1:1 coaching opportunities throughout the 2025-2026 school year	Director for Professional Learning in partnership with campus principals/ assistant principals	30 minutes per session	September 2025-March 2026	Mentors	Data collected in coaching sessions and during shadowing				
Mentors who demonstrate a need for additional or specialized support will participate in required supplemental professional learning	Director for Professional Learning	Book study. Supplemental training materials; coaching support through	August 2025-May 2026	Mentors who need additional support	Success on supplemental training tasks or assignments at 80% or higher				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Leverage STEM Influencers to model STEM lessons	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	K-12	Meeting agenda notes				
Leverage STEM Influencers to market mechanisms to communicate STEM plan across district & community	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	K-8	Meeting agenda notes Class visits Communication				

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Partner with Region 11 for PLC TOT training	Assistant Superintendent for Curriculum & Learning; Math Coordinators	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				LASO Grant Funds
Partner with Region 11 for PLC Coaching for campuses	Assistant Superintendent for Curriculum & Learning; Math Coordinators	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				LASO Grant Funds
Curriculum & Learning Department will support campus PLCs	Assistant Superintendent for Curriculum & Learning; C & L Directors and Coordinators	Schedules of PLC Meets at Campuses; Curriculum Resources; Additional Professional learning as needed	August 2025-May 2026	All	Student Achievement; Region 11 Data Dashboard				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
ThoughtExchange Surveys fall/spring	Cecelia Jones	ThoughtExchange	December/ May	All	Response rate equal to or greater than 25% of our parents.				
HBE Staff Temperature check survey	Principal	Google Form Survey	September/ January/ May	All	90% response rate				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.2				Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
The Special Populations Department will provide 4 Parent Training Events and 2 Parent Resource Nights to assist parents of students with Special Needs.	Executive Director for Special Populations	Meeting Schedule and Training Artifacts		Sp. Ed.	Sign in sheets; Training presentations				
ThoughtExchange Survey EOY	Cecelia Jones	ThoughtExchange	May 2026		Satisfaction Response				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the “I Choose” campaign.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
I Choose Campaign	Communications Team	Google Ads and Analytics	August 2025-May 2026		Enrollment increases from the start of the school year.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Target recruiting of high quality personnel through LEISD "Grow Your Home" programs.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Explore new partnerships with universities/alternative certification programs to "Grow Your Home" -	Coordinator for Human Resource Services	iTeach	September 2025 - June 2026	All	List of partnerships explored and the results; establish strong partnership with a local				

targeting LEISD paraprofessional and auxiliary staff - to attain degree(s) and teacher certification					university; paraprofessional/auxiliary staff that are hired into teaching positions in LEISD				
Continue student "Grow Your Home" program - target LEHS Seniors who are active in Texas Association of Future Educators (TAFE) to return to LEISD as an employee upon completion of their education degree.	Director for Human Resource Services; Coordinator for Human Resource Services	Partnership with TAFE at LEHS	August 2025 - May 2026	All	-More frequent interactions with TAFE students -Expansion of topics discussed with TAFE -List of resources provided to TAFE				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.2				Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
LOBO Cup Monthly staff recognition	Principal	None	September 2025-May 2026	All	Teachers participating in the giving of the cup each month				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.3				Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Mentor Monday after school staff support meetings.	Specialists /Mentors	None	September 2025-May 2026	All	New and existing teacher participation in afterschool support meetings				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Navigate leadership transition while maintaining high levels of customer service and a strong financial position, as evidenced by a balanced budget, clean audit and external recognitions.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)	Campus Administration Secretary	Procedures & training provided by the district	July 2024-Jul 2025	All	Audit report; Financial Ratings				
Ongoing analysis and modification of procedures to sustain compliance while also providing ease of use for campuses and departments (including conversion to Laserfiche forms); Hackberry will provide feedback on this process	Assistant Superinten - dent for Business and Finance	Clear Procedures Laserfiche forms	July 2024 - June 2025	All	Feedback from stake - holders; Balanced Budget				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

LEISD 2025-2026 Professional Development Calendar

K-5

Hackberry Elementary 2025-2026 Professional Learning Plan

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 District No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern. • Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation

The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training; Online training through Safeschools	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

	Hope Squad $1,500.00, Title IV			

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800 District	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds $??????	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report

Commented [2]: @smenezes@leisd.ws Hi Steve, please fill in the amount from your Title I budget you will be using for tutoring. Thanks!
Assigned to smenezes@leisd.ws

All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000 District	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $5,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500 District	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

acceleration, and local assessment program.			
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.

6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement: HBE LEISD Parent and Family Engagement			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 District will support 5th grade with this. Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	
To promote success in transition from preschool to LEISD, we will provide PK Kindergarten orientation for all incoming parents and students.	Orientation Nights Advertisement of Orientations	Campus Administrators Communications Department	Advertisements Website	

APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Steven Menezes	Principal	Hackberry Elementary	2
Jenaye Blomeen	Classified Staff Member	Hackberry Elementary	2
Nicole Hubbard	Professional Staff Member	Hackberry Elementary	1
Mike Vaughn	Business Leader	Hackberry Elementary	1
Meagen Vaughn	Community Member	Hackberry Elementary	1

Hannalore Jost	Parent	Hackberry Elementary	2
Sarah Allen	Parent	Hackberry Elementary	1
Cristina Biggs	Teacher	Hackberry Elementary	1
Derek Muck	Teacher	Hackberry Elementary	1
Jill Armstrong	Teacher	Hackberry Elementary	1

APPENDIX C: TRANSLATION OF THE CAMPUS IMPROVEMENT PLAN

CAMPUS IMPROVEMENT PLAN IN ESPANOL

For translations to other languages, please use the language feature in Google by going to:
"File"
"Language"
and choose the language of choice.

Little Elm Independent School District

Lakeview Elementary Campus Improvement Plan 2025-2026



Board Approval Date:
This plan may be found on the campus and district websites.

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics Enrollment = 558 18% Hispanic 26% White 37% Black 53% Male 47% Female 48% Economic Disadvantaged 2% 504 20% Special Education 10% Limited English Proficient 42% At-Risk	Lakeview is a neighborhood school with a diverse population.	Lakeview has a high enrollment in Special Programs - SPED, 504, GT as well as in Economically Disadvantaged status. Services for GT students have been embedded into school general ed programming. Increase STEM opportunities for students across the campus in all content areas. Increase achievement and growth in math, specifically with our AA, 2 or more races and Special Programs groups. Lakeview is also working to increase attendance rates in all grade levels.	MAP will be utilized to track progress and adjust learning for AA, 2 or more races, SPED and Eco Dis students. In order to maximize time for services with GT students, the service model has been restructured to serve students through daily rigor and experiences. Partner with the district to provide STEM opportunities and resources for students. Partner with the district and increase campus incentives to monitor and increase attendance rates
Student Achievement	STAAR student Achievement stayed the same from last year at 73. However, our growth measure increased by 7 points and our Closing the Gaps increased 7 points as well giving us an OVERALL grade of 77 which is 5 points higher than the year previous.	We need to increase our STAAR math scores all around, more specifically in 4th grade and with our now 5th graders that did not score as we would have wanted in 4th grade. We also need to be intentional in supporting success for our Tier 2, Tier 3 and Special populations students in both growth and achievement. We want to increase our	We will implement Edugence software for MTSS and Common Summative Assessments (CSA's) in order to better meet the needs of students through Tier I instruction. We will implement BlueBonnet Math across K-5 with fidelity in order to ensure rigor and a strong foundation in

		achievement numbers, increasing the number of students in meets and masters.	mathematics for students. Math fluency will also be emphasized. We will work to ensure the Science of Reading is being implemented with fidelity in every elementary classroom. Implement Blended Learning / NISE with STEM opportunities to increase rigor and support Tier 1 instruction in the classrooms to help students gain, retain and transfer skills from content to content.

Curriculum and Instruction	Lakeview staff has been trained in Rigor/ Relevance and Curriculum and Instruction Reviews, Blended Learning, NISE, MTSS and PLC. Staff have resources and specialists to use to support student learning and growth. ***We closed some GAPS through our efforts in our intervention plan and incorporating STEM***. The curriculum in the four core areas of English/ELA, Social Studies, Math, and Science is written to support teachers with all three stages being developed and	Walk through data and observations increases in teachers providing more differentiated opportunities to demonstrate mastery. We need to continue to grow in this area and work on Success Criteria to increase student growth and achievement especially in the areas of Math and writing. Tier 1 instruction and planning.	Campus leadership will grow teachers' implementation of best practices for student centered instruction through Professional Learning, PLC, and by providing specific targeted feedback specific to content delivery methods.

	Stage 3 designed in such a way as to foster ease of use and strong guidance for teacher planning. Constructivist practices are built into the curriculum to promote meaning making and more student-centered teaching and learning.		

Staff Quality and Retention	Lakeview maintains high expectations for all learners. We have several new staff that bring new and creative ways to learn. Parents and PTA are very involved in school. Campus Leadership has created an environment of educators willing to collaborate and learn from each for the success of all students.	We continue to search for highly qualified certified teachers to fill positions that become available at the end of the year.	Our focus is to retain the staff we have and grow within. We will also encourage student teachers working with our teachers to apply in Little Elm. Celebrate and Recognize the dedication and hard work of staff (through recognition initiatives)

Technology	We are one to one with our technology.	Staff will continue to grow using the SAMR model and implementation of Blended Learning and STEM.	We will continue to train our teachers in integration/implementation of Blended Learning, NISE and STEM best practices. Campus Leadership will encourage teachers to utilize makerspace and library to increase digital learning opportunities and demonstrate mastery.

Family/Community Involvement	Lakeview has a very strong and involved PTA. We have a Community newsletter "The View" We have partnered with the HS to create opportunities for vertical level students to mentor our students.	We have a need for more Male role Models.	Campus Leadership will engage parent volunteers in classrooms to support learning, encouraging "dads" to be involved through our PTA program. We have begun "Lobo Buddies", a peer mentoring group, through partnership with LEHS for students that need support.

Safety and Security	Lakeview has a partnership with LEPD and has an SRO Srgt on campus. We have safety measures and protocols vetted by LEPD including zero eyes, cameras, fencing and Towers. Key fobs have been added to all doors throughout the district for increased security. We implemented the use of Voly to help vet our volunteers and Towers for our weapon detection program. Lakeview has added fencing and works with LEPD to stay current with safety and security.	Lakeview needs to improve cameras and security video monitoring systems.	We have a Behavior Specialist on campus in order to support students understanding appropriate social and academic behaviors in our schools. This program emphasizes self-regulation of the individual. We have also implemented a Conscious Discipline program to support behavior needs on campus

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents		New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	Frontline
	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input		Homeless and Foster Care	Professional Development Feedback	T-TESS
	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones		Teacher/Student Ratio
	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	Edugence	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics		Special Education Data	TELPAS
	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	FOCUS	Safety Data	TXKEA

Comprehensive Needs Assessment Process (including dates)

On Jul 25, 2025, our Campus Leadership Team completed our CNA looking at data from the 2024-2025 school year. We looked at STAAR data, behavior needs through Conscious Discipline, and data listed above including our new District Attendance zones and demographic changes. This process began at the end of school year on May 5, 2025 and was revisited with updated information this July.

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2026 by administration)	**Lakeview will create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate, respond appropriately and build/maintain respectful relationships..**

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate and Support Year 2 Training of Conscious Discipline	Director for Professional Learning, Campus Admin	Funding and Materials	August 2025-May 2026	All	Training Records				161
CDAT Campus Coaching and Support	Campus Admin Behavior Specialist	Funding	August 2025-May 2026	All	Campus Visit with CD Coach				
Behavioral Specialist will be used to create support systems and strategies for students	Behavioral Specialist	Conscious Discipline Training, Positive Behavior incentives	August 2025-May 2026	All	Behavior Support Log Conscious discipline resources				Title 1 - $60,000
100% of teachers will be trained and implement conscious discipline strategies as a preventative behavioral and mental wellness support.	Director of Student Services Director for Professional Learning Admin	Conscious Discipline Training and Coaching in the practice and use of resources and materials	August 2025 - June 2026	All	Fewer Discipline Referrals Fewer ISS/OSS Placements Culture Change via Thought Exchange				

At least 50% of staff will be trained in Youth Mental Health First Aid during the 2025-2026 school year.	Director of Counseling, Director for Professional Learning Admin	Training Sessions Offered	August 2025 - June 2026	All	Sign in Sheets and completion Certificates uploaded into Strive				
Staff will conduct a book Study to learn and train on building relationships and serving others to support Conscious Discipline.	Campus Admin	Book Study	August 2025 - June 2026	All	Sign in Sheets and completion Certificates uploaded into Strive				Title 1

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will be a campus where parents, students and staff feel safe and secure to learn and grow.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide support to our staff through a formal school safety system designed to collect, process, store, and distribute school safety and security information.	Director of Student Services Deputy Superintendent Administration	Sentinel Texas School Procedures	September 2025- May 2026	All	Compliance with all given timelines				

Provide support to staff with technological safety measures through cameras, various weapons detection equipment, access controlled entry points and security applications/platforms	Director of Student Services Deputy Superintendent Administration Staff	Zero Eyes, Weapons Detection Towers, Informacast, Visitor Aware, SRP Protocol, Linewize	August 2025- May 2026	All	Implementation as scheduled and required training of each program				
Lakeview will hold quarterly Behavior Committee Meetings to monitor for additional training needs	Campus Admin Behavior Specialists Counselor	Meeting Agendas and Training Plans	August 2025-May 2026	All	Agendas and Sign In Sheets from each meeting				
Lakeview will hold Safety Meetings with SRO to ensure safety is maintained & monitored	SRO Campus Admin	Meeting Agenda and Scenario Based PD	October 2025-July 2026	All	Agendas and Sign IN Sheets				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will implement stage 3 of the curriculum and tier 1 best practices aligned with blended learning, NISE and STEM opportunities.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide support to teachers for implementing Penda Learning in Grades 5	Science Coordinator Admin	Penda	August 2025-May 2026	5-8	Meeting agenda notes Curriculum documents Usage reports				
Provide training to support teachers with deeper implementation of	Elementary Math Coordinator	Great Minds	August 2025-May	K-5	Training Agenda notes Strive registration				

Bluebonnet Learning focused on academic discussions, meaningful work and data driven instruction.	Admin		2026						
Provide training to support teachers with deeper implementation of SAVVAS focused on academic discussions, meaningful work and data driven instruction.	Elementary Math Coordinator Admin	SAVVAS Content Days Sub days	August 2025-May 2026	K-5	Training Agenda notes Strive registration				
Conduct walks at each campus to check for fidelity of implementation of the curriculum & STEM	Curriculum Coordinators, Directors, Asst. Supt. for C & L Admin	Look Fors	August 2025-May 2026	All	Data Analysis of "Look Fors"				
Support LEADS in building capacity of teachers through the PLC process.	Curriculum Coordinators, Directors, Asst. Supt. for C & L Admin	PLC schedules	August 2025-May 2026	All	Trainings records; Calendars of PLC attendance				
Meet with teachers in math, reading and science throughout the year for sharing, collaboration, and maximization of strengths, based on teachers student data, of implementation of the curriculum.	Coordinators for ELA, Math, & Science Admin	Substitutes, PLCs	August 2025-April 2026	All	Meeting agendas; Meeting notes				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child. (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview Teachers and staff will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB).**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Support teachers in building capacity for special education instruction through the PLC Process.	Special Populations Coordinators Administration	PLC Schedules	August 2025-May 2026	Special Education Teachers	Meeting agendas; meeting notes				165
Support special education inclusion aides through ongoing training in providing effective inclusion strategies	Special Populations Coordinators Administration		August 2025-May 2026	Special Education Teachers Instructional Aides	Training Agendas and notes				
Provide clarity on Makerspace experiences and resources for Lakeview (what should be happening for students)	Coordinator for Digital Learning, Director for Academic Programs; Admin	Library Handbook Makerspace Curriculum Makerspace Materials	June 2025-Aug 2025	K-12	Library Handbook				
Provide support to teachers for implementing Lego Science Education lessons	Science Coordinator; STEM Influencers; Campus Principals	Lego Science Education	August 2025-May 2026	K-2 & 6-8	Meeting agenda notes Curriculum documents Class visits				

Provide support to teachers for implementing YES curriculum units	Science Coordinator; STEM Influencers; Campus Principals	YES curriculum	August 2025-May 2026	3-5	Meeting agenda notes Curriculum documents Class visits				
Provide support to teachers for implementing VEX robotics	Curriculum Coordinators; Coordinator for Digital Learning	VEX	August 2025-May 2026	K-12	Meeting agenda notes Curriculum documents Class visits				
Monitor & support teachers with deeper implementation and effectiveness of opportunities with instructional walks, coaching and feedback cycles.	Elementary Math Coordinator, campus principals, Asst. Sup't for C & L	Region 11	August 2025-May 2026	K-5	Meeting Agenda notes Walk Look Fors & data Coaching & Feedback protocols Coaching Calendars Instructional Walks Calendars				
Train and incorporate the STEM Design Process in classrooms through the curriculum	Science Coordinator; Asst. Sup't for C & L; Campus Principals	NISE STEM Certification	August 2025-May 2026	K-12	Training records STEM Certification data				
Participate in the STEM Task Force with our STEM Influencers	Science Coordinator	Agenda will be set based on where we left off in previous year	August 2025-May 2026	Task force participants	Meeting notes				

Provide teacher support with internalization & optimization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Elementary Math Coordinator, campus principals, Asst. Sup't for C & L	Internalization & Optimization protocol Student work analysis protocol	August 2025-May 2026	K-5	PLC Agendas Campus based sign-in sheets				
Increase stakeholder partnerships for teachers & students that expand classroom learning.	Science Coordinator; Campus Principals; Communications Department; Coordinator for CTE	SPARK breakfast	June 2025	K-12	Meeting agenda notes Google form Calendar invite				
Design and coordinate adult learning events year round that support CIP aligned goals.	Director for Professional Learning Administration Specialists	Content Coordinators, Campus Leadership	June 2025- May 2026	All educators	Educator surveys, student outcomes Learning Walks				167

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will support mentors and mentees with training and professional learning to assist with the completion of their programs and support them in their first years of teaching.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Mentors will actively participate in Beginning Teacher instructional walks as either thought partners or as model teachers throughout the 2025-2026 school year.	Director for Professional Learning in partnership with campus principal	½ day classroom coverage may be required	BT instructional walks will take place on each campus about every 6 weeks	Mentor Teachers, Beginning Teachers	Active participation monitored, attendance taken in Strive, reflection activities completed after each walk				168
Support mentees through coaching sessions with mentors.	Director for Professional Learning Administration Specialists Mentor	Coaching Sessions	2 x per Quarter	Mentor Teachers	Coaching records used to track goals & document growth Walk throughs				
Train and Incorporate the STEM design process, resources & differentiated mastery opportunities for students	Admin Coordinators	Coaching sessions PLC	June 2025- May 2026	Mentor Teachers, Beginning Teachers					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview Teachers will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Leverage STEM Influencers to model STEM lessons	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	K-5	Meeting agenda notes				
Leverage STEM Influencers to develop and maintain STEM culture/mindset in our district	Science Coordinator	STEM influencers	August 2025-May 2026	K-5	Meeting agenda notes Class visits EOY survey				169
Leverage STEM Influencers to market mechanisms to communicate STEM plan across district & community	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	K-5	Meeting agenda notes Class visits Communication				
Calibrate teachers' understanding of STEM experiences in the classrooms through professional learning	Science Coordinator; Campus Principals	NISE certification	August 2025-May 2026	K-5	Meeting agenda notes Class visits				
Provide training and support for teachers on assessment techniques and strategies/ resources for differentiating instruction based on assessment results.	Social Studies Coordinator Administration Specialists	TIP Days Collaborative Planning Times	August 2025-May 2026	K-5	Training Records Teacher Created Documents PLC data Learning Plans				

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Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.			
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.			
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will establish and maintain systems and structures to support PLC at Work practices campus wide that include clear roles and responsibilities, educator ownership and consistent use of the four PLC questions.**			
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1** **#2** **#3**	**Supported by State or Federal Funds**

Provide teachers with support and training in the MTSS process, including data tracking for academic and behavioral success.	MTSS Coordinator Admin	MTSS Docs	July 2025 - May 2026	K-5	Edugence Data Progress monitoring Discipline Records Assessments				
Provide time, support, and resources during PLC based on MTSS data and academic processes that address the four PLC questions.	Admin	PLC MTSS doc Learning Plans	July 2025 - May 2026	K-5	Edugence Data Progress monitoring Discipline Records Assessments				
Partner with Region 11 for PLC TOT training	Admin Math Coordinators	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				LASO Grant Funds
Partner with Region 11 for PLC Coaching for teachers	Admin Math Coordinator	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				LASO Grant Funds

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.1				By December 2025, community collaboration between local businesses and student work-based learning will increase as measured by student interaction with the local community.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will increase community collaboration with the district, school, and businesses.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
External practicum students will be placed in classrooms to support teaching and learning.	Admin Assigned Teachers	Student Teachers UNT / TWU	UNT / TWU Course TImelines	All educators	Observations				

Internal practicum students will be placed in classrooms to support teaching and learning.	Assigned teachers Admin HS Students	HS Curriculum	Sept 2024 - May 2025	At-risk	Observations LEarning Walks				
Lakeview will continue to partner with LEHS to create and implement "Lobo Buddies", (student mentor program)	Admin HS Sponsor HS Students	Mentor Lead Curriculum	Sept 2024 - May 2025	All	Observations				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Conduct 2 surveys fall/spring	Admin	Google Form	1 in the Fall 1 in the Spring	K-5	80 to 100% participation				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement. 173					
Objectives 7.2				Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will foster relationships with community partners to enhance educational opportunities.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Continue bi-weekly Community Newsletter to inform and communicate opportunities to get involved at Lakeview	Admin	Canva Blackboard Facebook	July 2025-Jan 2026	All	Increased parental involvement				
Increase parental involvement including	PTA, Admin Staff	Facebook, Google Calendar, Community	July 2025-Jan 2026	K-5	Sign in Sheets, Increased PTA enrollment and participation, Events, Calendars,				

working with and supporting PTA		Newsletter			Dads on Deck				
Work with District and Community to support Campus Spotlights: Find areas of pride for each campus	Rowdy Granado Admin	Video	Sept-May	Students, teachers	Five highlight videos a semester				
Providing a resource to the community for specific volunteer opportunities to support schools	Receptionist, PTA, Campus Principal, Staff	Voly.org	July 2025-Jan 2026	All	Participation with Voly.org				
Continue to support community experiences and programs that are unique to Little Elm ISD (STEM and Literacy Night, 633 Run, Movie Night at the Stadium, Pool Party @ The Cove; Realtor Event, etc.)	Receptionist, PTA, Campus Principal, Staff	Volunteers; Sponsorship; Staff; Vendors	July 2025-Jan 2026	All	List of events and participation rates				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objective 7.3				Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the "I Choose" campaign.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will achieve a 5% increase in student attendance by increasing communication to families through the I choose/Destination District campaign.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds** 175
Providing engaging TIER 1 opportunities to increase desire to attend	Staff Admin	Learning Plans STEM	July 2025-May 2026	K-5	Increase in Daily attendance				
Provide incentives for attendance for students, grade levels, and school wide	Staff Admin	Incentives	July 2025-May 2026	K-5	Increase in Daily attendance				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2026 by administration)	**Lakeview will collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through community partnerships.**

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds** 176
Providing opportunities to collaborate with community partners through our STEM, Literacy, GT, and Multicultural Night.	Admin Staff	STEM Library	July 2025 - May 2026	K-5	Sign in Participation in Events				
Will collaborate with other campuses to promote and enhance community partnerships.	Admin	Collaboration with Admin	July 2025 - May 2026	K-5	Participation in Events				
Partner with PTA to support and recruit community partners.	Admin PTA	PTA meetings	July 2025 - May 2026	K-5	Increase in Community Partners				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.1				Target recruiting of high quality personnel through LEISD "Grow Your Home" programs.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will support recruiting of high quality personnel through LEISD "Grow Your Home" programs.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Partner with universities to mentor student teachers and attract quality candidates for positions at Lakeview.	Admin	UNT TWU NCTC Local Colleges	Sept 2025 - June 2026	All	Increase in applicants applying from universities				177
Explore grants and opportunities to assist current staff in obtained educator certification.	Admin	Partnership with TAFE at LEHS	August 2025 - May 2026	All	Walkthroughs, Feedback data and tracker with Lead Teacher, Goal setting				
Continue support with student Grow Your Own Program -- target LEHS Seniors in Education pathways	Executive Director for Human Resource Services; Director for Human Resource Services, Campus Administration	Candidate lists; social media platforms; technology; campus personnel	April 2025; June 2025; July 2026	All	Recognition of % 2025 Seniors majoring in Education; communication w/LEHS Alumni Association				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2026 by administration)	**Lakeview will increase and enhance campus and district recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.**

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Pop**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Support the district with Carpool Kudos LEISD Honoree Awards Banquet	Human Resource Services Department	Social media platforms; microphones	Sept 2025 - May 2026	All	Increased staff morale; Social media "likes", "shares", and comments; community connection/participation				178
FamiLE member of the Month Teacher of the Month	Administration	Awards	Sept 2025 - May 2026	All	Increased staff morale				
Support the district with LEaders of the Pack Recognition	Human Resource Services Department; Coordinator for Digital Media	QR Code linked to Google Form; Social Media platforms	Sept 2025 - May 2026	All	Increased staff morale; Social media "likes", "shares"				
Shout Outs on Campus Smore and Lakeview Facebook Page	Campus Administration	Social Media platforms;	Sept 2025 - May 2026	All	"Social media "likes", increased staff morale;				

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Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.3				Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.					
Summative Evaluation (to be filled in by June 2026 by administration)				**Lakeview will strengthen relationships for 1st and 2nd year new campus personnel to increase retention in LEISD.**					
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Population**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Before/after school check-in sessions with 1st & 2nd year staff	Administration		Aug 2025 - May 2026	All	Topics of interest addressed during session				179
Workout Wednesday Wellness Wednesday	Staff		Aug 2025 - May 2026	All	Check In				
Professionally develop and grow leadership capacity and craft of team leads	Administration	Implementation Science	Aug 2025 - May 2026	All	Surveys, Walk throughs				
Support the district with the Adopt-A-Lobo initiative	Human Resource Services Department	Google form; contact with PTAs; list of ways to support; Social media platforms;	Aug 2025 - May 2026	All	Social media posts; higher retention rate of 1st year staff; increased staff morale				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			182

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,500.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation

The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with

meetings conducted on Monday nights.			the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers

5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7. Parent and Family Engagement:			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD has one targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students	Professional Learning Conferences	Deputy Superintendent Principals Counselors	

and has supported this concept at the campus level with Title 1, Part A funds.		Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 Chart Your Course (5th grade)	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,427,261 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

To promote success in transition from preschool to LEISD, we will provide PK Kindergarten orientation for all incoming parents and students.	Orientation Nights Advertisement of Orientations	Campus Administrators Communications Department	Advertisements Website	

APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Carrie Smith	Teacher	Lakeview Elementary	
Kayla O'Mara	Teacher	Lakeview Elementary	
Mandy Miller	Teacher	Lakeview Elementary	
Babra Naicken	Teacher	Lakeview Elementary	

Erin Hernandez	Teacher	Lakeview Elementary	
Andrea Butler	Teacher	Lakeview Elementary	
Jessica Sides	Teacher	Lakeview Elementary	
Shauna Upton	Teacher	Lakeview Elementary	
Liz Barreiro	Teacher	Lakeview Elementary	
Donna Brown	Teacher	Lakeview Elementary	
Dylan Highfill	Teacher	Lakeview Elementary	
Cary Anne Cope	Teacher	Lakeview Elementary	
Kori Byrd	SPED Teacher	Lakeview Elementary	
Amanda Ball	District Leader	Lakeview Elementary	
Melissa Carrier	Parent	Lakeview Elementary	
Ashton Dawkins	Parent	Lakeview Elementary	190
Jill Elliott	Business Member	Lakeview Elementary	
	Community Member	Lakeview Elementary	
Christopher Reza	Administrator	Lakeview Elementary	
Marnie Richardson	Administrator	Lakeview Elementary	
Taylor Anderson	Counselor	Lakeview Elementary	

APPENDIX C: TRANSLATION OF THE CAMPUS IMPROVEMENT PLAN
CAMPUS IMPROVEMENT PLAN IN ESPANOL

For translations to other languages, please use the language feature in Google by going to:
"File"
"Language"

and choose the language of choice.

Little Elm Independent School District

Lakewood Village Elementary Campus Improvement Plan 2025-2026



Board Approval Date:
This plan may be found on the campus and district websites.

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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[The Mission of Little Elm ISD is to:]

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Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths *(What Strengths were identified?)*	Summary of Needs *(What needs were identified?)*	Priorities *(What are the priorities for the campus?)*
Demographics	**Current Demographics:** 400 students 150 At Risk 40 LEP 10 504 75 Special Education (18.7%) Attendance Rate: 96.5%	Based on data from prior testing, individual student growth is a focus. Teachers/staff will use the current level of student academic performance as a baseline and track progress throughout the year. Students from various campuses have come to Lakewood Village, so our focus is to collaborate and utilize prior data to continue tracking and providing intervention and support in order to improve student performance.	Our priorities: • Campus culture • Data driven decisions • Collaboration • Backwards planning • Solid MTSS practices
Student Achievement	According to 2025 STAAR, reading seems to be a strength. 4th Grade (current 5th graders: **READING** DNM: 17% App: 33% Meets: 17% Masters: 33% 3rd Grade (current 4th graders) **READING** DNM: 17% App: 32% Meets: 29% Masters: 22% We are working to intentionally track student growth and focus on CSA, STAAR and MAP data to ensure students maintain and/or grow to the next proficiency level.	Looking at the individual scores from students' STAAR and MAP results, math is an area of high need. 4th Grade (current 5th graders: **MATH:** DNM: 33% App: 21% Meets:19% Masters: 26% 3rd Grade (current 4th graders) **MATH:** DNM: 24% App: 67% Meets: 29% Masters: 12% The amount of students coming to us in need of and/or history of months of MTSS interventions with little or no results is an area of concern and focus.. We are working with our specialists team in order to ensure all needed services and/or	Math PLC will focus on intensive math internalization processes in order to ensure Tier 1 instruction is solid. Tracking growth is a an intentional process on our campus and during our PLC discussions. Understanding how STAAR accountability works is key, and teachers are tracking high focus groups of students who are on the "bubble" in one area based on STAAR results. Utilizing Edugence for district assessments to track growth and focus attention on any students who do not maintain and/or grow to the next level, according to STAAR accountability.

		additional testing is provided.	

Curriculum and Instruction	STEM based lessons and cross curricular planning to encompass across all content areas. Lakewood Village has STEM expectations that guide our campus culture. Intentional planning and backwards design to ensure curricular alignment and instruction at the level of the standard.	Campus STEM certification- in process Continued collaboration and instructional walks to see high level Tier 1 instruction within classrooms to "spread" throughout the campus community. We would also like to utilize the Audio Enhancement classroom camera/recording feature to create a "lesson bank" for teachers to use as a resource for instruction.	Intentional planning Alignment Identifying misconceptions Identifying the success criteria

Staff Quality and Retention	New kindergarten teacher was hired and going through her first year of teaching- alternative program. One SpEd teacher will take her ESL certification this fall in order to maintain certification standards and be eligible for rehire in the spring. All other staff are highly qualified with ESL certification.	Ensure mentors are checking in with new staff to the district and new teachers in order to ensure all needs are being met. Continue with staff morale and collaborative efforts to create unity and sense of Lakewood Village community.	Staff morale Collaborative decision making Lakewood Learns schedule (gives teachers more intentional time in PLC and planning) Continual feedback from staff

Technology	Student have 1:1 devices Promethean boards in every classroom Ability to record lessons in the classroom and share out/post to LMS as needed Broadcast room on campus allows students to record digital announcements. Campus YouTube channel was created in order to show our announcements campus-wide.		Ensure technology (screen time) is used effectively and not as "busy work."

Family/Community Involvement	Family Newsletter Family surveys Community events: STEM Night, Trunk or Treat, Literacy Night, PTA performances, Open House, House Olympics, Field Day, Evening with the Experts Classroom volunteers Lunchroom volunteers Town of Lakewood Village has been very supportive and continues to help out immensely with any needs that arise on our campus.	Continue communication and collaboration with the community to partner for excellence. Our campus motto is “It Takes a Village.”	Continue to develop the LWV culture and sense of community!

Safety and Security	LWV is up and running with Informacast Audio Enhancement amplification system and cameras within classrooms Gym is a tornado shelter	Still working with technology and construction on some key fob issues and ensuring all doors are closing/locking properly. Gate is not yet installed and waiting on final installation from construction.	Ensuring all maps and routes are accurate and effective. Continuing to update construction and technology with any needs/issues that arise.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates		
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
Staff Feedback/Needs	Edugence Data		Prior Year Data	
Administrator Input		Homeless and Foster Care	Professional Development Feedback	T-TESS
	Dyslexia Data		Progress Reports	Teacher Retention

Attendance	Educator Evaluations			Teacher/Student Ratio
	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	School City	
Counselor Input on Mental Health	Facebook Analytics		Special Education Data	TELPAS
	Demographic Data	MTSS (RtI) Data	STAAR	
DEIC Input		FOCUS	Safety Data	

Comprehensive Needs Assessment Process (including dates)

We met as a campus for a Pre-Planning Needs Assessment on May 8, 2025 with the staff at Oak Point who would be transitioning to Lakewood Village for the 2025-26 school year.
We met as a leadership team prior to the school year with our team leaders on Monday, July 25, 2025 at administration, PL2.
We met again once the school year began as our Leadership team on Tuesday, August 26, 2025 that served as our first site based committee meeting of the school year.

During these meetings, we discussed needs of the campus ranging from: construction updates, curriculum documents/materials, process of beginning the year, STEM expectations, master scheduling, safety/security/drills, establishing arrival/dismissal processes, combined data to determine academic strengths and weaknesses, team leader expectations, community involvement/events, staff morale ideas, MTSS processes, campus vision/mission, Portrait of a Lobo, Conscious Discipline, campus house system, campus instructional rounds, and any other areas of need that arose.

Goal: 1 Building Relationships/School Culture	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Participate in Year 2 of Conscious Discipline Training	Principal, Director for Professional Learning	Materials provided by Jennifer Skrivanek (CD coach)	August 2025-May 2026	All	Sign In Sheets, Evidence of implementation within classroom				
CDAT will participate in campus training sessions and support through scheduled Zoom calls	Principal, AP	Materials provided by Jennifer Skrivanek (CD coach)	August 2025-May 2026	All	Campus Visit with CD Coach via Zoom meetings				199
Focusing on a conscious discipline focus skill per month in conjunction with a Portrait of a Lobo character trait to determine our LWV student of the month.	Principal, Counselor	Conscious Discipline Materials	August 2025-May 2026	All	Routine Monitoring of Agreed Upon Practice/Skill, Announcements, Visual Board in school, community circle discussions				
3 members of CDAT will attend Executive Function and Tiered Supports through CD on September 25th and 26th		Training materials provided by CD staff	September 25th and 26th of 2025	All	STRIVE registration & Sign in Sheets				
One Thursday per month is dedicated to Conscious Discipline	Principal		August 2025-May 2026	All	Completed Video and Artifacts				

virtual training during Lakewood Learns time									

Goal:1 Building Relationships/School Culture	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships
Objective 1.2	Lakewood Village Elementary will use a house system to develop relationships, establish camaraderie and promote a system of "we instead of me" for all staff and students.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
All Staff and Students are sorted into one of 4 houses on campus	Principal	Ron Clark Academy house information	August 2025-May 2026	K-5	House lists, LiveSchool House Assignments				
Students are able to earn points for their house through a variety of actions: - Good character - Honor roll - Attendance - contests	Admin Team, Teachers	LiveSchool	August 2025-May 2026	All	House points accumulation, student point totals				
House parties/rallies are conducted 2 times per semester in order to promote school spirit,	Admin team		August 2025-May 2026	All	House party participation				

morale and relationship building.									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Lakewood Village Elementary will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				Staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)									

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Use of Sentinel to track drills and document any needs or concerns based on the results.	Assistant Principal, Principal	Sentinel Platform, data from drills	August 2025-May 2026	All	Use tracker/scheduler within Sentinel. Successfully completing all the requirements of the District needed drills for the calendar year.				
Behavior Specialist at Title 1 Elementary Campuses will support year 2 implementation of Conscious Discipline	Principal, AP, Executive Director for Special Populations	Discipline and PLC/Kid Talks data	August 2025-May 2026	All	MTSS data from Edugence, Office Referrals, Behavior Specialist				

and consult with specific students identified via campus referrals and MTSS behavioral data					documentation				
Threat Assessment team is created to consult on any threats that may arise and document specific notes within Sentinel.	AP, Principal, Threat Assessment Team	Meeting Agendas and Dates/Times	August 2025-May 2026	All	Documentation entered into Sentinel with results of assessment meeting				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Lakewood Village staff will adhere to the aligned, written, taught and assessed curriculum that provides for equitable rigor for students.				
Objective 3.1				We will successfully implement the curriculum to promote individual student success.				
Summative Evaluation (to be filled in by June 2026 by administration)								
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers will be trained and have a deeper understanding of implementation of Bluebonnet Learning focused on academic discussions, meaningful work and data driven	Elementary Math Coordinator, Principal	Great Minds	August 2025-May 2026	K-5	Training Agenda notes Strive registration				

instruction with Region XI coaching and instructional walks									
Teachers will participate in math internalization protocol process during PLC's which intentionally works to backwards plan, ensure TEKS/Curricular alignment, identify misconceptions, examine student data, and provide a blueprint for the learning scope and implementation.	Principal, Math Teachers	Bluebonnet Internationalization Module and Lesson Agendas	Wednesdays during math PLC's	K-5	Agenda documents within PLC folder				
Instructional Rounds will take place one time per month on campus, in which teachers walk classrooms to look at curricular alignment and how lessons align vertically.	Principal, Asst Principal	Look Fors	One Thursday per month	K-5	Instructional Rounds evidence/feedback form				
Teachers will participate in reading internalization protocol processes during PLC's which intentionally works to backwards plan, ensure TEKS/Curricular alignment, identify misconceptions, examine student data, and provide a blueprint for the learning scope and implementation.	Principal, reading teachers, reading specialist	Reading Internalization Agenda	Tuesdays during reading PLC's	K-5	Agenda documents within PLC folder				

Teachers collaborate with STEM specialist, science coordinator, and follow STEM campus guidelines in order to ensure STEM instruction and the EDP is incorporated within all subject areas.	Principal, STEM Specialist, Science Coordinator	Curriculum documents, STEM at LWV document, STEM bank provided by curriculum coordinator	August 2025-April 2026 STEM PLC's one Thursday per month	All	PLC notes, lesson plans, evidence of STEM learning ongoing				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis) while also providing needed support for Tier II & III Students.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
STEM at Lakewood Village document created with campus STEM expectations	Principal, Asst. Principal	Campus document	August 2025-May 2026	K-5	STEM expectations per grade level integrated within curriculum				

Students participate in Makerspace and have opportunities with coding, robotics, invention.	Librarian, Coordinator for Digital Learning Services	Library Handbook Makerspace Curriculum Makerspace Materials	1 time per week	K-5	Library Handbook Evidence of student participation within Makerspace				
Teachers attend professional learning on Lego Education in order to effectively implement within their classroom	Science Coordinator, Principal	Lego Science Education	October 28th and 29th	K-2	STRIVE sign in sheets Classroom observations				
Teachers utilize Mind Missions, a STEM based activity resource, to teach Social Studies with a hands-on approach that utilizes the EDP to engage students with a project based learning activity.	Principal, SS coordinator,	Curriculum documents, supplies needed for MM activities	August 2025-May 2026	All	Lesson Plans, evidence of participation based on student products				205
Five teachers will take place in the NISE STEM certification process	Science Coordinator	NISE trainer	Scheduled trainings throughout the year		Teacher participation & attendance Completion of all certification requirements				
Create campus schedule that allows students to participate in STEM lab experiences and Makerspace activities weekly	Principal, Librarian, STEM specialist, grade level teachers	Makerspace/STEM lab materials	Each class visits each space 1 time per week Each space has calendar for teacher sign ups on Mon/Fridays	K-5	Class Schedules Lesson plans Google Calendar				

Campus will complete the process to become STEM certified	Principal, campus STEM committee	NISE rep	August 2025-May 2026	STEM certification committee	Meeting agendas/ notes & completion requirements				
Campus STEMAPALOOZA event will take place on Monday, September 29th where community members and students will partake in a variety of STEM based activities: Lego Education, CoServ presentations, Student demonstration, Community storm chasers club presentation,	STEM Specialist	Lego Education, Community Partnerships, CoServ	September 29th		Attendance at event				Title 1 funds used for Lego Education-family engagement 206
Teachers responsible for providing GT students with targeted instruction are trained in depth and complexity and review gifted & talented assessment data to inform instruction/services of GT students.	Director for Academic Programs, GT teachers	Consulting services, region service centers	August 2025-May 2026	Gifted & Talented Students	Strive for professional development, data review meetings sign-in, use of D&C during walkthroughs				

Improve English language acquisition by providing consistent support for Emergent Bilingual (EB) students as measured by improved TELPAS composite scores.	Director for Academic Programs	Software Programs,	August 2025-May 2026	Emergent Bilingual Students	Data (Ellevation,, Rosetta Stone)				
Additional math vocabulary cards will be purchased and utilized in 2-5 classrooms to help with math vocabulary and providing both visual/vocabulary support for students to comprehend mathematical terminology.	Principal, Admin Asst.	Lonestar Learning Math vocabulary cards	September-May	All	Student Performance and Math results				Title 1 funds for materials 207
Tier III students are provided targeted intervention support in reading and math to help close achievement gaps and make progress towards individual goals.	Reading Specialist, Math Specialist	Amira, ST Math, Benchmark Phonics Intervention Kits, Marilyn Burns “Do the Math”	August 2025-May 2026	Tier III students	Progress Monitoring data, formative/summative assessments, MAP growth, STAAR results				

4th/5th graders who did not meet expectations on STAAR will be provided 30 hours of additional math or reading intervention to satisfy HB1416 requirements and help to improve performance and close instructional gaps	Teachers, Reading/Math Specialists	Amira, ST Math	August 2025-May 2026	Students not meeting Standard on 2025 STAAR assessment (math/reading)	Minutes logged into Focus				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Employees will engage in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students					
Objective 5.1				Mentees in their 1st or 2nd year of teaching and those new to the district will be provided a mentor for support.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers with 1-2 years experience will be provided a mentor who will observe, assist and collaborate with them throughout the year.	Principal, Director for Professional Learning	Mentor Teacher Training	August 2025-May 2026	Mentors, New teachers	Collaboration, observation data, meeting data				

Teachers new to the district will be provided a mentor to collaborate with and answer any needed questions.	Principal, Director for Professional Learning		September 2025-May 2026	Mentors, Teachers new to the district	Collaboration				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Employees will engage in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus STEM Influencer will model STEM lessons	Science Coordinator, Principal	STEM influencers	August 2025-May 2026	K-5	Instructional walks, video bank of lessons				
Math Teachers & campus administrators will be trained in Math Research Based Instructional Strategies	Elementary Math Coordinator, Principal	Region 11	August 2025-May 2026	All K-5 math teachers on campus	Training Agenda notes Strive registration				

Goal: 5 Teaching and Learning Goals				Employees will engage in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students					
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices campuswide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Admin attend Region 11 PLC TOT training in order to learn strategies to ensure the effectiveness of PLC's and internalization on campus	Principal, AP	Region XI trainer	August 2025 - Jan. 2026	All teachers	PLC agendas/notes				210
PLC time is embedded into master schedule in order for teachers to collaborate with subject and grade level content by intentionally following the internalization agendas to backwards plan, dissect data, and identify needs.	Principal, Team Leads	Master Schedule of Lakewood Learns	August 2025-May 2026	All	Lesson Plans, Grade Level Data, Internalization Documents				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 6 Community Engagement	Lakewood Village Elementary will foster relations with community partners to enhance educational opportunities.
Objectives 6.1	A variety of opportunities will be provided on the campus for the community and family members to participate in and/or get involved with the campus community.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
LWV will plan/attend family engagement activities that include, but are not limited to: Grandparents' Day Lunch (Sept) STEMAPALOOZA (Sept) Trunk or Treat (October) PTA PTA meetings/grade level performances (1 per month) Literacy Night (December) 633 Run (October) Family Thanksgiving Feast (November) House Olympics (November) Open House (March) Field Day (May)	Principal, AP, PTA board, Community Events Committee		Sept-May	All	Attendance at events Sign in sheets Parent survey results show high percentage of community involvement activities				

Lakewood Village Elementary will partner with town of Lakewood Village and builders in the community to help and support needs of teachers/staff/students on campus in a variety of ways: - Providing snacks - Feeding meals for staff - Providing supplies for STEM lab - Booth at Trunk or Treat Event - Sponsoring schoolfor purchase of house shirts	Principal, Admin Asst., AP	Town of LWV Taylor Morrison David Weekely			Staff Morale Positive campus climate Accessibility of needed items/supplies				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Community Engagement				Lakewood Village Elementary will foster relations with community partners to enhance educational opportunities.			
Objective 6.2				Provide the campuses with real-world applications through community partnerships help to promote STEM education			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**

Host a STEM night for parents and utilize Lego Education to present on using Legos for STEM. Families will participate and receive a "family kit" from Lego to use during the presentation. Presenters from the community will also host a storm-chaser exhibit, snake exhibit, and Co-Serv will be on site to present their educational demonstration.	Principal, STEM Specialist, Lego Education rep	In person presentation	September 29,	All	Parent Sign in Sheet				Title 1- Parent Engagement money allotment (Lego kits)
Provide snacks to parents and students on STEM Night to take part in while participating in the variety of campus activities.	Principal, Admin Asst.	Sam's Club order	September 29	All	Sign in Sheet from event				Title 1- Parent Engagement money for snacks

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 8.1				Campus will hire and retain highly qualified staff					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Help increase staff morale by providing Sunshine Committee luncheons throughout the school year	Administration, Sunshine Committee		August 2025-May 2026		Retention rate, staff satisfaction survey				

Teachers will be supported through a district mentor program to help build capacity among teachers and promote district unity	Director for Professional Learning, Administration team, Mentor teachers		August 2025 - May 2026	Teachers with 1-2 years of experience & new to district	trainings, collaboration notes, classroom observations				

LEISD 2025-2026 Professional Development Calendar

K-5

[Lakewood Village Professional Learning Plan]

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			217

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas

The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Online training through Safeschools	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds $10,000	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts

community. The district also provides educational reading materials for the summer break.			
7.Parent and Family Engagement: LWV Parent Family Engagement Plan			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			222
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	223
To promote success in transition from preschool to LEISD, we will provide PK Kindergarten orientation for all incoming parents and students.	Orientation Nights Advertisement of Orientations	Campus Administrators Communications Department	Advertisements Website	

APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Kori Werth	Principal	Lakewood Village Elementary	2025-26
Marcia Torres	Assistant Principal	Lakewood Village Elementary	2025-26
Desi Parra	Counselor	Lakewood Village Elementary	2025-26
Christy Vanderhoff	Admin Asst.	Lakewood Village Elementary	2025-26
Tamra Nowak	Reading Specialist	Lakewood Village Elementary	2025-26
Heidi Harrell	Math Specialist	Lakewood Village Elementary	2025-26
Robin Bowman	Kindergarten Teacher	Lakewood Village Elementary	2025-26

Kim Carver	First Grade Teacher	Lakewood Village Elementary	2025-26
RaiNece Durham	Second Grade Teacher	Lakewood Village Elementary	2025-26
Michelle Harper	Third Grade Teacher	Lakewood Village Elementary	2025-26
Jessica Denton	Fourth Grade Teacher	Lakewood Village Elementary	2025-26
Emily Brininstool	Fifth Grade Teacher	Lakewood Village Elementary	2025-26
Nancy Ball	Parent Rep	Lakewood Village Elementary	2025-26
Kelly Hastings	Community Rep	Lakewood Village Elementary	2025-26
Tosha Hoefert	District Rep	Lakewood Village Elementary	2025-26
Jeff Gibbs	Business Rep (David Weekley Homes)	Lakewood Village Elementary	2025-26

APPENDIX C: TRANSLATION OF THE CAMPUS IMPROVEMENT PLAN

CAMPUS IMPROVEMENT PLAN IN ESPANOL

For translations to other languages, please use the language feature in Google by going to:
"File"
"Language"
and choose the language of choice.

Little Elm Independent School District

Little Elm High School Campus Improvement Plan 2025-2026

Board Approval Date:

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	Little Elm High School has **2,467 students** enrolled for the 2025–2026 school year. LEHS is a diverse campus, with **40.7% Hispanic, 26.5% White, 23.1% African American, 5.1% Multi-Race, and 4.3% Asian** students. Economically disadvantaged students account for **48.9%** of the population. The percentage of students designated as at-risk increased from **56.25% in 2024–2025** to **59.26% in 2025–2026**. Academic participation continues to grow, with **515 students enrolled in AP courses** and **787 AP exams taken** in 2025, compared to **473 AP students** and **782 exams** the prior year. The percentage of students scoring **3 or higher on AP exams** has increased steadily over the past five years. Additionally, students achieved an average **SAT score of 942 in 2024–2025**, reflecting a 12-point gain from the previous year. The number of English Learners also rose from **483 in 2024–2025** to **501 in 2025–2026**, underscoring the growth of second-language learners on campus. LEHS achieved a **96.3% graduation rate for the Class of 2025**, highlighting the school's success in	Little Elm High School has experienced demographic and academic shifts that highlight areas of focus for the 2025–2026 school year. **Emergent Bilingual (EB) Students:** The EB population has grown from **369 students in 2023** to **501 students in 2025–2026**, signaling the need for targeted professional development and EB-specific training to ensure teachers and staff are fully prepared to meet the needs of these learners. **At-Risk Students:** With **59.26% of students identified as at-risk**, compared to 56.25% the prior year, there is an ongoing need for consistent, data-driven interventions and robust support provided through the **MTSS process**. **Economically Disadvantaged Students:** Nearly **half of the student body (48.9%)** is classified as economically disadvantaged, reinforcing the importance of equitable access to resources, academic opportunities, and wraparound services.	 **Student Attendance & Engagement:** A partnership will be continued with *Payton, Nix & Associates* to ensure students remain in school to the greatest extent possible to maximize learning opportunities. Campus procedures will be implemented to improve timely communication with families regarding tardies and absences. Continue to train and implement the MTSS process and emphasize fidelity in progress monitoring strategies utilized with students before moving a student from Tier I to Tier II and from Tier II to Tier III. Provide time and resources for AP teachers to analyze data and plan/implement instruction based on current and historical student needs.

	providing early interventions, supporting IGC project completion, and ensuring students meet all graduation requirements.	**AP and SAT:** Although AP participation and success rates have steadily increased and SAT scores showed a gain in areas, there remains a critical need to further strengthen student performance on **AP exams across core content areas** and to expand college and career readiness support.	
Student Achievement	The percentage of students who met the meets and mastery standards on the **Algebra, US History, and Biology STAAR EOC** increased from 2024 to 2025. In **English** the percent of students who met the mastery standard also increased. This trend was also true in our major sub pops–**EB, Hispanic and African American.** Mean scores on AP exams increased in AB Calculus, 3-D Art, Biology, Chemistry, English Language, Environmental Science, Human Geography, Music Theory, Pre-calculus, Spanish Language, Statistics, and US History. In 2025 there were score gains in twelve subjects. Our CCMR performance also continues to grow. In 2025 for Reading and Math, 1122 students who failed the STAAR in the previous year showed growth in STAAR performance.	Advanced classes made a big push in remediation and study sessions, especially for the students taking courses in the fall but not testing until the spring. Remediation has been provided for EOC course through an intervention period and bootcamps in the spring and fall.	Bluebonnet Learning will be implemented to support growth in math. An ESC consultant will work with English I and English II teams to support strong Tier I instruction and data analysis. Logistics for the intervention period will be adjusted to ensure that more students are participating in EOC remediation.

Curriculum and Instruction	Curriculum in the core content areas, as well as many elective/CTE courses have all 3 stages of curriculum documents completed & designed to support ease of use for teachers when planning for learning. A campus-wide focus on writing across the curriculum supported improvement in short constructed responses. The implementation of Folklorico in the 2022-2023 and the 2023-2024 school years has been highly successful. The program has grown to enrich more students over the last two years, with students performing for various audiences.	According to walkthrough data, teachers are providing for teacher-centered instruction in many of our classrooms. Even though we have one-to-one devices for students, our teachers are in need of additional training to fully leverage technological tools and software to enhance teaching and learning and mastery of the Tech Apps TEKS. Though there is a focus on framing the lesson, there is a need for consistent implementation of lesson closures.	Teachers will implement the lesson cycle, with emphasis on the closure, with fidelity to ensure rigor and equitable opportunities for all students. We will supplement the theater curriculum with Digital Theatre in order to enrich student's experiences. There is a need for more materials and supplies in order to continue to expand Folklorico to meet the needs of increased student participation.

Staff Quality and Retention	The LEISD Board of Trustees approved the 2025-2026 Budget Compensation Plan, granting teachers with 3-4 years of experience $2,500 and teachers with 5 + years of experience $5,000. LEHS hired and retained several LE graduates as high school teachers; Overall teacher retention rate improved by 30%. Accelerated block schedule decreases teacher workload and increases satisfaction. Fewer preps allow teachers to focus on their craft. Embedded professional development decreases the time teachers must devote outside of the school day for meetings and training. Strong mentor program to help new teachers survive and thrive.	Some positions remain difficult to fill due to lower salary levels. The district's award-winning childcare facility is a great draw for new employees, however, availability for some age groups is limited. Increased opportunities for teacher involvement/connection to the campus and other colleagues and more opportunities for staff recognition would further support improved retention.	We will recognize the dedication and hard work of staff through newsletters, recognition initiatives, and other forms of communication with internal and external stakeholders. We will practice selectivity in the interviewing and hiring process to prioritize quality hires. We will involve the staff in core value and vision work and in quarterly check-ins to ensure each staff member has a voice and to create buy-in. Campus PLCs (cross-curricular) will foster connection and work toward campus goals.

Technology	The systems we have in place for one to one devices are clearly defined. Network infrastructure is solid. Technology staff are responsive to campus needs.	Although our systems for one to one deployment are clearly defined, we still have EB's or ELL's who do not have chrome books. Students find ways to work around monitoring software. Students often forget or lose computer chargers, rendering their device useless during instruction. Some teacher-requested software programs have been eliminated due to budget cuts.	We need additional loaner laptops, since almost all of our curriculum requires online access.

Family/Community Involvement	Little Elm ISD has established a strong foundation for meaningful parent and family engagement through a combination of structured programs, community collaboration, and responsive support services.LEISD employs social workers, family liaisons, and campus leadership teams to support the diverse needs of families, ensuring students are well-supported both inside and outside of the classroom. The district provides ESL and	Although parent education classes are conducted, attendance is limited. Intentionality in recognizing active and involved parents and community members could help encourage additional participation. Parents and students, especially in ninth grade, demonstrate a need to better	Maintain and increase membership for the Friends of LEISD Ambassador Program that is designed for stakeholders to gain a deep understanding of the operations of LEISD. This will allow the participants to understand the district's inner working, educational strategies, administrative processes, and community engagement efforts.

	GED classes to empower parents, helping them develop the language and academic skills needed to support their children's education and engage more fully in school activities. Strong partnerships with organizations such as Love Pacs, Frisco Moms Care, and Trusted World enhance the district's ability to meet family needs through food support, clothing, and essential services. Hispanic Heritage Culture Night and African American culture night are hosted on campus with the assistance of parents/community members. Partnerships with colleges and universities provide information and services for parents and students.	understand the importance of attendance and how credits work.	Recognize parent involvement in weekly newsletters. Continue to encourage membership and participation in PTSA. Counselors will organize additional informational events that cater to specific grade-levels or target audiences.

Safety and Security	Key fobs are still up to date for consistent classroom security measures. Weapons detectors and the Zero Eyes program are used daily. New cameras have been installed, providing better coverage and more efficient monitoring. Student ID requirements helps ensure the students entering the doors belong on campus. Minga pass system allows for stay away agreements to continue to be followed while in the halls for student passes. All staff members have been trained in Conscious Discipline to facilitate better de-escalation and emotional regulation among students and adults.	Although teachers are providing much-needed support in monitoring hallways at key times during the day, there are additional times that need coverage, especially in restroom areas. Training and support is needed for managing Behavioral Threat Assessments in Sentinel.	Participation in Year 2 of Conscious Discipline implementation will continue to assist with student and adult behaviors. Adult presence, new equipment, and Verkada software should assist with monitoring for vape activity and addressing it quickly.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS

Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	Teacher surveys	School City	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	FOCUS	Safety Data	TXKEA/TPRI/Tejas Lee

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Attend Year 2 Training of Conscious Discipline	Campus admin	Access to training	August 2025-May 2026	All	Training Records				General 199 Funds
Participate in CDAT Campus Coaching	Campus admin	Access to CD Coach	August 2025-May 2026	All	Agendas and CDAT team feedback				General 199 Funds

Participate in Campus Administration Coaching	Principal, Assoc. Principal	Access to CD Coach	August 2025-May 2026	All	Routine Monitoring of Agreed Upon Practice/Skill				General 199 Funds
Send campus representatives to attend Executive Function and Tiered Supports CD training	Campus admin	Substitutes	September 25th and 26th of 2025	All	Sign in Sheets				Title II Funds
CDAT teams complete CD ECourses	Campus admin	Access to materials	August 2025-May 2026	All	Completed Video and Artifacts				General 199 Funds

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				We will have a campus where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate in training for the implementation of Sentinel, specifically the 2025 - 2026 mandates pertaining to BTA and DVA	Campus admin; BTA team	Sentinel Platform	August 2025-May 2026	All	Use of the Behavioral Threat Assessment within Sentinel. Successfully completing all the requirements of				General 199 Funds

					the District Vulnerability Assessments				
Model CD strategies in all campus-based professional learning	Campus admin and CDAT	CD resources	August 2025-May 2026	All	PD planning documents and sign-in sheets				
Provide secondary-specific CD strategy professional learning	Campus admin; District Behavior professionals		August 4, 2025	All	Slide deck and Sign in sheets				General 199 Funds

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support teachers in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers/admin participate in training in Carnegie/Bluebonnet Learning Implementation	Secondary Math Coordinator; campus admin	Carnegie Learning & ESC Region 11; Dedicated PLC time	June 9 & 11, Aug 6 & 7, Sept 19, Feb 16	Alg 1-Alg 2 OL	Training Agenda notes Strive registration				

Participate in 12 coaching days (3 per secondary campus, 2 Fall/2 Spring) to support the implementation of Carnegie/Bluebonnet Learning	Secondary Math Coordinator; campus admin	ESC Region 11	September 2025 - May 2026	Alg 1-Alg 2 OL	Data Analysis of "Look Fors"				Title II
English I and II teams participate in Coaching Days and PLC Support	Secondary ELAR Coordinator; Campus admin	ESC Region 11	August - December 2025	9th-10th ELAR	Training records, PLC				state
ELAR and science teachers participate in S3 Strategies training	Secondary ELAR Coordinator; campus admin	S3 consultant	August - February 2026	9-12 ELAR and science	Training Records				
Conduct campus walks to check for fidelity of implementation of the curriculum.	Curriculum Coordinators, Directors, Asst. Supt. for C & L; campus admin	Look Fors	August 2025-May 2026	All	Data Analysis of "Look Fors"				
Participate in TOT training to support teachers through the PLC process.	Campus admin	PLC schedules	August 2025-May 2026	All	Trainings records; PLC agendas				235
Provide PLC training for all teachers, with ongoing support from campus administrators	Campus admin	Substitutes, PLCs	August 8, 2025-May 2026	All	Training agenda; PLC agendas				

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Goal: 4 Teaching and Learning Goals	Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
Objective 4.1	Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Provide opportunities for Makerspace experiences for students	Campus media specialist; campus admin	Library Handbook Makerspace Curriculum Makerspace Materials	August 2025-May 2026	9-12	Makerspace schedule				
Implement use of Vernier probeware in science classrooms	Science Coordinator; teachers; campus admin	Vernier	August 2025-May 2026	9-12	Curriculum and PLC documents Class visits				
Implement VEX robotics activities for students	Curriculum Coordinators; Digital Learning Coordinator; Asst. Sup't. For C&L; teachers; campus admin	VEX	August 2025-May 2026	9-12	Curriculum and PLC documents Class visits				236
Incorporate the STEM Design Process in classrooms	Science Coordinator; NISE-certified teachers	NISE STEM Certification	August 2025-May 2026	9-12	Training records Curriculum and PLC documents STEM Certification data				
Implementation Carnegie/Bluebonnet Learning	Secondary Math Coordinator, Campus Principals, Asst Sup ; math teachers in Alg 1 - Alg 2	Walk Look Fors Form Coaching & Feedback protocols PLC time and resources	August 2025-May 2026	Alg 1-Alg 2 OL	Meeting Agenda notes Walk Look Fors & data Coaching Calendars Instructional Walks Calendars				

					Curriculum and PLC documents				
Participate in the internalization & optimization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Secondary Math Coordinator, Campus Principals	TEA Internalization & Optimization protocol TEA Student work analysis protocol	August 2025-May 2026	Alg 1-Alg 2 OL	PLC Agendas Campus based sign-in sheets				
Increase stakeholder partnerships for teachers & students that expand classroom learning.	Science Coordinator; Coordinator for CTE; Campus Principals; Communication Dept.	SPARK breakfast	June 2025	K-12	Meeting agenda notes Google form Calendar invite				237
Improve outcomes for advanced learners by participating in professional development on depth and complexity and review gifted & talented assessment data to inform instruction/services of GT students.	Director for Academic Programs; campus admin; advanced academic teachers	Consulting services, region service centers	August 2025-May 2026	Gifted & Talented Students	Strive for professional development, data review meetings sign-in, use of D&C during walkthroughs				General 199 Funds-pic21 $20,000 Professional Development, Supplies, Assessment
Increase the number of students earning a 3 or above in AP Core Subject assessments by reviewing the data and using the instructional report for planning and supporting	Director for Academic Programs; campus admin; advanced academics teachers	College Board	September 2025-April 2026	Advanced Placement students in core classes	Strive for professional development, Sign-in sheets for data review.				General 199 Funds -pic 38 funds

teachers with needed professional development.									
Provide extended learning opportunities for students enrolled in AP classes to prepare for AP and college entrance exams	Advanced academics and SAT/ACT prep teachers; campus administrators; College Readiness Coordinator	AP Classroom, Khan Academy, Progress Learning access	September 2025-May 2026	Students in advanced learning	Sign-in sheets for study sessions				General 199 Funds -pic 38 funds
Improve academic growth and language proficiency for Emergent Bilingual (EB) students by strengthening ESL programming while supporting culturally responsive instructional practices across classrooms.	Director for Academic Programs; teachers; campus admin	Consultants, Software Programs, DL/ESL Instructional Coach, region service centers	August 2025-May 2026	Emergent Bilingual Students	Data (Ellevation Strategies), Sign-in Sheets, Walkthroughs				Title III 238
Improve English language acquisition by providing consistent support for Emergent Bilingual (EB) students as measured by improved TELPAS composite scores.	Teachers; campus admin	Software Programs, Multilingual Specialists, region service centers	August 2025-May 2026	Emergent Bilingual Students	Data (Ellevation, SummitK12, Rosetta Stone)				Title III
Support monitoring and intervention systems through LPAC processes, as measured by improved TELPAS scores, grades	Director for Academic Programs; ESL Coordinator; teachers; campus admin	Consultants, region service centers, Multilingual Specialists, Ellevation	August 2025-May 2026	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence				Title III

and state assessment performance.									

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Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2026 by administration)									

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
All special education teachers and paraprofessionals will participate in training of inclusion strategies to better support students in the general education classroom setting	Executive Director for Special Populations; SpEd teachers/paras; campus admin	Training Agenda and artifacts	August 2025-December 2025	Sp. Ed.	Improved Inclusion Strategies will be observed by special education leadership during classroom walk throughs				
100% of mentors new to the role will complete the required training in order to effectively support mentees in their first or second year of teaching.	Director for Professional Learning; mentors; campus admin	Mentor Teacher Training via Canvas	August 2025-May 2026	New Mentors, Mentors who need additional support	Success on Canvas assignments at 80% or higher				

Mentors will actively participate in instructional walks with other mentors, beginning teachers, and/or campus/district instructional staff throughout the 2025-2026 school year.	Director for Professional Learning in partnership with campus principals/ assistant principals and content coordinators	½ day classroom coverage may be required	September 2025-March 2026	Beginning Teachers & Mentors	Artifacts including (but not limited to), observation notes, documentation on data trends, and attendance records.				
All Mentors will receive 1:1 coaching opportunities throughout the 2025-2026 school year	Director for Professional Learning in partnership with campus principals/ assistant principals	30 minutes per session	September 2025-March 2026	Mentors	Data collected in coaching sessions and during shadowing				
Mentors who demonstrate a need for additional or specialized support will participate in required supplemental professional learning	Director for Professional Learning	Book study. Supplemental training materials; coaching support through	August 2025-May 2026	Mentors who need additional support	Success on supplemental training tasks or assignments at 80% or higher				240

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Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.			
Objective 5.2				By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**

Leverage STEM Influencers to model STEM lessons	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	9-12	Meeting agenda notes				
Calibrate teachers' understanding of STEM experiences in the classrooms through professional learning	Curriculum Coordinators; Digital Learning Coordinator; Asst. Sup't. For C&L; Campus Principals	NISE certification	August 2025-May 2026	9-12	Meeting agenda notes Class visits				
Offer at least 4 training sessions for Robotics training throughout the year.	Coordinator for Digital Learning	Robotics materials	Aug. 20205-April 2026						
Provide teacher training for implementing S3 strategies	Science & Secondary ELAR Coordinator	S3 Strategies	August 2025-May 2026	9-12	Meeting agenda notes Curriculum documents Class visits				241
All Carnegie/ Bluebonnet Learning new hire math teachers & campus administrators will be trained in Math Research Based Instructional Strategies	Secondary Math Coordinator, Campus Principals	ESC Region 11	August 2025-May 2026	Alg 1-Alg 2 OL	Uploaded certificate of attendance in Strive				
Offer choice sessions during campus PD days to facilitate personalized learning for teachers	Campus admin; teacher leaders		August 2025-May 2026	ALL	Sign-in sheets and Strive registration				
Facilitate quarterly new teacher support sessions based on results of new	Campus admin; teacher leaders	Snacks	Oct. 2025 - May 2026	New teachers	Sign-in sheets and agendas				

teacher needs assessment									

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate in PLC TOT training	Principal and Assoc. principal	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				LASO Grant Funds
Participate in Region 11 PLC Coaching for teams	Campus admin; content area teams	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				LASO Grant Funds
Campus administrators will support PLCs for each content area	Campus administrators	Schedules of PLC Meets at Campuses; Curriculum Resources; Additional Professional learning as needed	August 2025-May 2026	All	Student Achievement; Region 11 Data Dashboard; PLC agendas and calendar				

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	By May 2025, community collaboration between local businesses and student work-based learning will increase as measured by student interaction with the local community.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
WBL teachers will place students for practicum enrollment	WBL teachers	Schoolinks	August 2025 to September 2025	All	Documented meetings and actual student placement in externships				State Local 243
Work with CTSO student boards to collaborate on community events	CTE Coordinator, CTSO Sponsor, CTSO Officers	Schoolinks	August 2025 to April 2026	All					
Invite members of Chamber of Commerce and other local businesses to participate in Chart Your Course event	CTSO students, sponsors; campus admin and counselors		Jan-March 2026	All	Chart Your Course promotional materials; student and business leader attendance				

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	By the end of the school year, 100% of secondary school students will utilize Schoolinks to increase access to College, Career, and Military Readiness.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Students will select courses for 2026-27 and beyond using SchooLinks to reflect accurate graduation plans that will be visible to students and parents.	Counselors	Schoolinks	August 2025 to March 2026	All	Schoolinks Analytics on completion rate				

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Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.1	Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Encourage participation in ThoughtExchange Surveys fall/spring	Cecelia Jones; campus admin	ThoughtExchange	December/ May	All	Response rate equal to or greater than 25% of our parents.				

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Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.2				Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Promote the Special Populations Department's 4 Parent Training Events and 2 Parent Resource Nights to assist parents of students with Special Needs.	Executive Director for Special Populations; campus admin	Meeting Schedule and Training Artifacts		Sp. Ed.	Sign in sheets; Training presentations				245
Encourage participation in ThoughtExchange Survey EOY	Cecelia Jones	ThoughtExchange	May 2026		Satisfaction Response				

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Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objective 7.3				Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the "I Choose" campaign.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Promote I Choose Campaign on social media	Campus admin		August 2025-May 2026		Enrollment increases from the start of the school year.				
Create "Week in Review" posts/videos to promote student opportunities and successes on social media.	Campus admin	Video editing software	Aug 2025-May 2026		Engagement with social media posts				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.			
Objective 8.1				Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*	**Supported by State or Federal Funds**

						#1	#2	#3	
Encourage club/organization participation in St. Arbor Garden events - "Grow the Biggest…"	Cecelia Jones; club sponsors	Community garden	Fall 2025	All	St. Arbor Garden events with our students - "Grow the Biggest…"				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Assist in promoting community partner participation in the district SPARK Committee	Coordinator for Science; Director for Communications; All Administration	Partner Opportunities	July 2025-June 2026	All	SPARK meeting sign-in sheets; Agendas				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.						
Objectives 9.1				Target recruiting of high quality personnel through LEISD "Grow Your Home" programs.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*	**#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Share "Grow Your Home" opportunities among staff members- targeting LEISD paraprofessional and auxiliary staff - to attain degree(s) and teacher certification	Coordinator for Human Resource Services; campus admin	iTeach	September 2025 - June 2026	All	List of partnerships explored and the results; establish strong partnership with a local university; paraprofessional/auxiliary staff that are hired into teaching positions in LEISD					248
Promote "Grow Your Home" program - for LEHS Seniors who are active in Texas Association of Future Educators (TAFE) to return to LEISD as an employee upon completion of their education degree.	Director for Human Resource Services; Coordinator for Human Resource Services; TAFE sponsor; campus admin	Partnership with TAFE at LEHS	August 2025 - May 2026	All	-More frequent interactions with TAFE students -Expansion of topics discussed with TAFE -List of resources provided to TAFE					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.2				Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Facilitate Carpool Kudos opportunities	Human Resource Services Department; campus admin	Social media platforms; microphones	September 2025-May 2026	All	Increased staff morale; Social media engagement; community connection/participation				
Recognize 3 individuals each month as Staff Members of the Month, aligned with staff-created core values; Include regular shout-outs in campus newsletter and faculty meetings	Campus admin	Staff of the Month yard signs	Sep 2025 - May 2026	All	Positive morale as indicated on quarterly check-in forms				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	**LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.**
Objectives 9.3	Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Encourage participation in before/after school check-in sessions with 1st & 2nd year staff once a year	Executive Director for Human Resource Services; campus admin	Pre-visit survey; Snacks; Swag	September 2025-May 2026	All	Topics of interest addressed during session				
Encourage participation in Adopt-A-Lobo program	Human Resource Services Department; campus admin	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	September 2025-May 2026	All	Social media posts; higher retention rate of 1st year staff; increased staff morale				250

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	**LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.**
Objective 10.1	Navigate leadership transition while maintaining high levels of customer service and a strong financial position, as evidenced by a balanced budget, clean audit and external recognitions.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)	Campus Administration Secretary	Procedures & training provided by the district	July 2024-Jul 2025	All	Audit report; Financial Ratings				251
Provide feedback on the process of ongoing analysis and modification of procedures to sustain compliance while also providing ease of use	Assistant Superinten - dent for Business and Finance; campus admin and admin assistants	Clear Procedures Laserfiche forms	July 2024 - June 2025	All	Feedback from stake - holders; Balanced Budget				

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APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive, proactive awareness/intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons No Place for Hate	School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern. • Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			254

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training;	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

	Online training through Safeschools Hope Squad $1,500.00, Title IV			

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds $??????	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report

All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

acceleration, and local assessment program.			
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list. 258
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.

6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement: ATTACH LINK TO THE PFE PLAN			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			259
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,427,261 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Committee Member	Role	Term Year
William Wiggins	Teacher	1
Michael Horvath	Teacher	2
Alvin Jackson	Teacher	1
Scott Perry	Teacher	1
Devin Coronado	Teacher	1
Kyle Heller	Administrator	2
Deidre Miller	Community Member	2
Justin Persick	Business Representative	2
Tamara Alexander	Parent	1

Nathan Perry	Parent	1

Little Elm Independent School District

Oak Point Elementary Campus Improvement Plan 2025-2026



Board Approval Date:
This plan may be found on the campus and district websites.

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos, We **VALUE:**

- A safe and orderly environment where students' and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation, and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff member, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure, and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught, and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning-making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them in meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high-quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	Oak Point Elementary has a current enrollment of 652 students, a decrease of 348 students from last school year due to the opening of Lakewood Village Elementary in the 2025–2026 school year. The demographic composition of the student population is 57% Hispanic, 28% White, 7.5% African American, 2.3% Asian/Pacific Islander, and 2.8% identifying with two or more races. For the 2025–2026 academic year, 54.8% of students are classified as economically disadvantaged, representing a 4.9% increase from the 2024–2025 school year. Additionally, 54.0% of the student population is designated as at-risk for 2025–2026, a figure that remains unchanged from the previous year. The Emergent Bilingual population for the 2025-2026 school year stands at 41.6%, reflecting a 6.4% increase compared to the 2024–2025 academic year. Currently, the special education population comprises 11.2%, representing a 1.3% decline from 12.5% in the previous school year. Oak Point Elementary's attendance rates were	Given that Oak Point Elementary was previously overcapacity but now has decreased enrollment due to the opening of Lakewood Village Elementary, the school's needs shift toward optimizing space and resources. This transition creates opportunities to better support its two-way dual-language program, which currently has more classrooms for two-way dual-language instruction than for monolingual ones. With a predominantly high Hispanic and Emergent Bilingual population, having robust dual-language resources and program implementation is essential to support language development in both Spanish and English, as well as academic achievement. Additionally, effective communication and outreach tailored to diverse cultural and linguistic backgrounds will strengthen partnerships with families within the Oak Point Elementary community. Oak Point Elementary will need to focus on and devote Title 1 funding toward targeted academic support, social-emotional learning, family engagement, and staff training to meet the needs of its diverse and economically disadvantaged student population. These efforts help to close learning gaps, build resilience, foster strong community ties, and equip staff	Oak Point Elementary will foster biliteracy and academic excellence through a strong two-way dual-language program in Spanish and English. The district prioritizes continuous improvement of this program, ensuring high-quality instruction, equitable access, and measurable outcomes in biliteracy and bicultural competence. Oak Point Elementary will emphasize effective and consistent communication and outreach to engage diverse families and strengthen community partnerships. This aligns with the district's priority to foster community relationships and engage all students, staff, and families in learning experiences that build and sustain meaningful and respectful relationships and connections. Oak Point Elementary will advance academic achievement and growth, social-emotional development, and family engagement while building staff capacity through ongoing professional learning in trauma-informed and social-emotional practices to better serve our diverse and economically disadvantaged students. This aligns with the district's goal to engage each employee in personalized learning that equips them to meet the social, emotional, and academic needs of all students.

	95.27% (2024–25), 94.75% (2023–24), 94.50% (2022–23), and 93.98% (2021–22), steadily improving over the past four years with an average annual increase of approximately 0.43% per year. Oak Point Elementary has made notable gains in student attendance, with chronic absenteeism decreasing from 15.5% in 2021–22 to just 9.5% in 2024–25. As the district's second-largest campus by enrollment, behind the high school, Oak Point Elementary's ability to rank second districtwide in attendance and low chronic absenteeism, surpassed only by Prestwick Elementary, a non-Title 1 campus, highlights the school's strong culture of engagement and commitment to student success.	with skills to effectively support all students. Additionally, Oak Point Elementary will need to continue building and sustaining a positive school culture that continuously prioritizes regular attendance. Combined with early identification and timely intervention for students facing attendance challenges, Oak Point Elmentary will continue to improve overall attendance and chronic absenteeism rates and academic success.	Oak Point Elementary will continue improving attendance rates, which includes early identification and intervention for students with attendance challenges, along with personalized outreach and communication with families to address barriers. This aligns with the districts priority to ensure all students are in school to the maximum extent possible, to learn. To continue achieving higher attendance rates, Oak Point Elementary will implement incentive and recognition strategies and/or programs to motivate students, while involving teachers and staff in attendance efforts to help maintain accountability and strong relationships with students and families.
Student Achievement	Oak Point Elementary maintained a C accountability rating based on the performance results from the 2024–2025 STAAR assessments, reflecting its achievement within the state's standardized evaluation system. Oak Point Elementary achieved its English Language proficiency goal for both current and monitored English learners in Domain III, closing the gaps. Third-grade reading scores saw 87% of students reach Approaches and 62% Meets, with increases of 7% and 6% from last year. Both third and fourth grade math scores improved by an average of 5% in Approaches and Meets, while fifth grade science achieved an 11% gain in Approaches and a 4% rise in Meets and Masters. By the end of the 2024–2025 school year, 65% of Kindergarteners demonstrated growth in reading and 62% in math as measured by MAP testing from fall to spring.	Oak Point Elementary's C accountability rating was primarily influenced by its performance across the three STAAR domains: Student Achievement, School Progress, and Closing the Gaps. Challenges in School Progress, specifically in Academic Growth and Relative Performance, and Closing the Gaps domains contributed to the overall C rating, despite stronger results in Student Achievement. This indicates areas for growth in supporting steady academic progress and reducing achievement gaps among student groups. Key areas to address for 2025-2026 include improving 4th and 5th-grade math achievement, with a focus on 4th-grade English language learners who showed lower academic achievement and growth. Additionally, targeted support is needed for 4th-grade reading, particularly for English language learners, and closing the gaps in student growth and achievement in the meets and masters range for both 4th and 5th grade math and reading. Oak Point Elementary will target support in 2nd-grade monolingual students, whose reading growth increased modestly from 22% midyear	At Oak Point Elementary, an additional 456 minute PLC and planning collaboration time will be dedicated for teachers to work directly with the district's math and reading instructional coordinators, a Region 10 math instructional coach, and a dual-language instructional coach. This collaboration will occur three times a week during "Lobo Learn Time" and will enable teachers to progress monitor every student weekly in reading and math, analyze data, and plan targeted lessons based on that data. These efforts support the school's priorities of strengthening academic growth, improving relative performance, and closing achievement gaps through targeted interventions and data-driven instruction. Students at Oak Point will participate in "Lobo Learn Time," a structured rotation model where they engage in STEM, Technology, and targeted intervention groups for 45 minutes, three days a week. This approach provides students at Oak Point, a NISE STEM-Certified campus, with opportunities to engage in collaborative STEM activities that foster critical thinking and

		to 32% by year-end during their 1st-grade year, indicating a need for focused reading interventions and skill-building to accelerate literacy development.	innovation, alongside technology-based learning and targeted small group instruction led by interventionists or tutors. Oak Point Elementary will continue implementing the Reading PRESS-IN model for 2nd-grade reading interventions to specifically address reading gaps. Additionally, the school will provide push-in math and reading support to target and close achievement gaps in all grades.

Curriculum and Instruction	The district curriculum in ELAR/SLAR, Social Studies, Math, and Science is fully developed across all three stages, with Stage 3 intentionally designed to provide clear guidance and ease of use, supporting teachers in effective planning and instruction. The district curriculum incorporates integrated STEM lessons, hands-on activities, and technology applications that provide students with opportunities to explore science, technology, engineering, and math concepts in meaningful and engaging ways. These built-in resources not only enhance critical thinking and problem-solving skills but also support teachers in delivering dynamic instruction that prepares students for future academic and career pathways.	Teachers and staff at Oak Point Elementary will need ongoing practice, support, and professional learning with utilizing Bluebonnet Learning Math, Savvas Science, and Edugence for assessments and MTSS to deepen their understanding of the curriculum and fully utilize each program's capabilities to support instruction and student learning.	Oak Point Elementary prioritizes providing teachers and staff with ongoing practice, support, and professional learning in Bluebonnet Learning Math, Savvas Science, and Edugence for assessments and MTSS, ensuring they deepen their understanding of the curriculum and fully utilize each program's capabilities to strengthen instruction and improve student learning outcomes. Oak Point Elementary prioritizes providing teachers with an additional 45-minute PLC and collaborative planning block three times per week during "Lobo Learn Time." This dedicated time allows teachers to work with district curriculum coordinators and dual-language coach to strengthen their understanding of the district curriculum, align instructional planning, and analyze student data. The additional collaboration also supports the integration of the district's STEM lessons, hands-on activities, and technology applications, enabling teachers to deliver and/or design engaging, targeted instruction that fosters critical thinking, problem-solving, and prepares students for future academic and career pathways. This supports the district's goal of supporting

			constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.

Staff Quality and Retention	With the opening of Lakewood Village Elementary, Oak Point Elementary experienced a reduced need for new teacher and staff hires, demonstrating the campus's high 89.2% retention rate and stability in staffing. This marks the second consecutive year the campus has sustained a high staff retention rate. For the 2025–2026 school year, Oak Point Elementary welcomed 10 new staff members. This includes 4 classroom teachers (one newly created position), 1 Special Education teacher, 1 Dyslexia Specialist, 1 Speech Pathologist, and 1 Multilingual Specialist (a newly created position in response to the high number of English learners), along with 2 paraprofessionals. Of these hires, 2 positions were newly created, while the remaining openings resulted from the staffing split between Lakewood Village Elementary and Oak Point Elementary. Oak Point Elementary has increased bilingual, Spanish-speaking staff to support its large population of English learners and dual-language classrooms. Of the 32 classroom teachers, 16 are certified bilingual, representing 50% of the teaching staff and strengthening the support for English language learners and dual-language classrooms. Overall, 31 of Oak Point Elementary's 60 staff members are bilingual, with 52% proficient in both English and Spanish. This capacity strengthens communication and fosters stronger relationships with parents and the school's diverse community.	To sustain Oak Point Elementary's high retention rate and staffing stability, the campus will focus on providing ongoing professional growth opportunities, maintaining a supportive and collaborative work environment, and implementing proactive strategies to recruit and retain diverse, high-quality staff aligned to student needs. Regular monitoring of retention data will ensure continued progress and address potential challenges early. Oak Point Elementary will continue to strengthen support for English learners and dual-language classrooms by sustaining the recruitment and retention of bilingual-certified teachers, providing ongoing professional development to enhance instructional practices, and expanding family engagement initiatives that leverage staff bilingual capacity to foster strong communication and relationships with the diverse school community. Monitoring academic and engagement data will ensure these efforts translate into continued student growth and success.	Oak Point Elementary prioritizes sustaining high staff retention and stability by investing in professional growth, fostering a supportive and collaborative work environment, implementing proactive recruitment and retention strategies aligned to student needs, and continuously monitoring retention data to ensure ongoing success. Oak Point Elementary prioritizes strengthening support for English learners and dual-language classrooms by sustaining the recruitment and retention of bilingual-certified teachers and staff, providing targeted professional development to enhance instructional practices, and expanding family engagement initiatives that leverage bilingual staff to foster strong communication and relationships with diverse families and the community. Monitoring academic and engagement data will ensure these efforts drive continued student growth and success. Oak Point Elementary supports the district's goal by retaining high-quality staff through professional growth and a collaborative work environment, while also recruiting and developing bilingual-certified personnel to better serve English learners and diverse families. These efforts ensure effective staff are in place to drive student success at every level.

Technology	At the start of this school year, Oak Point Elementary teachers and staff received upgraded laptops to enhance instructional and operational efficiency. The district continues to improve the network infrastructure, to improve and ensurse reliable and fast connectivity throughout the campus and district. Systems are established to efficiently manage one-to-one student device checkouts, complemented by a sustainable maintenance plan that ensures technology remains current and functional. Little Elm ISD monitors student safety on one-to-one devices using Linewize Monitor, an advanced, human-moderated digital monitoring system that detects and alerts designated staff to potential risks in real time. Any alerts generated by Linewize at Oak Point Elementary are reviewed immediately by trained Oak Point Elementary staff and administrators who assess the context and severity, enabling prompt and informed responses to protect students from cyber threats, harmful content, or concerning digital behaviors.	Oak Point Elementary needs ongoing support to maintain and further enhance the network infrastructure for consistent, reliable, and fast connectivity campus-wide. Oak Point Elementary will need continued cyber security training for staff in promptly responding to Linewize alerts and threats detected on student devices.	The district prioritizes maintaining and upgrading network infrastructure to ensure consistent, reliable, and fast connectivity across all campuses, including Oak Point Elementary. Oak Point Elementary will prioritize ongoing cybersecurity training for staff, focusing on prompt response to Linewize alerts and effective monitoring of students on one-to-one devices. This training will equip staff with the skills needed to identify, assess, and act on potential digital threats, ensuring a safe and secure learning environment. 269

Family/Community Involvement	Oak Point Elementary benefits from a dedicated bilingual District Parent and Family Liaison who partners with administrators and families to provide support, offer parenting classes, and connect our diverse families with resources. This advantage greatly strengthens Oak Point Elementary's communication and engagement with the school's high population of English learners and their families. Oak Point Elementary publishes a monthly newsletter that keeps all parents informed and engaged with upcoming events and activities, strengthening communication and involvement	Oak Point Elementary needs to expand the Ballet Folklórico and House Soccer Club program to ensure students have opportunities to participate continuously from elementary through middle school and into high school. By strengthening partnerships with its feeder campuses, Walker Middle School and Little Elm High School, the Ballet Folklórico and House Soccer Club program expansion will provide students and families with opportunities to build cultural connections, athletic opportunities, and foster alignment from elementary through high school.	Oak Point Elementary prioritizes expanding the Ballet Folklórico and House Soccer Club programs to create continuous participation opportunities from elementary through high school, while strengthening partnerships with Walker Middle School and Little Elm High School to foster cultural connections, athletic involvement, and long-term family and community engagement. These programs are especially designed to increase access and involvement for the school's Hispanic population, English Language Learners, economically

	across the school community. Oak Point Elementary has opportunities for student and family engagement through its Ballet Folklórico Club. The Ballet Folklórico Club strengthens connections with all families, while the development of the House Soccer Club increases student participation and invites families to engage through after-school tournaments and school spirit events, culminating to the “Copa de Casa” in April. Oak Point Elementary has the following community events throughout the year: ● Meet the Teacher ● Title 1 Parent Meetings ● Ballet Folklórico Parent Events ● Hispanic Heritage Night ● Grandparents’ Day Lunch ● Trunk or Treat ● Veterans Day Program ● Literacy/STEM Night ● PTA Performances ● Open House ● Book Fairs ● Talent Show ● GT Showcase ● Field Day ● Family House Basketball Tournament ● House Soccer Tournament (Copa de Casa)		disadvantaged students, and other at-risk students by providing engaging opportunities that build pride, connection, and alignment across the feeder pattern. This priority aligns with the district’s commitment to building trust and involvement by fostering partnerships with the community to enhance educational opportunities for all students. 270

Safety and Security	Oak Point Elementary consistently implements the Intruder Door Audit (IDA) process through weekly exterior door sweeps to ensure all doors remain closed, locked, and secure. Each sweep includes a physical check of every exterior door, documentation of any concerns, and verification that all doors function as designed, with records maintained by the staff member conducting the inspection. This consistent practice strengthens campus safety by ensuring	Oak Point Elementary will continue providing ongoing training and communication to staff if/when safety and security procedures, technology, TEC, or equipment change. Oak Point Elementary needs to strengthen and provide mroe behavior resources, professional learning, and supports in , as data shows higher or increasing referral rates in these areas. Grade 1 referrals rose from	Oak Point Elementary will focus on behavioral interventions, staff training in Conscious Discipline and MTSS, and targeted behavioral coaching and behavior plans to support classroom management and student behavior across all grade levels. Oak Point Elementary prioritizes providing teachers with an additional 45-minute professional learning block once per week

	compliance with district and state security requirements. Oak Point Elementary consistently documents and monitors safety drills and maintenance logs to meet state requirements, promptly address potential hazards, and ensure a safe, compliant, and secure environment for students and staff. Oak Point Elementary has recently benefited from district-wide safety upgrades, including new door locks and keys installed throughout the building, as well as updated locks on all exterior gates to strengthen campus security. In addition, the school is preparing to receive upgraded security cameras for both the interior and exterior of the building, further enhancing monitoring capabilities and ensuring a safe environment for students and staff. Oak Point Elementary shows progress in the reduction of behavioral referrals, as seen in the significant decline of referrals in grade 4 (35.5% in 2022–2023 to 8.8% in 2024–2025) and steady, low referral rates in grades 2 and 3.	6.5% in 2022–2023 to 31.9% in 2024–2025, grade 5 referrals have remained consistently high (32.3% in 2022–2023, 31.0% in 2023–2024, and 37.2% in 2024–2025), and SPED referrals increased from 9.7% in 2022–2023 to 36.3% in 2024–2025.	during “Lobo Learn Time” to support professional development in Conscious Discipline and the MTSS process. This extra time allows teachers to deepen their understanding of behavior interventions, collaborate on effective strategies, and design targeted behavior plans that improve classroom management and promote positive student behavioral changes. This additional time and supports consistent application of district-wide behavior expectations and Conscious Discipline practices in addition to data-driven decision making, ensuring a safe and supportive learning environment that fosters student social-emotional and academic learning, growth, and success. 271

Data Used for Campus Comprehensive Needs Assessment

504 Data	District Benchmark Assessments	Homeless and Foster Care	Professional Development Feedback	Teacher/Staff Retention
A-F Accountability Report	District & Campus Surveys	LEISD Values and Portrait of a Lobo	Progress Reports	Teacher/Student Ratio
Administrator Input	Educator Evaluations	LEISD Vision & Mission	Safety/Security Data	TELPAS Data
Attendance	Edugence Data	MTSS Data	Special Education Data	T-TESS Goals
Campus Goals	Equity Data	NWEA MAP Growth Data	Strategic Plan	TXKEA/TPRI/Tejas Lee
Counselor Input on Mental Health	Focus Reports	On Data Suite Stats	STAAR Data	
Curriculum Documents	GT Demographics and	Parent, Community, and Title 1	TAPR	

	Performance	Surveys		
DEIC Input	HB 1416 Data	PEIMS Discipline Data	Technology Help Tickets	
Demographic Data	HB3 Board Goals	Prior Year Data	Technology Input from Stakeholders	

Comprehensive Needs Assessment Process

The Oak Point Elementary Campus Leadership Team (CLT) convened on May 12, 2025, to review and analyze key end-of-year data and feedback, including Conscious Discipline survey results from staff and students, the Title 1 Parent Engagement Survey, professional development feedback from grade-level teams, and NWEA MAP Growth and Fluency assessment data. During this meeting, the CLT conducted a comprehensive Campus Needs Assessment (CNA) to identify priority areas for improvement and guide planning for the upcoming school year.The comprehensive needs assessment process at Oak Point Elementary includes inviting several parents, members of the community, along with teachers and staff to discuss the CNA.

The CLT commenced the May 2025 meeting by clearly defining the purpose and goals of Oak Point Elementary's Campus Needs Assessment, articulating why the assessment was essential and what outcomes were expected. This purpose was shared with all stakeholders, and a timeline to guide the assessment process was established.

After reviewing the data presented, the CLT identified strengths, weaknesses, achievement gaps, and trends across student groups and subject areas. The CLT then prioritized Oak Point Elementary's most critical needs by ranking these issues based on their impact and feasibility for improvement. An action plan was developed to align with the prioritized needs, establishing measurable targets, evidence-based strategies, and a clear plan for resource allocation.

The Oak Point Elementary CLT reconvened on August 28, 2025, at the start of the 2025-2026 school year to review the plan developed during the May 2025 meeting, incorporating the recently released 2024-2025 STAAR scores and the campus A-F Accountability Rating.

The CLT was presented with the Campus Needs Assessment results from May 2025 and the associated action plan. The team then reviewed Oak Point Elementary's Accountability Rating and 2024-2025 STAAR scores, discussing how these factors influence the allocation of Title 1 funding and the development of the campus master schedule. Feedback from the CLT was gathered to refine the action plan, focusing on priorities related to instruction, curriculum, resources, STEM, Conscious Discipline, and overall academic growth. Additionally, the CLT reviewed the Title 1 Parent Engagement Survey questions and Parent/Family Engagement Plan. The CLT provided feedback and revisions were made. The CLT reviewed the Title 1 Parent Engagement Survey questions and the Parent/Family Engagement Plan, providing valuable feedback that led to subsequent revisions.

The Oak Point Elementary CNA was finalized along with the action plan. Oak Point Elementary will carry out the action plan, implement progress monitoring measures built into the master schedule in the PLC and "Lobo Learn Time", and collect ongoing data and adjust strategies as needed.

The CLT is scheduled to meet again on February 16, 2026, to review mid-year data and revisit the CNA action plan. During this meeting, feedback will be gathered to make any necessary revisions, ensuring the campus remains on track to improve student academic growth and address other identified areas of need.

The CLT will hold a final meeting on May 12, 2026, to revisit the 2025-2026 Campus Needs Assessment, evaluate progress made, and revise goals to support continuous improvement for the 2026-2027 school year. End-of-year data will be collected and analyzed to initiate the CNA process and develop the action plan for the 2026-2027 school year.

Goal 1: Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
						#1	**#2**	**#3**	
Conduct Year 2 Training, Professional Learning, and Implementation of Conscious Discipline Training campus and district-wide.	Principal, AP, CDAT, Title 1 Behavioral Specialist, Counselor, Director for Professional Learning	Conscious Discipline data, referral data, Data from Behavior Specialist, Funding and Materials	August 2025-May 2026	All	PD Sign-Ins, OPE CD PD Schedule, CD Year-Long Book Study Plan & Action Tasks, Referral data, Data from Behavior Specialist				General 199 Funds
Campus Leadership Coaching and Support of Conscious Discipline Implementation for CDAT and staff with eCourse for CDAT	Director for Professional Learning, Principal, AP, Title 1 Behavior Specialist, Deputy Superintendent	CD Materials and Books, Funds for materials	August 2025-May 2026	All	Coaching Conversation/ Cycles, CD Modeling, CD Surveys, CD Learning Walks & Rubrics, Campus visit with CD Coach, Completed Video and Artifacts				General 199 Funds

Campus and District created Year at a Glance Conscious Discipline Document with professional development	Deputy Superintendent, District, Principal, AP, Title 1 Behavior Specialist	Conscious Discipline Resources & Materials	August 2025-May 2026	All	Completed and Practiced Monthly Implementation CD Strategies, CD Learning Walks, CD Coaching Conversations, Campus CD Photo and Video Library				No Funds Needed
Implement a Campus Conscious Discipline Year-Long Book Study for all staff and additional Year 1 support for new teachers to Oak Point Elementary	Principal, AP, Title 1 Behavior Specialist, Counselor, CDAT, All Staff	Training Materials	September 2025-May 2026	All	CD Book Study Schedule, Monthly CD Action & Learning Reflection Tasks, CD online videos/ resources				No Funds Needed 274
Campus Administration Coaching and Support of Conscious Discipline	Deputy Superintendent	Funds for Coaching and Support	August 2025-May 2026	All	Routine Monitoring of Agreed Upon Practice/Skill				General 199 Funds
Executive Function and Tiered Supports through CD for 50 staff members	Deputy Superintendent; Executive Director for Special Services	Training Materials	September 25th and 26th of 2025	All	Sign in Sheets				Title II Funds
75% of staff will be trained in Youth Mental Health First Aid during the 2025-2026 school year.	All Staff	Training Sessions Offered	August 2025 - June 2026	All Staff	Sign in Sheets and completion Certificates				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure, and healthy learning environments conducive to learning.					
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize Sentinel to collect, process, store, and distribute school safety and security information, such as drills, door checks, etc.	Assistant Principal, Campus Safety Committee, SRO	Sentinel	August 2025 - May 2026		Compliance with all given timelines & Completion of drills				275
Attend district and campus provided safety and security training.	Principal, Assistant Principal, Behavior Threat Assessment Team, Safety & Security Committee, All Staff	Sentinel Platform, Linewize, Visitor Aware	August 2025-May 2026	All	Training sign ins, drills, Sentinel documentation				
Campus implementation of technological safety measures through security cameras, various weapons detection equipment, access-controlled entry points, and security applications/platforms will be used in order to ensure a safe and orderly campus environment.	Assistant Principal, Campus Safety Committee	Zero Eyes, Weapons Detection Towers, Informacast, Visitor Aware, SRP Protocol, Linewize, Anonymous Alert	August 2025 - May 2026	All	Implementation as scheduled and required training of each program at the campus level				
Appropriate Oak Point Elementary Staff will attend the district's quarterly Behavior Committee Meetings to monitor for additional training needs for campus staff members	Title 1 Behavior Specialist, Assistant Principal	Meeting Agendas and Training Plans	August 2025-May 2026	All	Agendas & Minutes				

Oak Point Elementary will hold Safety & Security Committee Meetings.	Assistant Principal	Sentinel Platform, Texas School Procedures, staff feedback/surveys	August 2025-May 2026	All	Agendas, Sign In sheets, minutes, feedback				
Provide training and support to campuses with the implementation of Sentinel, specifically the 2025 - 2026 mandates pertaining to BTA and DVA	Deputy Superintendent	Sentinel Platform	August 2025-May 2026	All	Use of the Behavioral Threat Assessment within Sentinel. Successfully completing all the requirements of the District Vulnerability Assessments at both campus and district levels.				General 199 Funds
Behavior Specialist at Title 1 Elementary Campuses will support year 2 implementation of Conscious Discipline	Executive Director for Special Populations	Conscious Discipline and PLC data from Behavior Specialist PLC	August 2025-May 2026	All	PLC Data from Behavior Specialist				
LEISD will hold quarterly Behavior Committee Meetings to monitor for additional training needs for campus staff members	Executive Director for Special Populations	Meeting Agendas and Training Plans	August 2025-May 2026	All	Agendas and Sign In Sheets from each meeting				
LEISD will hold District Level Safety Committee Meetings	Deputy Superintendent	Meeting Agenda and Scenario Based PD	October 2025-July 2026	All	Agendas and Sign IN Sheets for all 3 meetings				General 199 Funds

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Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide support to teachers for implementing Penda Learning in Grades 5-8.	Science Coordinator	Penda	August 2025-May 2026	5-8	Meeting agenda notes Curriculum documents Usage reports				
Provide training to support teachers with deeper implementation of SAVVAS focused on academic discussions, meaningful work and data driven instruction.	Elementary Math Coordinator	SAVVAS Content Days Sub days	August 2025-May 2026	K-5	Training Agenda notes Strive registration				
100% of full-time instructional staff will participate with fidelity as a member of the campus Professional Learning Community (PLC), adhering to all professional expectations and behaviors from September 2025 - May 2026 as evidenced by campus and district meetings and an increase in student achievement.	Admin team, team leaders, Grade level teams, teachers	Training, PLC schedule built into the master schedule through Lobo Learn Time	September 2025-May 2026	All	Master Schedule, Student success data, PLC agendas				
Provide teachers with additional time, built in the Lobo Learn Time, and support to deepen their	Principal, Assistant Principal, Math Academic Specialist, District	Great Minds	September 2025-May 2026	All	Progress Monitoring documents, PLC Internalization Agendas, Master Campus Schedule				

implementation of Bluebonnet Learning Math, focusing on fostering rich academic discussions and using progress monitoring to guide teaching decisions through the internalization and optimization process.	Math Coordinator, Region 11 Math Coach								
Provide training to support teachers with deeper implementation of Bluebonnet Learning focused on academic discussions, meaningful work and data driven instruction.	Elementary Math Coordinator	Great Minds	August 2025-May 2026	All	Training Agenda notes Strive registration				
OPE will purposefully and collaboratively plan instruction at the specific level of the TEK as evidenced by following specific lesson plans and internalizing/optimizing lessons to fit the needs of students.	All staff	District provided curriculum	August 2025-May 2026	All	Progress Monitoring documents, PLC Internalization Agendas, Master Campus Schedule				278
Conduct learning walks and observations to check for fidelity of implementation of the curriculum.	Principal, AP, Curriculum Coordinators, Directors, Asst. Supt. for C & L	Great Minds, District Provided Curriculum, Look fors	August 2025-May 2026	All	Learning Walks, coaching cycles, Data Analysis of "Look Fors"				
Support principals in building capacity of teachers through the PLC process.	Curriculum Coordinators, Directors, Asst. Supt. for C & L	PLC schedules	August 2025-May 2026	All	Trainings records; Calendars of PLC attendance				
Meet with teachers in math, reading, and science on an as-needed basis throughout the year for sharing, collaboration, and maximization of strengths,	Principal, AP, Academic Specialists, Coordinators for ELA, Math, &	District Provided Curriculum, Lead4ward, district curriculum	August 2025-May 2026	All	Progress Monitoring documents, PLC Internalization Agendas, planning meetings, Lesson Plans, Meeting agendas; Meeting notes				

based on teachers' student data, of implementation of the curriculum.	Science	documents on Canvas, Substitutes, PLCs							
Attend Bluebonnet Learning Math PLC Trainer of Trainers professional learning to implement internalization and optimization of math curriculum during teacher PLCs	Principal, Assistant Principal, Math Academic Specialist	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				LASO Grant Funds
Region 11 Bluebonnet Learning Math partnership for PLC Coaching and Learning walks	Principal, Assistant Principal, Math Academic Specialist, District Math Coordinator, All teachers	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard, Edugence data, PLC agendas, sign-ins				LASO Grant Funds
Vertical PLC meetings will be held once per quarter in order to facilitate collaborative discussion, dissect student data, and content alignment, share strategies, and discuss student work/performance	Admin team, vertical content teams, instructional specialists, content coordinators, teachers	Vertical alignment documents, district curriculum and assessments	Ongoing all year long		Scheduled Vertical meetings & sign-in sheets				
Train teachers and staff on Edugence in order to effectively document student academic and behavioral strategies and campus and district assessments.	Admin team, all teachers	Edugence MTSS documentation	Ongoing all year long		PL sign in sheets and presentations, MTSS Documentation in Edugence				
OPE administrative team will conduct “Tuesday Tidbits” professional learning sessions on the first Tuesday of each month in order to facilitate learning among the staff. Areas of focus will include but not limited to,	Principal, Assistant Principals, Title 1 Behavioral Specialists, CDAT, Teacher Leaders, Campus Leadership Staff Members	Edugence, MTSS model, Conscious Discipline materials, Testing items	Ongoing all year long	All Staff	Edugence documentation, Edugence testing scores, Conscious Discipline implementation				

• Edugence MTSS Documentation • Conscious Discipline • Testing/Security Training • Progress Monitoring • Internalization/ Backwards Planning									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
						#1	**#2**	**#3**	
Create horizontal and vertical STEM scope and sequence documents for grade levels and grade spans	Curriculum Coordinators; Digital Learning Coordinator; Assistant Sup't. For C&L	VEX Robotics Curriculum LEGO Science	June 2025-July 2025	K-5	STEM Scope and Sequence documents				
Embed STEM experiences into the curriculum across content areas.	Curriculum Coordinators; Digital Learning Coordinator	VEX Robotics\LEGO Science	August 2025-May 2026	K-8	STEM experiences embedded into the curriculum				

STEM projects, activities, and strategies will be incorporated across all content areas to increase the rigor of instruction taking place across all grade levels, including the additional, once a week STEM lesson during Lobo Learn Time for all students.	Admin, content coordinators, consults, teachers, academic specialist	Curriculum, STEM bins, PBL activities, district provided curriculum	August 2025-May 2026	K-5	Lesson plans, walkthrough data, STEM discussion in PLCs, meeting notes, NISE staff training, STEM planning during Lobo Learn Time, Lobo Learn STEM Time				Title 1
Increase stakeholder partnerships for teachers & students that expand classroom learning.	Science Coordinator; Campus Principals; Communications Department; Coordinator for CTE	SPARK breakfast	June 2025	K-12	Meeting agenda notes Google form Calendar invite				
Provide clarity on Makerspace experiences for campuses (what should be happening for students). OPE Librarian will implement Makerspace and Makerspace activities during Specials.	Coordinator for Digital Learning, Director for Academic Programs; Assistant Sup't. For C&L, Librarian	Library Handbook Makerspace Curriculum Makerspace Materials	June 2025-August 2025	K-12	Library Handbook				281
Provide support to teachers for implementing Lego Science Education lessons. OPE STEM Influencer will serve as the campus liaison.	Science Coordinator; STEM Influencers; Campus Principals	Lego Science Education	August 2025-May 2026	K-2 & 6-8	Meeting agenda notes Curriculum documents Class visits				
Provide support to teachers for implementing YES curriculum units	Science Coordinator; STEM Influencers; Campus Principals	YES curriculum	August 2025-May 2026	3-5	Meeting agenda notes Curriculum documents Class visits				
Provide support to teachers for implementing VEX robotics. OPE will offer PD and training during PD days and Lobo Learn Time professional learning.	Curriculum Coordinators; Coordinator for Digital Learning	VEX	August 2025-May 2026	K-12	Meeting agenda notes Curriculum documents Class visits				
Train and incorporate the STEM Design Process in	Science	NISE STEM	August 2025-	K-12	Training records				

classrooms through the curriculum. OPE will offer addition STEM Design Process training during PD days and Lobo Learn Time professional development.	Coordinator; Asst. Sup't for C & L; Campus Principal	Certification	May 2026		STEM Certification data				
Facilitate the STEM Task Force	Science Coordinator	Agenda will be set based on where we left off in previous year	August 2025-May 2026	Task force participants	Meeting notes				
Provide teacher support with internalization & optimization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Elementary Math Coordinator, campus principals, Asst. Sup't for C & L	Internalization & Optimization protocol Student work analysis protocol	August 2025-May 2026	K-5	PLC Agendas Campus based sign-in sheets				282
Monitor & support teachers with deeper implementation and effectiveness of training opportunities with instructional walks, coaching and feedback cycles.	Elementary Math Coordinator, campus principal, Asst. Sup't for C & L	Region 11	August 2025-May 2026	K-5	Meeting Agenda notes Walk Look Fors & data Coaching & Feedback protocols Coaching Calendars Instructional Walks Calendars				
PRESS (**P**ulling in **R**eading with **E**xceptional **S**pecialist **S**upport) In Model implemented in 2nd-grade reading.	Grade Level Teams, Reading and Math Academic Specialists, Multilingual Specialists, Tutors	Decodable readers, HMH phonics, Eureka math, Mobile carts, Running Records	September 2025-May 2026	All	MAP data, reading progression, explicit teaching of phonics				Title 1
Implement a high-quality instructional material, Bluebonnet Math, in all K-5 classrooms	Coordinator for Elementary Mathematics, Admin, math academic specialist, teachers	Bluebonnet math curriculum and resources	August 2025-May 2026	K-5	Training records/sign-ins, PLC Internalization & Optimization agendas, Lesson Plans, student work, Edugence Data, Progress Monitoring Spreadsheets & Documents				

Campus WIN (What I Need) time is incorporated into the master schedule in order to flexibly group students and provide interventions and enrichments as determined by specific needs/areas of focus.	Admin, team leaders, instructional specialists, all teachers	Lexia, IXL, Razz Kids, Literacy Continuum, On Data Suite, MAP projections, STAAR results, Edugence data	September 2025-May 2026	All	Flexible grouping lists, MTSS data/ discussions, GT student progress of Capstone, progress monitoring sheets, STAAR data				
Targeted intervention will be provided by instructional specialists and supplemental tutors to improve the performance of low-performing students by using research-based strategies to provide Tier II and Tier III support.	Instructional specialists, tutors	Decodable readers, Do the Math, Envision, Lexia, Jennifer Seravallo instructional resources	August 2025-May 2026		Edugence documentation/ progress monitoring, MAP data, STAAR data				
Provide additional tutoring and instruction for students to close academic gaps.	Teachers, specialists, interventionists	Saturday School, After-School Tutoring	January 2026-April 2026	Grades 3-5	MAP Growth, STAAR Interim				283

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide teachers with resources and needed professional development to serve	Director for Academic Programs, Admin team, GT trained	Depth & Complexity materials, training on D&P and GT	Ongoing year long	Gifted & Talented students	GT students are being served with Depth & Complexity				

Gifted & Talented students in their class using depth and complexity mini-lessons as well as culminating with the Capstone project and campus presentation.	grade level teachers, Academic Specialists	project			and completing a GT project 1-8, GT Spring Showcase				
Monitor and provide needed resources to increase Emergent Bilingual student performance in Reading & Math.	Principal, AP, Multilingual Specialists, Director for Academic Programs, Teachers	Estrellita, Lunita, Amira, District Provided curriculum in Spanish	Ongoing year long	Emergent Bilinguals	Progress Monitoring documents, PLC Internalization Agendas, planning meetings, Lesson Plans, ELL Strategies				
Monitor intervention systems through LPAC processes, as measured by improved TELPAS scores, grades and state assessment performance.	All Staff, Multilingual Specialists, Admin	Consultants, region service centers, Multilingual Specialists, Ellevation	August 2025-May 2026	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence				Title III
Special Populations will provide training for all special education teachers and paraprofessionals in inclusion strategies to better support students in the general education classroom setting	Executive Director for Special Populations	Training Agenda and artifacts	August 2025-December 2025	Sp. Ed.	Improved Inclusion Strategies will be observed by special education leadership during classroom walk throughs				
Special Education teachers will attend additional training in inclusion strategies to better support students in	Executive Director for Special Populations, All SPED Teachers	Training Agenda and artifacts	August 2025-December 2025	SPED	Implementation of strategies in the gen ed classroom and in FIEs				

the general education classroom setting as well in SPED strategies, writing goals, and implementing best practices provided by the district.									
100% of mentors new to the role will complete the required training in order to effectively support mentees in their first or second year of teaching.	Director for Professional Learning	Mentor Teacher Training via Canvas	August 2025-May 2026	New Mentors, Mentors who need additional support	Success on Canvas assignments at 80% or higher				
Mentors will actively participate in instructional walks with other mentors, beginning teachers, and/or campus/district instructional staff throughout the 2025-2026 school year.	Director for Professional Learning in partnership with campus principals/ assistant principals and content coordinators	½ day classroom coverage may be required	September 2025-March 2026	Beginning Teachers & Mentors	Artifacts including (but not limited to), observation notes, documentation on data trends, and attendance records.				285
All Mentors will receive 1:1 coaching opportunities throughout the 2025-2026 school year	Director for Professional Learning in partnership with campus principals/ assistant principals	30 minutes per session	September 2025-March 2026	Mentors	Data collected in coaching sessions and during shadowing				
Mentors who demonstrate a need for additional or specialized support will participate in required supplemental professional learning	Director for Professional Learning	Book study. Supplemental training materials; coaching support through	August 2025-May 2026	Mentors who need additional support	Success on supplemental training tasks or assignments at 80% or higher				

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Leverage STEM Influencers to model STEM lessons. OPE has a designated STEM Influencer.	Science Coordinator; Campus Principal, OPE STEM Influencer	STEM influencer	August 2025-May 2026	K-12	Meeting agenda notes				286
Leverage STEM Influencers to develop and maintain STEM culture/mindset in our district	Science Coordinator; Campus Principal, OPE STEM Influencer	STEM influencer	August 2025-May 2026	K-8	Meeting agenda notes Class visits EOY survey				
Leverage STEM Influencer to market mechanisms to communicate STEM plan across district & community	Science Coordinator, OPE STEM Influencer	STEM influencer	August 2025-May 2026	K-8	Meeting agenda notes Class visits Communication				
Calibrate teachers' understanding of STEM experiences in the classrooms through professional learning	Science Coordinator; Campus Principal	NISE certification	August 2025-May 2026	K-12	Meeting agenda notes Class visits				
Offer at least 4 training sessions for Robotics training throughout the year.	Coordinator for Digital Learning								

3-5 Math Teachers & campus administrators will be trained in Math Research Based Instructional Strategies	Elementary Math Coordinator, campus principal, campus Assistant Principal, 3-5 Math Teachers	Region 11	August 2025-May 2026	3-5	Training Agenda notes Strive registration				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.3	Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Partner with Region 11 for PLC TOT training. OPE Admin and Math Academic Specialist will participate in the PLC TOT Training.	Assistant Superintendent for Curriculum & Learning; Math Coordinators, Campus Principal, AP, Math Academic Specialist	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				LASO Grant Funds
Partner with Region 11 for PLC Coaching for campuses. OPE Principal will create a schedule for campus math walks and coaching.	Assistant Superintendent for Curriculum & Learning; Math Coordinators, Principal	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				LASO Grant Funds

Curriculum & Learning Department will support campus PLCs. OPE Principal will create a PLC schedule where one day a week is dedicated to math internalization. Campus principal will use learning from the PLC TOT to guide teachers through math internalization.	Assistant Superintendent for Curriculum & Learning; C & L Directors and Coordinators, campus principal	Schedules of PLC Meets at Campuses; Curriculum Resources; Additional Professional learning as needed	August 2025-May 2026	All	Student Achievement; Region 11 Data Dashboard, CSA/CFA data, Edugence Data				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.1				By December 2025, community collaboration between local businesses and student work-based learning will increase as measured by student interaction with the local community.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Meet with Little Elm Chamber of Commerce monthly	CTE Coordinator	Schoolinks	August 2025 to December 2025	All	Local businesses signed up as Industry Partners inside of Schoolinks				State Local

Work with WBL teachers on student placement for practicum enrollment	CTE Coordinator, High school WBL teachers	Schoolinks	August 2025 to September 2025	All	Documented meetings and actual student placement in externships				State Local
Work with CTSO student boards to collaborate on community events	CTE Coordinator, CTSO Sponsor, CTSO Officers	Schoolinks	August 2025 to April 2026	All					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.2				By the end of the school year, 100% of secondary school students will utilize Schoolinks to increase access to College, Career, and Military Readiness.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Students will actively upkeep their Schoolinks lessons within the assigned scope and sequence.	CTE Teachers	Schoolinks	August 2025 to March 2026	All	Schoolinks Analytics on completion rate				
Work with Carer and College Exploration teachers to expand the understanding about high school CTE offerings. OPE will host its Annual Career Day lead by the counselor.	CTE Coordinator, CTE Teachers, Middle School Counselors and Administration	Schoolinks	August 2025 to March 2026	All	PGP completion rate inside Schoolinks				

Every Monday is college shirt day.									

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Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.1	Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
ThoughtExchange Surveys fall/spring	Cecelia Jones	ThoughtExchange	December/ May	All	Response rate equal to or greater than 25% of our parents.				
Campus newsletters sent regularly to communicate campus events to parents: ● Weekly/bi-weekly/ montly newsletters by grade levels ● Weekly newsletters from	Teachers, admin team	S'more admin accounts	July 2025 - May 2026	All	Increased parental involvement, increased attendance at events, community awareness				

principal to staff • Monthly newsletters from the principal to OPE families									
Oak Point Elementary will plan/attend family engagement events once per quarter. Events include, but not limited to: * Meet the Teacher Night (August 6th) *Grandparents' Lunch * (2) Title 1 Informational Meeting (September 24th) * Hispanic Heritage Night *Ballet Folklórico performances *Ballet Folklórico Parent Nights * PTA meetings/grade level performances * Homecoming Parade * Trunk or Treat (October) * 633 Run * Veterans Day Program * House Club Soccer Tournament * Parent (House) Basketball Tournament (December)	Admin team, PTA Board, OPE Community Events Committee, GT Teachers, Club Leaders		August 2025 - May 2026	All	Social media, newsletters				291

* Literacy/STEM Night (March) * OPE Evening with the Experts (GT Showcase) * House Olympics/Field Day *Fall & Spring Book Fairs *Choir Performances *Talent Show *Spring Dance *Career Day									
Conduct Title 1 Family Engagement Surveys per campus event	Admin	Google Forms, QR Forms, Canva Flyers, Posters	August 2025 - May 2026	All Parents, Staff, Community	Social Media, Newsletters,				292
Continue the OPE Ballet Folklórico Club by partnering up with the LEHS & WMS Ballet Folklórico teams and perform at various school, district, and community events.	Principal, Club leader/sponsor, Folklórico teachers, Folklórico instructor, LEHS Ballet Folklórico student assistants	Ballet Folklórico materials, Ballet Folklórico Instructor	September 2025 - April 2026		Ballet Folklórico performances and practices, community and parental support in the club				
Continue House Soccer Clubs with Oak Point Elementary's House System utilizing help from LEHS Soccer teams and student players to assist. Conduct House Soccer Tournament to involve the community and parents to see the	Principal, House Soccer Club leaders	Soccer equipment	October 2025 - April 2026		House Soccer Club practices, tournament, and games				

games in the evening.									
PTA and the counselor will partner up to implement W.A.T.C.H. Dog group to invite dads/guardians to participate in opening car doors, monitoring the lunchroom and recess, assisting with afternoon dismissal, and greeting students in the morning.	PTA, Counselor, Principal	W.A.T.C.H. Dog Program	All year long		Voly.org sign ups				293
PTA will create a list of volunteers using Voly.org and elicit teachers' needs. Volunteers will come to campus to help complete a variety of needed tasks (i.e. copying, laminating, sorting, etc).	PTA board, Admin team, teachers, volunteers		All year long		Voly.org sign ups				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.2	Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
The Special Populations Department will provide 4 Parent Training Events and 2 Parent Resource Nights to assist parents of students with Special Needs. OPE will push out the communication and flyers to parents via email, mass communication, and Facebook.	Executive Director for Special Populations, OPE Principal	Meeting Schedule and Training Artifacts, Parent Flyers		Sp. Ed.	Sign in sheets; Training presentations, posted on Facebook and emailed to parents				294
ThoughtExchange Survey EOY	Cecelia Jones	ThoughtExchange	May 2026		Satisfaction Response				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the “I Choose” campaign.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
I Choose Campaign	Communications Team	Google Ads and Analytics	August 2025-May 2026		Enrollment increases from the start of the school year.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Host Townhall with Frisco Lakes Residents	Cecelia Jones	In-person presentation		All	Host Townhall with Frisco Lakes Residents				
St. Arbor Garden events with our students - "Grow the Biggest…"	Cecelia Jones	Community garden	Fall 2025	All	St. Arbor Garden events with our students - "Grow the Biggest…"				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds** 296
OPE will assist in promoting community partner participation in the district SPARK Committee	Coordinator for Science; Director for Communications; All Administration	Partner Opportunities	July 2025-June 2026	All	SPARK meeting sign-in sheets; Agendas				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Target recruiting of high quality personnel through LEISD “Grow Your Home” programs.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**

Explore new partnerships with universities/alternative certification programs to "Grow Your Home" - targeting LEISD paraprofessional and auxiliary staff - to attain degree(s) and teacher certification	Coordinator for Human Resource Services	iTeach	September 2025 - June 2026	All	List of partnerships explored and the results; establish strong partnership with a local university; paraprofessional /auxiliary staff that are hired into teaching positions in LEISD				
Continue student "Grow Your Home" program - target LEHS Seniors who are active in Texas Association of Future Educators (TAFE) to return to LEISD as an employee upon completion of their education degree.	Director for Human Resource Services; Coordinator for Human Resource Services	Partnership with TAFE at LEHS	August 2025 - May 2026	All	-More frequent interactions with TAFE students -Expansion of topics discussed with TAFE -List of resources provided to TAFE				297
Teachers will be supported through a district mentor program in order to build capacity among teachers and promote district unity.	Principal, Director of Professional Learning	Mentor/Mentee List	All year long		Training, Sign In Sheets, meeting notes				
Mentors of new teachers will actively participate in instructional walks with other mentors, beginning teachers, and/or campus/district instructional staff throughout the 2025-2026 school year will meet with their mentees.	Director for Professional Learning in partnership with campus principals/ assistant principals and content coordinators	½ day classroom coverage may be required	September 2025-March 2026	Beginning Teachers & Mentors	Artifacts including (but not limited to), observation notes, documentation on data trends, and attendance records.				

Help increase staff morale by providing lunch/potlucks, Woot Woot Wagon, Snacks, campus prizes, and various special treats for staff throughout the year.	Admin Team, Sunshine Committee, PTA		All year long		Retention rate, staff satisfaction survey				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.2				Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
OPE will promote Carpool Kudos to families and the community.	Human Resource Services Department, Principal	Social media platforms; microphones	September 2025-May 2026	All	Increased staff morale; Social media engagement; community connection/participation; emails and flyers sent out				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.3				Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Before/after school check-in sessions with 1st & 2nd year staff once a year	Executive Director for Human Resource Services	Pre-visit survey; Snacks; Swag	September 2025-May 2026	All	Topics of interest addressed during session				
Adopt-A-Lobo	Human Resource Services Department	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	September 2025-May 2026	All	Social media posts; higher retention rate of 1st year staff; increased staff morale				299

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	**LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.**
Objective 10.1	Navigate leadership transition while maintaining high levels of customer service and a strong financial position, as evidenced by a balanced budget, clean audit and external recognitions.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)	Campus Administration Secretary	Procedures & training provided by the district	July 2024-Jul 2025	All	Audit report; Financial Ratings				
Ongoing analysis and modification of procedures to sustain compliance while also providing ease of use for campuses and departments (including conversion to Laserfiche forms); Oak Point will provide feedback on this process	Assistant Superinten - dent for Business and Finance	Clear Procedures Laserfiche forms	July 2024 - June 2025	All	Feedback from stake - holders; Balanced Budget				300

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

LEISD 2025-2026 Professional Development Calendar

K-5

[Oak Point Elementary 2025-2026 Professional Learning Plan]

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			303

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation

The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	304

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,500.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained	Board Policy FFAC LEGAL and	Deputy Superintendent, Director for Student Services	Training sign in sheets, Training Agendas

procedures for trauma-informed care	FFAC LOCAL Online training through Safeschools Outside resources	and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds $97,000	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $5,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts

community. The district also provides educational reading materials for the summer break.			
7.Parent and Family Engagement: OPE Parent and Family Engagement Plan 2025-2026			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			308
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,427,261 District Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	309
To promote success in transition from preschool to LEISD, we will provide PK Kindergarten orientation for all incoming parents and students.	Orientation Nights Advertisement of Orientations	Campus Administrators Communications Department	Advertisements Website	

APPENDIX B: CAMPUS SITE-BASED IMPROVEMENT COUNCIL MEMBERS 2025-2026

Committee Member	Role	School	Term Year
Bernadette White	Principal	Oak Point Elementary	25-26
Andi Nolan	Assistant Principal	Oak Point Elementary	25-26
Ashlynn Kindhart	Kindergarten Teacher	Oak Point Elementary	25-26
Evangeline Rios	1st Grade Dual-Language Teacher	Oak Point Elementary	25-26
Presley Sawyer	2nd Grade ELAR/Social Studies Teacher	Oak Point Elementary	25-26
Andrea Kier	3rd Grade Dual-Language Teacher	Oak Point Elementary	25-26
Viridiana Caceres	4th Grade Dual-Language Teacher	Oak Point Elementary	25-26

Susannah Beckham	5th Grade Math/Science Teacher	Oak Point Elementary	25-26
Sara Bohannon	P.E. Teacher	Oak Point Elementary	25-26
Gileyza Rodriguez	Special Education Teacher	Oak Point Elementary	25-26
Janet Farris	Bilingual Counselor	Oak Point Elementary	25-26
Ashley Parker	Reading Academic Specialist	Oak Point Elementary	25-26
Chad Leslie	Math Academic Specialist	Oak Point Elementary	25-26
Dena Meek	Community Representative	City of Oak Point Mayor	25-26
Alissa Royal	District Math Curriculum Coordinator	Little Elm ISD	25-26
Mike Vaughn	Business Representative	Premier Martial Arts/Frisco	25-26
Catherine Richardson	Parent	Oak Point Elementary	25-26
Mitzi Richardson	Parent	Oak Point Elementary	25-26
Dana Skorupski	Parent	Oak Point Elementary	25-26
Jenny Eyer	Parent	Oak Point Elementary	25-26
Carolyn Pippins	Parent	Oak Point Elementary	25-26
Lindsay Harbin	Parent	Oak Point Elementary	25-26
Susan Gutierrez	Parent	Oak Point Elementary	25-26

APPENDIX C: TRANSLATION OF THE CAMPUS IMPROVEMENT PLAN

CAMPUS IMPROVEMENT PLAN IN ESPANOL

For translations to other languages, please use the language feature in Google by going to:
“File”
“Language”
and choose the language of choice.

Little Elm Independent School District

Prestwick Elementary School Campus Improvement Plan 2025-2026

Board Approval Date:

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	Prestwick has 454 students and some diversity with 49% of the population being White, 17% being Hispanic, 8% African-American, 19%, Asian/Pacific Islander, 18% Two or more races 6%. The economically disadvantaged population accounts for 8% of our students. 25% of our students were designated at-risk. Our English Learner population is 7%. The percentage of students with dyslexia is 4%. The percentage of G/T students is 16%. Students that qualify for special education is 16%.	Prestwick will incorporate more celebrations of diversity and inclusiveness among all students. Using Conscious Discipline we will prioritize inclusion and school family.	Our priorities for this year will be to improve collaborative planning to better meet the needs of all students. We will target processes and procedures with fidelity in our planning. We will also analyze data on weekly basis to make informed instructional and planning decisions
Student Achievement	Prestwick's Achievement for the 21-22 school year is as follows: ● STAAR 3-5 Students Reaching the Approaching Level or Above ○ Reading 93%	The areas of focus broken down by grade level will be as follows: ● Grade 4 Math (According to STAAR): ○ Increase the overall	Our priorities for student achievement will be focused on student growth. At least 60% or our students will be expected to make adequate growth on STAAR and MAP. In addition at least 70-80% for our students

	○ Math 83% ● STAAR 3-5 Students Reaching the Meets or Masters Level ○ Reading 65% ○ Math 67% ● MAP K-5 Growth (Students meeting growth measure BOY-EOY) ○ Reading 71% ○ Math 55% ● MAP K-5 Achievement (Meets and Masters Only) ○ Reading 73% ○ Math 79%	passing rate by at least 11% ○ Increase the percentage of students at the meets and masters level by at least 13% ● Grade 2nd,3rd and 4th Math (According to MAP): ○ Increase the percentage of students meeting their growth measure (BOY-EOY) by at least 10% ● 4th Grade Reading (According to STAAR) ○ Increase the overall percentage of students in meets by 13%. ● 4th Grade Reading (According to MAP) ○ Increase the percentage of students meeting their growth measure by at least 20%.	will fall in the meets or masters categories.

Curriculum and Instruction	Our campus worked intentionally on internalizing and optimizing HQIMs in reading and math and creating a PLC environment this year. Teachers came a long way in a short amount of time with internalizing and optimizing and	We focus on our new teachers learning the optimize and internalize process with HQIMs and functioning in a PLC.	Along with the collaborative planning piece we will analyze data weekly to make informed decisions regarding planning and instruction. Processes will be put in place to track TEKS

	consistently answering the 4 questions of a PLC to show student growth and achievement. According to the TEA A-F ratings, Prestwick was rated an A school.		mastery, be more intentional with the data protocol and utilize the use of Pre-Tests and other assessments to guide Tier 1 instruction.
Staff Quality and Retention	Prestwick had a 70% retention rate from last year to this school year, which is down from the previous year. The recruitment process is focused on using a specific interview process to ensure the hiring of high quality teachers.	We are focused on supporting new teachers in a layered approach with mentors and specialists as well as the district program.	Our priorities are to give new teachers timely feedback on planning and instruction. Professional learning and support that assist new teachers in reaching the highest potential.
Technology	Prestwick teachers are all proficient with technology or supported by others. Teachers are always open to trying new technology to support teacher learning.	We need to support staff members that are new to Prestwick in the area of technology.	Our priority is professional learning from instructional technology on a consistent basis to support teachers.
Family/Community Involvement	Prestwick has a very involved community and PTA. They support our teachers with grants for classrooms that enrich learning. They volunteer at school and community partners provide lunch, donations, etc.	According to a parent survey parents would like more information on tools used at school and how to support at home.	Our priorities will be to provide more information sessions for parents in regard to curriculum, assessments, and how to support at home.
Safety and Security	Key fobs continue to be the source of entrance to all interior and exterior doors. In addition to key fobs, the district has re-keyed all interior doors. Staff have been given keys to access their classrooms in the event the key fob does not work. Access Control has been updated and will be functional at all campuses this school year.	We are in our second year of Conscious Discipline implementation. Teachers are continuing to build the relationships and classroom communities to ensure children are safe, connected, and willing and able to learn. Due to implementations of SEL and CD, discipline referrals have decreased over the last year. The SEL program is a campus wide expectation and within our schools. Software for our Hope Squad needs to be continued in order to make this a strong program for our students in need.	We will implement a district wide program in order to teach students how to regulate and establish mutual respect among students and teachers. We will have a Behavior Specialist at each campus in order to support students understanding appropriate social and academic behaviors in our schools. This program emphasizes self-regulation of the individual.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	PEIMS Discipline	SuccessED
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	School City	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	FOCUS	Safety Data	TXKEA/TPRI/Tejas Lee

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Conduct Year 2 Training of Conscious Discipline District Wide	All Staff	CD Materials	August 2025-May 2026	All	Training Records				
CDAT Campus Coaching and Support	Jamey Allen, Pam Maltsberger, Rachel Grones, Elizabeth Adair, Danyielle Dlugos	CD Materials	August 2025-May 2026	All	Campus Visit with CD Coach/Virtual Visits with Coach/Additional Supports				
Executive Function and Tiered Supports through CD for 5 staff members	Kaylee Miller, Pam Maltsberger, Rachel Grones, Elizabeth Adair, Danyielle Dlugos	Training Materials	September 25th and 26th of 2025	All	Sign in Sheets				
Use of CD ECourses for staff	All Staff	Funds for materials	August 2025-May 2026	All	Completed Video and Artifacts				
Daily Campus Wide CD Instruction through Prestwick Pow Wow	All Staff	Google Meet, Google Slides, CD Resources	Daily 25-26 school year	All Staff	Implementation by teachers and students				
Provide all teachers with Conscious Discipline Professional	Principal	Conscious Discipline Resources	Monthly Staff Meetings	All Staff	Sign In Sheets, Behavior Data, Observation Data				General 199

learning and resources.									

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Attend training with the implementation of Sentinel, specifically the 2025 - 2026 mandates pertaining to BTA and DVA	Principal/Assistant Principal	Sentinel Platform	August 2025-May 2026	All	Use of the Behavioral Threat Assessment within Sentinel. Successfully completing all the requirements of the District Vulnerability Assessments at both campus and district levels.				
Conduct and Record Daily Door Checks-2X Day	Assistant Principal/SRo	Staff	August 2025-May 2026	All	Records of Door Checks				

LEISD will hold quarterly Behavior Committee Meetings to monitor for additional training needs for campus staff members	Principal/Assistant Principal	Meeting Agendas and Training Plans	August 2025-May 2026	All	Agendas and Sign In Sheets from each meeting				
Attend District Level Safety Committee Meetings	Principal/Assistant Principal	Meeting Agenda and Scenario Based PD	October 2025-July 2026	All	Agendas and Sign IN Sheets for all 3 meetings				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Attend training to support teachers with deeper implementation of Bluebonnet Learning focused on academic discussions, meaningful work and data driven instruction.	All Math Teachers	Great Minds	August 2025-May 2026	K-5	Training Agenda notes Strive registration				
Attend training to support teachers with deeper implementation of	All Science Teachers	SAVVAS Content Days	August 2025-May	K-5	Training Agenda notes Strive registration				

SAVVAS focused on academic discussions, meaningful work and data driven instruction.		Sub days	2026						
Conduct walks district/Region 11 teams to check for fidelity of implementation of the curriculum.	Principal/Assistant Principal/Staff Observed	Look Fors	August 2025-May 2026	All	Data Analysis of "Look Fors"				
Support teachers teachers through the PLC process.	Principal/Assistant Principal/Academic Staff	PLC schedules	August 2025-May 2026	All	Trainings records; Calendars of PLC attendance				
Meet with teachers in math, reading and science on an as needed basis throughout the year for sharing, collaboration, and maximization of strengths, based on teachers student data, of implementation of the curriculum.	Principal/Assistant Principal/Academic Specialists	PLC Agenda	August 2025-April 2026	All	Meeting agendas; Meeting notes				
The Prestwick Administrative staff will conduct T-TESS Walkthroughs all staff once per nine weeks	Administration, Staff,	T-TESS Walkthrough Form, Curriculum documents and instructional materials	Sept. 2025-Mar. 2026	All	T-TESS Data				
Students will participate in a designated intervention and enrichment time every day for 20-40 minutes. The instruction will be focused on MAPand STAAR data so that at least 70% of students meet their MAP/STAAR growth measure.	Grade Level Teachers, Support Staff, Tutors, Administration.	Master Schedule, Grade Level Schedule, STAAR and, MAP data.	Sept. 2025-May 2026	All	MAP data, Identified groups, STAAR Data, Progress Monitoring Sheets				
100% of K-5 students will participate in MAP goal setting with their teacher.	All Academic Teachers, Students	Goal Setting Cards, MAP Data	Sept. 2025-May 2026	Classroom Teachers	MAP Goals, MAP growth data.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Use the horizontal and vertical STEM scope and sequence documents to implement STEM lessons.	Teacher/Librarian	VEX Robotics Curriculum LEGO Science	Aug 2025-May 2026	K-5	STEM Scope and Sequence documents				
Incorporate STEM experiences into the classrooms using created curriculum documents	Teachers/Librarian	VEX Robotics\LEGO Science	August 2025-May 2026	K-5	STEM experiences embedded into the curriculum				
Implement Makerspace experiences	Teachers/Librarian	Library Handbook Makerspace Curriculum Makerspace Materials	Aug 2025-May 2026	K-5	Library Handbook, LEISD Curriculum Documents				
Teachers attend training for implementing VEX robotics	Academic Teachers	VEX	August 2025-May 2026	K-5	Meeting agenda notes Curriculum documents				

					Class visits				
Provide teacher support with internalization & optimization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Principal/Assistant Principal/Academic Staff	Internalization & Optimization protocol Student work analysis protocol	August 2025-May 2026	K-5	PLC Agendas Campus based sign-in sheets				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Special Populations teachers will attend training in inclusion strategies to better support students in the general education classroom setting	Special Education Teachers	Training Agenda and artifacts	August 2025-December 2025	Sp. Ed.	Improved Inclusion Strategies will be observed by special education leadership				

					during classroom walk throughs				
100% of mentors new to the role will complete the required training in order to effectively support mentees in their first or second year of teaching.	Special Education Teachers	Mentor Teacher Training via Canvas	August 2025-May 2026	New Mentors, Mentors who need additional support	Success on Canvas assignments at 80% or higher				
Mentors who demonstrate a need for additional or specialized support will participate in required supplemental professional learning	Special Education Teachers	Book study. Supplemental training materials; coaching support through	August 2025-May 2026	Mentors who need additional support	Success on supplemental training tasks or assignments at 80% or higher				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Assign a STEM Influencers to use as a resource to teachers	Rhonda Donaldson	STEM influencers	August 2025-May 2026	K-5	Meeting agenda notes				

Calibrate teachers' understanding of STEM experiences in the classrooms through professional learning	District Staff	NISE certification	August 2025-May 2026	K-12	Meeting agenda notes Class visits				
3-5 Math Teachers & campus administrators will attend Math Research Based Instructional Strategies	Admin/Math Teachers	Region 11	August 2025-May 2026	3-5	Training Agenda notes Strive registration				

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Attend Region 11 for PLC TOT training	Principal/Assistant Principal	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				
Attend Region 11 for PLC Coaching for campuses	Principal/Assistant Principal	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				

Conduct weekly PLCs	All Staff	Schedules of PLC Meets at Campuses; Curriculum Resources; Additional Professional learning as needed	August 2025-May 2026	All	Student Achievement; Region 11 Data Dashboard				

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.1				By December 2025, community collaboration between local businesses and student work-based learning will increase as measured by student interaction with the local community.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Coordinate a campus career day	Counselor	Career contacts/schedule/	January 2026	All	Feedback survey by staff and students				

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	By the end of the school year, 100% of secondary school students will utilize Schoolinks to increase access to College, Career, and Military Readiness.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Provide CCR lessons during guidance	Counselor/K-5 students	Lesson plans/schedule	January-May 2026	All	Lesson Plans/schedule				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objectives 7.1	Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Analyze ThoughtExchange Surveys fall/spring	Principal/Assistant Principal/Staff	ThoughtExchange	December/ May	All	Response rate equal to or greater than 25% of our parents.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.2				Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Advertise The Special Populations Department 4 Parent Training Events and 2 Parent Resource Nights to assist parents of students with Special Needs.	Assistant Principal	Newsletters		Sp. Ed.	Parent Participation				
Analyze ThoughtExchange Survey EOY	Principal/Assistant Principal/Staff	Thought Exchange Datas	May 2026		Satisfaction Response				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objective 7.3				Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the "I Choose" campaign.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate and in I Choose Campaign	Principal/Assistant Principal	Google Ads and Analytics	August 2025-May 2026		Enrollment increases from the start of the school year.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.					
Objective 8.1				Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**

Solicit volunteer time from retired community	All Staff	Schedule,	Aug 2025-May 2026	All	Voly Usage				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.					
Objective 8.2				Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Assist in promoting community partner participation in the district SPARK Committee	Coordinator for Science; Director for Communications; All Administration	Partner Opportunities	July 2025-June 2026	All	SPARK meeting sign-in sheets; Agendas				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.			
Objectives 9.1				Target recruiting of high quality personnel through LEISD "Grow Your Home" programs.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
Advertise Grow Your Own opportunities to Staff	Principal	Flyers/Emails from District	Aug 2025-May 2026	All	Participants		

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.2				Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Advertise for HR Carpool Kudos	Principal/ Assistant Principal	Social media platforms; Weekly Parent Newsletter	September 2025-May 2026	All	Increased staff morale; Social media engagement; community connection/participation				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				**LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.**					
Objectives 9.3				Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Before/after school check-in sessions with 1st & 2nd year staff once a year	Executive Director for Human Resource Services	Pre-visit survey; Snacks; Swag	September 2025-May 2026	All	Topics of interest addressed during session				
Adopt-A-Lobo	Human Resource Services Department	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	September 2025-May 2026	All	Social media posts; higher retention rate of 1st year staff; increased staff morale				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	**LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.**
Objective 10.1	Navigate leadership transition while maintaining high levels of customer service and a strong financial position, as evidenced by a balanced budget, clean audit and external recognitions.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)	Campus Administration Secretary	Procedures & training provided by the district	July 2024-Jul 2025	All	Audit report; Financial Ratings				

Ongoing analysis and modification of procedures to sustain compliance while also providing ease of use for campuses and departments (including conversion to Laserfiche forms); Prestwick will provide feedback on this process	Assistant Superinten - dent for Business and Finance	Clear Procedures Laserfiche forms	July 2024 - June 2025	All	Feedback from stake - holders; Balanced Budget				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

LEISD 2025-2026 Professional Development Calendar PK-12

Commented [1]: @jallen2@leisd.ws Hi Jamey, can you link in the Prestwick Professional Development Plan here? Thank you!
Assigned to jallen2@leisd.ws

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas

The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation

All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets

Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores
2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores

3. School Improvement and Support Activities:The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the community. The district also provides educational reading materials for the summer break.	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts
7.Parent and Family Engagement:			

8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	

Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,427,261 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Committee Member	Role	School	Term Year
Jamey Allen	Principal	Prestwick Elementary	2
Pam Maltsberger	Assistant Principal	Prestwick Elementary	2
Mary Jo Mcknight	Paraprofessional	Prestwick Elementary	2
Tina Fillebrown	Teacher	Prestwick Elementary	2
Brittani Grayson	Teacher	Prestwick Elementary	2
Rhonda Donaldson	Teacher	Prestwick Elementary	2
Abigail Stevenson	Teacher	Prestwick Elementary	2
Shanet Greene	Teacher	Prestwick Elementary	2
Zakira Woodard	Teacher	Prestwick Elementary	2
Tiffany Schuller	Parent	Prestwick Elementary	2
Alex Seivers	Community Member	Prestwick Elementary	2
Tina Mounts	Community Member	Prestwick Elementary	2
Janine Snyder	Parent	Prestwick Elementary	2
Jaycilvia Printis	Teacher	Prestwick Elementary	2
Elizabeth Adair	Support Staff	Prestwick Elementary	2

Commented [2]: @jallen2@leisd.ws I missed this yesterday! Can you put your site based team here! This is the district committee. I left it so you all would have the table. Thank you!
Assigned to jallen2@leisd.ws

Rachel Grones	Support Staff	Prestwick Elementary	2
Danyielle Dlugos	Counselor	Prestwick Elementary	2

Little Elm Independent School District

Strike Middle School Campus Improvement Plan 2025-2026

Board Approval Date:

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

<table>
<tr><th>Areas Examined</th><th>Summary of Strengths
(What Strengths were identified?)</th><th>Summary of Needs
(What needs were identified?)</th><th>Priorities
(What are the priorities for the district?)</th></tr>
<tr><td>Demographics</td><td>Strike is a diverse campus.
Enrollment = 893 (9/29/25)
29.5% Hispanic
36.3% White
19.6% Black
51.1% Male
48.9% Female
42.2% Economic Disadvantaged
7% 504
18% Special Education
17% Limited English Proficient
48% At-Risk</td><td>17% Limited English Proficient (STAAR Target)
18% Special Education (Increase)</td><td>Meeting the learning and personal needs of our students

Each student to meet their growth goal on the math and reading MAP/STAAR</td></tr>
<tr><td>Student Achievement</td><td>Science
<table>
<tr><th>2023-2024 Strike</th><th>2024-2025 Strike</th><th>2024-2025 State</th></tr>
<tr><td>DNM 34%</td><td>DNM 27%</td><td>DNM 28%</td></tr>
<tr><td>App 26%</td><td>App 26%</td><td>App 25%</td></tr>
</table>
Social Studies
<table>
<tr><th>2023-2024 Strike</th><th>2024-2025 Strike</th><th>2024-2025 State</th></tr>
<tr><td>35% DNM</td><td>45% DNM</td><td>45% DNM</td></tr>
<tr><td>36% App</td><td>31% App</td><td>26% App</td></tr>
</table></td><td>Focus on PLC especially on question 3 and 4

Focused plan for intervention

CFA and CSA data analysis</td></tr>
</table>

Meets 25%	Meets 30%	Meets 28%
Masters 15%	Masters 17%	Masters 18%

8th Grade Math

2023-2024 Strike	2024-2025 Strike	2024-2025 State
33% DNM	31% DNM	31% DNM
35% App	25% App	24% App
17% Meets	22% Meets	27% Meets
15% Masters	23% Masters	17% Masters

7th Grade Math

2023-2024 Strike	2024-2025 Strike	2024-2025 State
64% DNM	49% DNM	48% DNM
24% App	27% App	21% App
12% Meets	22% Meets	21% Meets
0% Masters	2.7% Masters	11% Masters

6th Grade Math

2023-2024 Strike	2024-2025 Strike	2024-2025 State
28% DNM	25% DNM	28% DNM
36% App	28% App	34% App
21% Meets	30% Meets	22% Meets
15% Masters	16% Masters	15% Masters

8th Grade ELAR

2023-2024 Strike	2024-2025 Strike	2024-2025 State
19% DNM	22% DNM	20% DNM
13% Meets	14% Meets	14% Meets
16% Masters	9.8% Masters	16% Masters

Algebra

2023-2024 Strike	2023-2024 State	2024-2025 Strike	2024-2025 State
2% DNM	21% DNM	3% DNM	24% DNM
17% App	34% App	39% App	29% App
23% Meets	20% Meets	22% Meets	18% Meets
57% Masters	25% Masters	36% Masters	29% Masters

Increase RIGOR in our class work and CFAs (alignments to CSAs)

Utilization of our new Lobo Time for Tier 2 and Tier 3 intervention

Improvement of Tier 1 targeted intervention in class.

	<table><tr><td>28% App</td><td>24% App</td><td>23% App</td></tr><tr><td>25% Meets</td><td>27% Meets</td><td>26% Meets</td></tr><tr><td>27% Masters</td><td>27% Masters</td><td>31% Masters</td></tr></table> 7th Grade ELAR <table><tr><th>2023-2024 Strike</th><th>2024-2025 Strike</th><th>2024-2025 State</th></tr><tr><td>29% DNM</td><td>20% DNM</td><td>26% DNM</td></tr><tr><td>18% App</td><td>20% App</td><td>22% App</td></tr><tr><td>28% Meets</td><td>28% Meets</td><td>25% Meets</td></tr><tr><td>25% Masters</td><td>32% Masters</td><td>27% Masters</td></tr></table> 6th Grade ELAR <table><tr><th>2023-2024 Strike</th><th>2024-2025 Strike</th><th>2024-2025 State</th></tr><tr><td>21% DNM</td><td>21% DNM</td><td>25% DNM</td></tr><tr><td>26% App</td><td>21% App</td><td>21% App</td></tr><tr><td>29% Meets</td><td>25% Meets</td><td>26% Meets</td></tr><tr><td>24% Masters</td><td>34% Masters</td><td>28% Masters</td></tr></table>		350

Curriculum and Instruction	Our district Curriculum and Learning department have all the resources and materials in Canvas for our students to use The Coordinators are always available to support teachers The Coordinators facilitate the Cadre meetings, where teachers come together and discuss learning	Support for our new and/or struggling teachers Creating CFA/CSAs that are aligned with the Power Standards to the STAAR Focus on the Constructivist Learning Model of teaching Implementation of small group	Support and training for the teachers in creating aligned CFAs Data Analysis of the data to break down the TEKS through PLCs. Next step “pivot points” when students are not mastering concepts

		implementation in classes	Implementation of anchors to prior learning to limit the need of re-teaching

Staff Quality and Retention	Teacher support through our on-site new teacher cadre, and Academic Specialist support RESULTS Coaching Training for Admin 100% Retention Philosophy	Increase new and struggling teacher support	Ensure our faculty feedback loop is solid and acted upon Continue Strike's Mentor Program Staff celebrations are in the weekly newsletter Teachers of the Month New teacher cohort meetings

Technology	One-to-one Teachers have promethium boards, document cameras and Macbooks, and iPads	Proper use of technology as evident through our new Linewize filtering software	Teaching students to use and take care of their computers better Continue improvement of new cart for technology model.

Family/Community Involvement	Weekly newsletter PTA Curriculum Nights Quick response to parent needs and/or questions	Need for more diverse parent support	Continue to build parent support for PTA, community involvement and other campus activities Supported volunteer programs

	Mentor Program Multicultural Night Passion Project Night for GT students		

Safety and Security	Key fobs have been added to doors for increased security. Access Control has been updated and will be functional. Discipline referrals have continued to decrease over the past few years	Some behavior needs continue to need to be addressed. We will work to implement the new Conscious Discipline district initiative. Software for our Hope Squad needs to be continued in order to make this a strong program for our students in need.	We will implement a school wide program in order to teach students how to behave and establish mutual respect among students and teachers (Conscious Discipline).

Data Used for Campus Comprehensive Needs Assessment

504 Data	Demographic Data	FOCUS	New Teacher Survey	Staff Title I Survey
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Parent Surveys	Strategic Plan
ACT	District Survey	HB3 Board Goals	PEIMS Discipline	SuccessED
Administrator Input	Dual Credit	Homeless and Foster Care	Prior Year Data	TAPR
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Professional Development Feedback	T-TESS
Attendance	Educator Evaluations	LEISD Values and Cornerstones	Progress Reports	Teacher Retention
Cambium	Equity Data	LEISD Vision	PSAT/SAT/ACT	Teacher/Student Ratio
Counselor Input on Mental Health	Extra Funding Request	MAP Data	RDA Report	Technology Help Tickets
CTE Participation and	Facebook Analytics	MindPlay (RAPS 360)	School City	Technology Input from

Certifications Earned				Stakeholders
Curriculum Documents	Failure Rates	MTSS (RtI) Data	Special Education Data	TELPAS
DEIC Input	Federal Report Card		STAAR	Twitter Analytics
	FitnessGram		Safety Data	TXKEA/TPRI/Tejas Lee

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Conduct Year 2 Training of Conscious Discipline Campus Wide	Strike Admin and CDAT team	Funding and Materials	August 2025-May 2026	All	Training Records and reduction of referrals				General 199 Funds
CDAT Campus Coaching and Support	Director for Professional Learning, Strike Admin and CDAT Team	Funding	August 2025-May 2026	All	Campus Visit with CD Coach				General 199 Funds
Follow the Year at a Glance Conscious Discipline Document	Strike Admin	Conscious Discipline Materials	August 2025-May 2026	All	Completed and Practiced Monthly Implementation CD Strategies				No Funds Needed

Facilitate Coaching and Support of Conscious Discipline	Strike Admin	Funds for Coaching and Support	August 2025-May 2026	All	Routine Monitoring of Agreed Upon Practice/Skill				General 199 Funds
Support Executive Function and Tiered Supports through CD for 50 staff members	Deputy Superintendent ; Executive Director for Special Services and Strike Admin	Training Materials	September 25th and 26th of 2025	All	Sign in Sheets				Title II Funds
Facilitation of Purchased CD ECourses for CDAT Teams	Strike Admin and CDAT Team	Funds for materials	August 2025-May 2026	All	Completed Video and Artifacts				General 199 Funds
Implementation of Minga in order to decrease discipline referrals and reward students for demonstrating Portrait of a Lobo Character Traits.	Strike Admin and Strike Behavior Committee	Funds for materials	August 2025-May 2026	All	Teachers are utilizing the platform to give points to student.				General 199 Funds

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training and support to staff with the implementation of Sentinel, specifically the 2025 - 2026 mandates pertaining to BTA and DVA	Admin	Sentinel Platform	August 2025-May 2026	All	Use of the Behavioral Threat Assessment within Sentinel. Successfully completing all the requirements of the District Vulnerability Assessments at both campus and district levels.				General 199 Funds 355
Participate in LEISD quarterly Behavior Committee Meetings to monitor for additional training needs for campus staff members	Admin, Behavior Committee and CDAT Team	Meeting Agendas and Training Plans	August 2025-May 2026	All	Agendas and Sign In Sheets from each meeting				
Participate in LEISD District Level Safety Committee Meetings	Mr. Bush	Meeting Agenda and Scenario Based PD	October 2025-July 2026	All	Agendas and Sign IN Sheets for all 3 meetings				General 199 Funds

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Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide support to teachers for implementing Penda Learning in Grades 5-8.	Science Coordinator and Strike Admin	Penda	August 2025-May 2026	5-8	Meeting agenda notes Curriculum documents Usage reports				
Provide training to teachers/admin in Carnegie/Bluebonnet Learning Implementation	Secondary Math Coordinator and Mr. Maclin	Carnegie Learning & ESC Region 11	June 9 & 11, Aug 6 & 7, Sept 19, Feb 16	6th-Alg 2 OL 6th/7th Acc	Training Agenda notes Strive registration				356
Participate in 12 coaching days (3 per secondary campus, 2 Fall/2 Spring) to support teachers in the initial implementation of Carnegie/Bluebonnet Learning	Secondary Math Coordinator and Mr. Maclin	ESC Region 11	September 2025 - May 2026	6th-Alg 2 OL 6th/7th Acc	Data Analysis of "Look Fors"				Title II
Participate in Provided Coaching Days and PLC Support	Secondary ELAR Coordinator and Ms. De Garcia	ESC Region 11	August - December 2025	6-10th ELAR	Training records, PLC PLC Agenda				state
Implement S3 Strategies	Secondary ELAR Coordinator and Ms. De Garcia	S3 consultant	August - February 2026	6-12 ELAR	Training Records				
Conduct walks to check for fidelity of implementation of the curriculum.	Curriculum Coordinators, Directors, Asst. Supt. for C & L and Strike Admin	Look Fors	August 2025-May 2026	All	Data Analysis of "Look Fors"				

Support the building capacity of teachers through the PLC process.	Curriculum Coordinators, Directors, Asst. Supt. for C & L; Director for Professional Learning and Strike Admin	PLC schedules	August 2025-May 2026	All	Trainings records; Calendars of PLC attendance				
Support and build capacity of department chairs and teachers through the PLC process	Ms. Bush, Mrs. De Garcia, Mr. Maclin and Ms. Del valle	PLC Agendas	August 2025-May 2026	6-12th	PLC Agendas, Instructional walkthrough rounds				
Meet with teachers in math, reading and science on an as needed basis throughout the year for sharing, collaboration, and maximization of strengths, based on teachers student data, of implementation of the curriculum.	Coordinators for ELA, Math, & Science and Strike Admin	Substitutes, PLCs	August 2025-April 2026	All	Meeting agendas; Meeting notes				357

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Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.			
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**

Embed STEM experiences into the curriculum across content areas.	Curriculum Coordinators; Coordinator for Digital Learning; Asst. Sup't. for C&L and Strike Admin	VEX Robotics\LEGO Science	August 2025-May 2026	K-8	STEM experiences embedded into the curriculum				
Implement provided clarity on Makerspace experiences for campuses (what should be happening for students)	Coordinator for Digital Learning, Director for Academic Programs; Assistant Sup't. For C&L; and Strike Admin	Library Handbook Makerspace Curriculum Makerspace Materials	June 2025-Aug. 2025	K-12	Library Handbook				
Provide support to teachers for implementing Lego Science Education lessons	Curriculum Coordinators; Coordinator for Digital Learning; Asst. Sup't. For C&L; Strike Admin	Lego Science Education	August 2025-May 2026	K-2 & 6-8	Meeting agenda notes Curriculum documents Class visits				358
Provide support to teachers for implementing Vernier probeware	Science Coordinator and Mr. Bush	Vernier	August 2025-May 2026	6-12	Meeting agenda notes Curriculum documents Class visits				
Provide support to teachers for implementing VEX robotics	Curriculum Coordinators; Coordinator for Digital Learning; Asst. Sup't. For C&L; Strike Admin	VEX	August 2025-May 2026	K-12	Meeting agenda notes Curriculum documents Class visits				
Participate in training and incorporate the STEM Design Process in classrooms	Curriculum Coordinators; Coordinator for Digital Learning and Strike Admin	NISE STEM Certification	August 2025-May 2026	K-12	Training records STEM Certification data				
Participate in the STEM Task Force	Science Coordinator, Strike Admin and Ms. Gonzalez	Agenda will be set based on where we left off in previous year	August 2025-May 2026	Task force participants	Meeting notes				

Monitor for initial implementation of Carnegie/Bluebonnet Learning, effectiveness of training opportunities, and further support needed with biweekly walk-throughs, biannual instructional walks, and administrator feedback cycles.	Secondary Math Coordinator, Strike Admin and Asst Sup	Walk Look Fors Form Coaching & Feedback protocols	August 2025-May 2026	6th-Alg 2 OL 6th/7th Acc	Meeting Agenda notes Walk Look Fors & data Coaching Calendars Instructional Walks Calendars				
Provide teacher support with internalization & optimization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Secondary Math Coordinator and Strike Admin	TEA Internalization & Optimization protocol TEA Student work analysis protocol	August 2025-May 2026	6th-Alg 2 OL 6th/7th Acc	PLC Agendas Campus based sign-in sheets				359
Increase stakeholder partnerships for teachers & students that expand classroom learning.	Curriculum Coordinators; Coordinator for CTE; Communications Dept.; Strike Admin and CTE staff	SPARK breakfast	June 2025	K-12	Meeting agenda notes Google form Calendar invite				
Improve outcomes for advanced learners by implementing professional development on depth and complexity and review gifted & talented assessment data to inform instruction/services of GT students.	Director for Academic Programs and Strike Admin	Consulting services, region service centers	August 2025-May 2026	Gifted & Talented Students	Strive for professional development, data review meetings sign-in, use of D&C during walkthroughs				General 199 Funds-pic21 $20,000 Professional Development, Supplies, Assessment

Coordinate efforts between groups to improve outcomes for students in Pre-Advanced Placement Algebra courses.	Director for Academic Programs, Math Coordinator and Strike Admin	College Board	September 2025-May 2026	Students in advanced learning	Sign-in sheets for group meetings, counselors and students' use of Big Future, number of students taking AP tests.				General 199 Funds -pic 38 funds
Improve academic growth and language proficiency for Emergent Bilingual (EB) students by strengthening Dual Language and ESL programming while supporting culturally responsive instructional practices across classrooms.	Director for Academic Programs, Strike Dual Language and ELL departments and Strike Admin	Consultants, Software Programs, DL/ESL Instructional Coach, region service centers	August 2025-May 2026	Emergent Bilingual Students	Data (MAP, Amira, Little Sponges, Ellevation Strategies), Sign-in Sheets, Walkthroughs				Title III 360
Improve English language acquisition by providing consistent support through Summit K12 program for Emergent Bilingual (EB) students as measured by improved TELPAS composite scores.	Ms. Ugljevarevic, Dual Language Teacher- Ms. Escobedo Ms. Ugljevarevic Ms. Limones Ms. Paz Ms. De Garcia Strike Admin	Summit K-12	September 2025-May 2026	Emergent Bilingual Students	Data (Summit K-12 Reports, TELPAS)				
Improve English language acquisition by providing consistent support for Emergent Bilingual (EB) students as measured by improved TELPAS composite scores.	Director for Academic Programs Ms. Ugljevarevic, Dual Language Teacher- Ms. Escobedo Ms. Ugljevarevic Ms. Limones	Software Programs, Multilingual Specialists, region service centers	August 2025-May 2026	Emergent Bilingual Students	Data (Ellevation, SummitK12, Rosetta Stone)				Title III

	Ms. Paz Ms. De Garcia Strike Admin								
Support monitoring and intervention systems through LPAC processes, as measured by improved TELPAS scores, grades and state assessment performance.	Director for Academic Programs Ms. Ugljevarevic Ms. Del Valle Ms. De Garcia	Consultants, region service centers, Multilingual Specialists, Ellevation	August 2025-May 2026	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence				Title III
Support monitoring and intervention systems through LPAC processes, as measured by improved TELPAS scores, grades and state assessment performance.	Ms. De Garcia, Ms. U	Ellevation	August 2025-May 2026	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence PLC Agenda				361

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.1	100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
						#1	#2	#3	
Participate in Special Populations provided training for all special education teachers and paraprofessionals in inclusion strategies to better support students in the general education classroom setting	Executive Director for Special Populations and Strike Admin, ESL and Sped department at Strike.	Training Agenda and artifacts	August 2025-December 2025	Sp. Ed.	Improved Inclusion Strategies will be observed by special education leadership during classroom walk throughs				
100% of mentors new to the role will complete the required training in order to effectively support mentees in their first or second year of teaching.	Director for Professional Learning and Mrs. Wyse	Mentor Teacher Training via Canvas	August 2025-May 2026	New Mentors, Mentors who need additional support	Success on Canvas assignments at 80% or higher				362
Mentors will actively participate in instructional walks with other mentors, beginning teachers, and/or campus/district instructional staff throughout the 2025-2026 school year.	Director for Professional Learning in partnership with Strike Admin and content coordinators and Mrs. Wyse	½ day classroom coverage may be required	September 2025-March 2026	Beginning Teachers & Mentors	Artifacts including (but not limited to), observation notes, documentation on data trends, and attendance records.				
All Mentors will receive 1:1 coaching opportunities throughout the 2025-2026 school year	Director for Professional Learning in partnership with Strike Admin	30 minutes per session	September 2025-March 2026	Mentors	Data collected in coaching sessions and during shadowing				
Mentors who demonstrate a need for additional or specialized support will participate in required	Director for Professional Learning and Mrs. Wyse	Book study. Supplemental training materials; coaching support through	August 2025-May 2026	Mentors who need additional support	Success on supplemental training tasks or assignments at 80% or higher				

supplemental professional learning									

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Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2026 by administration)									363
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide STEM Influencers to model STEM lessons	Science Coordinator; Strike Admin and Ms. Gonzalez	STEM influencers	August 2025-May 2026	K-12	Meeting agenda notes				
Provide STEM Influencers to develop and maintain STEM culture/mindset in our district	Science Coordinator; Strike Admin and Ms. Gonzalez	STEM influencers	August 2025-May 2026	K-8	Meeting agenda notes Class visits EOY survey				
Provide STEM Influencers to market mechanisms to communicate STEM plan across district & community	Science Coordinator; Strike Admin and Ms. Gonzalez	STEM influencers	August 2025-May 2026	K-8	Meeting agenda notes Class visits Communication				

Participate in calibration of teachers' understanding of STEM experiences in the classrooms through professional learning	Curriculum Coordinators; Coordinator for Digital Learning; Asst. Sup't. For C&L; Strike Admin	NISE certification	August 2025-May 2026	K-12	Meeting agenda notes Class visits				
Participate in offered training sessions (at least 4) for Robotics training throughout the year.	Coordinator for Digital Learning, CTE teachers, Ms. Wyse (librarian) and Strike Admin	Robotics materials	Aug. 2025-May 2026						
Provide support to teachers for implementing S3 strategies	Science & Secondary ELAR Coordinator and Strike Admin	S3 Strategies	August 2025-May 2026	6-12	Meeting agenda notes Curriculum documents Class visits				364
Participate in all Carnegie/ Bluebonnet Learning for new hire math teachers & campus administrators to be trained in Math Research Based Instructional Strategies	Secondary Math Coordinator, and Strike Admin	ESC Region 11	August 2025-May 2026	6th-Alg 2 OL 6th/7th Acc	Uploaded certificate of attendance in Strive				

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate in Region 11 for PLC TOT training	Assistant Superintendent for Curriculum & Learning; Math Coordinators and Strike Admin	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				LASO Grant Funds 365
Participate in Region 11 for PLC Coaching for campuses	Assistant Superintendent for Curriculum & Learning; Math Coordinators and Strike Admin	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				LASO Grant Funds
Participate in Curriculum & Learning Department supported campus PLCs	Assistant Superintendent for Curriculum & Learning; C & L Directors and Coordinators and Strike Admin	Schedules of PLC Meets at Campuses; Curriculum Resources; Additional Professional learning as needed	August 2025-May 2026	All	Student Achievement; Region 11 Data Dashboard				

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.1	By December 2025, community collaboration between local businesses and student work-based learning will increase as measured by student interaction with the local community.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Counselor Led Career Day	Counselors	Community	August 2025-December 2025	All	Different members of the community will be invited to present to students about a career.				

Goal: 6 Teaching and Learning Goals	We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
Objective 6.2	By the end of the school year, 100% of secondary school students will utilize Schoolinks to increase access to College, Career, and Military Readiness.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Students will actively upkeep their Schoolinks lessons within the assigned scope and sequence.	CTE Teachers and Strike Admin	Schoolinks	August 2025 to March 2026	All	Schoolinks Analytics on completion rate				

Work with Carer and College Exploration teachers to expand the understanding about high school CTE offerings	CTE Coordinator, CTE Teachers, Middle School Counselors and Administration, Strike Career Exploration teachers and Strike Admin	Schoolinks	August 2025 to March 2026	All	PGP completion rate inside Schoolinks				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				Strike Middle School will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate and evaluate ThoughtExchange Surveys fall/spring	Cecelia Jones and Strike Admin	ThoughtExchange	December/ May	All	Response rate equal to or greater than 25% of our parents.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.2				Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate in the Special Populations Department provided 4 Parent Training Events and 2 Parent Resource Nights to assist parents of students with Special Needs.	Executive Director for Special Populations and Strike Admin	Meeting Schedule and Training Artifacts		Sp. Ed.	Sign in sheets; Training presentations				368
Participate and evaluate ThoughtExchange Survey EOY	Cecelia Jones and Strike Admin	ThoughtExchange	May 2026		Satisfaction Response				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.						
Objective 7.3				Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the "I Choose" campaign.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**	
Participate in the I Choose Campaign	Communications Team and Strike Admin	Google Ads and Analytics	August 2025-May 2026		Enrollment increases from the start of the school year.					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.						
Objective 8.1				Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**	
Texas Girls in Stem Day	Strike Science Team and Strike Admin	Science District Coordinator and Community Connections	August 2025 - February 2026	All	STEM Experiences and Opportunities will be provided to students					

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds** 370
Participate in assisting in promoting community partner participation in the district SPARK Committee	Coordinator for Science; Director for Communications; Strike Admin	Partner Opportunities	July 2025-June 2026	All	SPARK meeting sign-in sheets; Agendas				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.1	Target recruiting of high quality personnel through LEISD "Grow Your Home" programs.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate in new partnerships with universities/alternative certification programs to "Grow Your Home" - targeting LEISD paraprofessional and auxiliary staff - to attain degree(s) and teacher certification	Coordinator for Human Resource Services and Strike Admin	iTeach	September 2025 - June 2026	All	List of partnerships explored and the results; establish strong partnership with a local university; paraprofessional/auxiliary staff that are hired into teaching positions in LEISD				371
Continue to participate in student "Grow Your Home" program - target LEHS Seniors who are active in Texas Association of Future Educators (TAFE) to return to LEISD as an employee upon completion of their education degree.	Director for Human Resource Services; Coordinator for Human Resource Services and Strike Admin	Partnership with TAFE at LEHS	August 2025 - May 2026	All	-More frequent interactions with TAFE students -Expansion of topics discussed with TAFE -List of resources provided to TAFE				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.						
Objectives 9.2				Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**	
Participate in Carpool Kudos	Human Resource Services Department and Strike Admin	Social media platforms; microphones	September 2025-May 2026	All	Increased staff morale; Social media engagement; community connection/participation				372	

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				**LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.**						
Objectives 9.3				Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**	
Participate in Before/after school check-in sessions with	Executive Director for Human Resource	Pre-visit survey; Snacks; Swag	September 2025-May 2026	All	Topics of interest addressed during					

1st & 2nd year staff once a year	Services, Strike Admin and Ms. Wyse				session				
Participate in Adopt-A-Lobo	Human Resource Services Department and Strike Admin	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	September 2025-May 2026	All	Social media posts; higher retention rate of 1st year staff; increased staff morale				
									373

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 10.1	Navigate leadership transition while maintaining high levels of customer service and a strong financial position, as evidenced by a balanced budget, clean audit and external recognitions.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Popula-tions	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)	Strike Admin and Ms. Blackwood (Secretary)	Procedures & training provided by the district	July 2024-Jul 2025	All	Audit report; Financial Ratings				374
Support ongoing analysis and modification of procedures to sustain compliance while also providing ease of use for campuses and departments (including conversion to Laserfiche forms); Strike will provide feedback on this process	Assistant Superinten - dent for Business and Finance, Strike Admin and Ms. Blackwood (Secretary)	Clear Procedures Laserfiche forms	July 2024 - June 2025	All	Feedback from stake - holders; Balanced Budget				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

LEISD 2025-2026 Professional Development Calendar PK-12

Strike Middle School 2025-2026 Professional Learning Plan

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 District No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			378

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas

The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,500.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000 District	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $5,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500 District	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61,000 Title IV $20,000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts

community. The district also provides educational reading materials for the summer break.			
7.Parent and Family Engagement:	N/A		
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD	N/A		
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.	N/A		
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			383
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,427,261 District Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	384

APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Committee Member	Role	School	Term Year
Lindsey Stewart	Teacher	Strike Middle School	3
Lisa Stevens	Teacher	Strike Middle School	4
Gustavo Perea	Teacher	Strike Middle School	2
Rosario Miniscalco	Teacher	Strike Middle School	3
Jeff Mathews	Teacher	Strike Middle School	1
Crystal Drummond	Teacher	Strike Middle School	4
Marlon Alexander	Teacher	Strike Middle School	1
Kristin McFeely	Teacher	Strike Middle School	2
Vanessa Del Valle	Academic Specialist & Testing Coordinator	Strike Middle School	1
	Parent	Strike Middle School	

	Parent	Strike Middle School	
	Business Member	Strike Middle School	
	Community Member	Strike Middle School	
Anton Maclin	Administrator	Strike Middle School	1
Bill Bush	Administrator	Strike Middle School	4
Marina De Garcia	Administrator	Strike Middle School	4
Ericka Dupre	Counselor	Strike Middle School	4

Little Elm Independent School District

Walker Middle School Campus Improvement Plan 2025-2026

Board Approval Date:

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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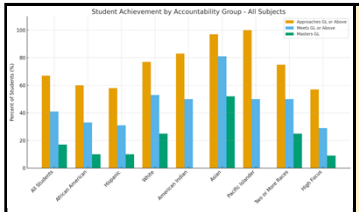
The Mission of Little Elm ISD is to:

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APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics Jerry R. Walker has approximately 887 students from 6th through eighth grade. We are a STEM certified campus and have a Dual Language Program. Demographics of Student Population: 39.8% Hispanic 29.6% White 21.2% Black 6.2% Multi Race 3.1% Asian 197 LEP Students 165 Special Education 470 At Risk 64 GT 487 Economic Disadvantaged	Diverse student population, STEM certified campus, Dual Language Program, Variety of Extra Curricular Activities	Focus on supporting varied student needs- Sped, 504, EB, Eco Disadvantaged, African American pop	- Meeting the learning and personal needs of our students - Each student to meet their growth goal on the math and reading MAP/ST
Student Achievement	**Reading/Language Arts (RLA) Strength:** ● RLA is the strongest subject overall (76% Approaches, 53% Meets, 27% Masters).	● There is a sizable gap between “All Students” and subgroups (especially African American, Economically	**Strengthen Mathematics Achievement** ● Math has the lowest overall

	• High achievement in Asian (88% Meets, 70% Masters) and White (69% Meets, 39% Masters) student groups.	Disadvantaged, Special Education, English Learners) in both meeting grade-level expectations and growth. • Reading/ELA shows gaps—especially for subgroups—to reach Meets Grade Level. • Math is a particularly weak subject: lower percentages of students (especially in subgroups) meet grade level or above.	results (65% Approaches, 34% Meets, 10% Masters). • **Priorities:** Increase rigor and problem-solving practice. Provide targeted small-group or intervention support for students just below Meets. Strengthen vertical alignment (6–8 math skills building into Algebra readiness).

Curriculum and Instruction	Blue Bonnet Math Implementation, PLC for team collaboration and data analysis to improve instruction and enhance student outcomes, Implementation of the Dual Language Program at the middle school level, NISE STEM certified teachers, Campus MTSS Process	**Continued Training on Blue Bonnet Math (Internalization)** **Professional learning: Ongoing training in math discourse, manipulatives, and strategies for multilingual learners.** **Professional learning: Use of data to drive instruction** **Ongoing training for Dual Language program implementation**	- Focus on sub-pop/individual immediate interventions in class - Daily checks for understanding - CFA and CSA data analysis - Increase RIGOR in our class work and CFAs (alignments to CSAs) - HB1416 tutoring

Staff Quality and Retention	- Walker has a low turnover rate - Teacher support through our Academic Specialist and department chairs - Admin Open Door Policy - Campus Mentor Program subs are used for classroom visits and discussions - All willing to be model classrooms	- Increase new and struggling teacher support	- Ensure our faculty feedback loop is solid and acted upon - Continue Walker's Mentor Program - Staff celebrations are in the weekly newsletter - Teachers of the Month - Model Classrooms - open campus to learn from each other
Technology	- One - to -one - Teachers have promethium boards, document cameras and Macbooks	- Students cords - Faster technology service for broken chromebooks - Wifi	- Teaching students to take care of their computers better - District WiFI improvements
Family/Community Involvement	- Weekly newsletter - Curriculum Nights - Quick response to parent needs and/or questions - PTA / Events - Prep the Pack - Social Media Connection	- Limited parent support	- Increase parent support for PTA and other campus activities
Safety and Security	New construction (walls), protective film on all windows, SRO, key fob access to all doors, Open Gate Weapons detection, Zero Eyes weapons detection, Informacast Emergency Management System	Improved camera access (in stairwells)	Training staff on safety protocols

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	Failure Rates	New Teacher Survey	Staff Title I Survey
504 Data	Demographic Data	FOCUS	Parent Surveys	Strategic Plan
Accountability Report	District Benchmark	GT Demographics and	PEIMS Discipline	SuccessED

	Assessments	Performance		
ACT	District Survey	HB3 Board Goals	Prior Year Data	TAPR
Administrator Input	Dual Credit	Homeless and Foster Care	Professional Development Feedback	T-TESS
Advanced Placement	Dyslexia Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
Attendance	Educator Evaluations	LEISD Values and Cornerstones	PSAT/SAT/ACT	Teacher/Student Ratio
C.I.R.C.L.E Data	Equity Data	LEISD Vision	RDA Report	Technology Help Tickets
Cambium	Extra Funding Request	MAP Data	School City	Technology Input from Stakeholders
Counselor Input on Mental Health	Facebook Analytics	MindPlay (RAPS 360)	Special Education Data	TELPAS
CTE Participation and Certifications Earned	Demographic Data	MTSS (RtI) Data	STAAR	Twitter Analytics
DEIC Input	FitnessGram	FOCUS	Safety Data	TXKEA/TPRI/Tejas Lee

Goal: 1 Respectful Relationships				We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.					
Objective 1.1				Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Professional staff will participate in 2 days of Year 2 Training of Conscious Discipline District Wide	Campus and District Admin	(District)	October 13,2025 and January 5, 2026	All	Training Records				District Funded
Campus CDAT will meet to determine action steps and action steps for professional development	Campus CDAT Team & Administration	E Course	August 2025-May 2026	All	Notes, logs, staff pd sign- ins				District Funded
Walker staff will receive training from CDAT and CD trainers throughout the year.	Campus CDAT and Administration	Training Materials	August 2025-May 2026	All	Sign in Sheets Training Documents Observation notes				District Funded

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security				Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.					
Objective 2.1				We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Fund**
Provide support to campuses with technological safety measures through cameras, various weapons detection equipment, access controlled entry points and security applications/platforms	Campus Admin, SRO, CBC	Zero Eyes, Weapons Detection Towers, Informacast, Visitor Aware, SRP Protocol, Linewize Safeguarding Alert System, Anonymous Alert	August 2025- May 2026	All	Implementation as scheduled and required training of each program at the campus level				District Funded
Complete safety drills on a consistent basis to prepare staff and students for potential emergencies	Campus Admin, SRO, CBC	Informacast, Visitor Aware, Campus Emergency Operations Plan	August 2025-May 2026	All	Drill Logs				District Funded
Provide all campus staff with an Emergency Operations Binder that include procedures and important information related to the campus.	CBC & Office Staff	Procedure Documents Binder	October 2025-July 2026	All	Sample Binder				Campus Funded
Provide teachers and students with Title IX Training	Director of Student Services, Admin	Training Materials	Aug 2025-May 2026	All	Decrease in sexual harassment incidents on campus				

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Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide support to teachers for implementing Penda Learning in Grade 6	Admin & Science Coordinator	Penda	August 2025-May 2026	Grade 6	Usage reports				District Funded
Provide support to teachers implementing K-12 Summit	Admin & LPAC Committee, District Director of Academic Program	K-12 Summit	August 2025-May 2026	All EB Learners	Usage reports				District Funded
Plan instruction and monitor student progress through the PLC process.	Campus admin, Specialists, Leadership Team	PLC schedules	August 2025-May 2026	All	Trainings records; Calendars of PLC attendance				
Attend training and Coaching sessions , to support teachers with deeper implementation of Bluebonnet Learning focused on academic discussions, meaningful work and data driven instruction.	Admin, Math Coordinator, Region 11 Trainer	Blue Bonnet Math	August 2025-May 2026	All	Training records, Strive Registration				District Funded
Conduct learning walks to check for fidelity of implementation of the curriculum.	Campus Admin	Look Fors	September 2025-May 2026	All	Data Analysis of "Look Fors"				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals	Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
Objective 4.1	Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Embed STEM experiences into the curriculum across content areas.	Curriculum Coordinators; Coordinator for Digital Learning; Asst. Sup't for C&L	VEX Robotics\LEGO Science	August 2025-May 2026	6-8	STEM experiences embedded into the curriculum				
Implement Vernier probeware	Science Coordinator	Vernier	August 2025-May 2026	6-12	Meeting agenda notes Curriculum documents Class visits				
Incorporate the STEM Design Process in classrooms by increasing NISE STEM Certified Teachers	NISE STEM Certified Teachers	NISE STEM Certification	August 2025-May 2026	6-8	Training records STEM Certification data				District Funded

Participate in the implementation of Carnegie/Bluebonnet Learning, effectiveness of training opportunities, and further support needed with biweekly walk-throughs, biannual instructional walks, and administrator feedback cycles.	Secondary Math Coordinator, Campus Principals, Teachers	Walk Look Fors Form Coaching & Feedback protocols	August 2025-May 2026	6-8 Math, Alg 1	Meeting Agenda notes Walk Look Fors & data Coaching Calendars Instructional Walks Calendars				
Provide teacher support with internalization & optimization and student work analysis protocols through PLCs, collaborative planning and campus based professional learning days.	Secondary Math Coordinator, Region 11 Trainer, Campus Principals	TEA Internalization & Optimization protocol TEA Student work analysis protocol	August 2025-May 2026	6-8 Math, Alg 1	PLC Agendas Sign-in sheets				
Improve outcomes for advanced learners by providing professional development on depth and complexity and review gifted & talented assessment data to inform instruction/services of GT students.	Director for Academic Programs , Campus Admin	Texas Performance Standards Project	August 2025-May 2026	Gifted & Talented Students	Strive for professional development, data review meetings sign-in, use of D&C during walkthroughs				
Improve academic growth and language proficiency for Emergent Bilingual (EB) students by strengthening Dual Language and ESL programming while supporting culturally responsive instructional	Director for Academic Programs, Admin, LPAC Committee	Consultants, Software Programs, DL/ESL Instructional Coach, region service centers	August 2025-May 2026	Emergent Bilingual Students	Data (MAP, Amira, L, Ellevation Strategies), Sign-in Sheets, Walkthroughs				Title III

practices across classrooms.									
Support monitoring and intervention systems through LPAC processes, as measured by improved TELPAS scores, grades and state assessment performance.	Director for Academic Programs, ESL Teacher, Admin	Software Programs, Multilingual Specialists	August 2025-May 2026	Emergent Bilingual Students	TELPAS, STAAR, Focus Grades, Edugence				Title III

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Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.			
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)*	**Supported by State or Federal Funds**

						#1	#2	#3	
Special education teachers and paraprofessionals will participate in trainings on inclusion strategies to better support students in the general education classroom setting	Admin, Special Populations Coordinator	Training Agenda and artifacts	August 2025-May 2026	Sp. Ed.	Improved Inclusion Strategies will be observed by special education leadership during classroom walk throughs				
Mentors will actively participate in instructional walks with other mentors, beginning teachers, and/or campus/district instructional staff throughout the 2025-2026 school year.	Director for Professional Learning in partnership with campus principals/ assistant principals and content coordinators	½ day classroom coverage may be required	September 2025-March 2026	Beginning Teachers & Mentors	Artifacts including (but not limited to), observation notes, documentation on data trends, and attendance records.				
All Mentors will participate in 1:1 coaching opportunities throughout the 2025-2026 school year	Director for Professional Learning in partnership with campus principals/ assistant principals	30 minutes per session	September 2025-March 2026	Mentors	Data collected in coaching sessions and during shadowing				

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Goal: 5 Teaching and Learning Goals	Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
Objective 5.2	By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Leverage STEM Influencers to model STEM lessons	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	6-8	Meeting agenda notes				
Leverage STEM Influencers to develop and maintain STEM culture/mindset in our district	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	6-8	Meeting agenda notes Class visits EOY survey				
Leverage STEM Influencers to market mechanisms to communicate STEM plan across district & community	Science Coordinator; Campus Principals	STEM influencers	August 2025-May 2026	6-8	Meeting agenda notes Class visits Communication				
Calibrate teachers' understanding of STEM experiences in the classrooms through professional learning	Science Coordinator; Curriculum Coordinators; Coordinator CTE; Campus Principals	NISE certification	August 2025-May 2026	6-8	Meeting agenda notes Class visits				
All Carnegie/ Bluebonnet Learning new hire math teachers & campus administrators will be trained in Math Research Based Instructional Strategies	Secondary Math Coordinator, Campus Principals	ESC Region 11	August 2025-May 2026	6th-8th Math, Alg 1	Uploaded certificate of attendance in Strive				

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Admin participate in Region 11 PLC TOT training	Assistant Superintendent for Curriculum & Learning; Math Coordinators, Admin	LASO C Grant Funds	August 2025 - Jan. 2026	All	Training Records; MOU				LASO Grant Funds
Collaborate with Region 11 for PLC Coaching for campuses	Assistant Superintendent for Curriculum & Learning; Math Coordinators, Admin	LASO C Grant Funds	August 2025-April 2026	All	Coaching Schedules; PLC Meeting Records; Region 11 Data Dashboard				LASO Grant Funds
Partner with Curriculum & Learning Department to support support campus PLCs	Assistant Superintendent for Curriculum & Learning, Coordinators, Admin, Teachers	Schedules of PLC Meets at Campuses; Curriculum Resources; Additional Professional learning as needed	August 2025-May 2026	All	Student Achievement; Region 11 Data Dashboard				

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.1				By December 2025, community collaboration between local businesses and student work-based learning will increase as measured by student interaction with the local community.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Work with WBL teachers on student placement for practicum enrollment	CTE Coordinator, High school WBL teachers	Schoolinks	August 2025 to September 2025	All	Documented meetings and actual student placement in externships				State Local
Work with CTSO student boards to collaborate on community events	CTE Coordinator, CTSO Sponsor, CTSO Officers	Schoolinks	August 2025 to April 2026	All					

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.2				By the end of the school year, 100% of secondary school students will utilize Schoolinks to increase access to College, Career, and Military Readiness.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**

Students will actively upkeep their Schoolinks lessons within the assigned scope and sequence.	CTE Teachers	Schoolinks	August 2025 to March 2026	All	Schoolinks Analytics on completion rate				
Work with Career and College Exploration teachers to expand the understanding about high school CTE offerings	CTE Coordinator, CTE Teachers, Middle School Counselors and Administration	Schoolinks	August 2025 to March 2026	All	PGP completion rate inside Schoolinks				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
ThoughtExchange Surveys fall/spring	Cecelia Jones	ThoughtExchange	December/ May	All	Response rate equal to or greater than 25% of our parents.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.						
Objectives 7.2				Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**		**#2**	**#3**	**Supported by State or Federal Funds**
Provide parents with information regarding the Special Populations Department Parent Training Events and 2 Parent Resource Nights to assist parents of students with Special Needs.	Executive Director for Special Populations, Admin	Meeting Schedule and Training Artifacts		Sp. Ed.	Sign in sheets; Training presentations					
Promote participation in ThoughtExchange Survey EOY with parents.	Walker Webmaster	ThoughtExchange Social Media Platforms Walker Weekly	May 2026		Satisfaction Response					

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Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objective 7.3				Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the "I Choose" campaign.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Promote and share the district I Choose Campaign	Communications Team, Admin, Web Master	Google Ads and Analytics, Social Media, Newsletter	August 2025-May 2026		Copies of posts, and newsletters				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.					
Objective 8.1				Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Host Townhall with Frisco Lakes Residents	Cecelia Jones	In-person presentation		All	Host Townhall with Frisco Lakes Residents				

St. Arbor Garden events with our students - "Grow the Biggest…"	Cecelia Jones	Community garden	Fall 2025	All	St. Arbor Garden events with our students - "Grow the Biggest…"				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement				LEISD will foster relations with community partners to enhance educational opportunities.					
Objective 8.2				Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Assist in promoting community partner participation in the district SPARK Committee	Coordinator for Science; Director for Communications; All Administration	Partner Opportunities	July 2025-June 2026	All	SPARK meeting sign-in sheets; Agendas				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.1				Target recruiting of high quality personnel through LEISD “Grow Your Home” programs.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Encourage current staff members to Explore new partnerships with universities/alternative certification programs to “Grow Your Home” - targeting LEISD paraprofessional and auxiliary staff - to attain degree(s) and teacher certification	Coordinator for Human Resource Services, Admin	iTeach	September 2025 - June 2026	All	List of partnerships explored and the results; establish strong partnership with a local university; paraprofessional/auxiliary staff that are hired into teaching positions in LEISD				
Continue student “Grow Your Home” program - target LEHS Seniors who are active in Texas Association of Future Educators (TAFE) to return to LEISD as an employee upon completion of their education degree.	Director for Human Resource Services; Coordinator for Human Resource Services	Partnership with TAFE at LEHS	August 2025 - May 2026	All	-More frequent interactions with TAFE students -Expansion of topics discussed with TAFE -List of resources provided to TAFE	STa			
Invite high school (TAFE) to visit middle school career classes to promote the Education & Training pathway of Public Service Graduation Endorsement.	Admin , Counselors, CTE Teachers	In-person or Zoom meeting	By May 2026	All	Lesson plans, class rosters, presentation				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objectives 9.2	Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Carpool Kudos	Human Resource Services Department	Social media platforms; microphones	September 2025- May 2026	All	Increased staff morale; Social media engagement; community connection/participation				
Teacher/staff/student of the month celebrations	Admin	Awards	September2025- May 2026	All	Increased staff morale; Social media engagement; community connection/participation				
Teacher Appreciation Week celebrations	Admin	Food, Awards	May 2026	All	Increased staff morale; Social media engagement; community connection/participation				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.					
Objectives 9.3				Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Before/after school check-in sessions with 1st & 2nd year staff once a year	Executive Director for Human Resource Services	Pre-visit survey; Snacks; Swag	September 2025-May 2026	All	Topics of interest addressed during session				
Adopt-A-Lobo	Human Resource Services Department	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of all new professional staff	September 2025-May 2026	All	Social media posts; higher retention rate of 1st year staff; increased staff morale				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability				**LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.**						
Objective 10.1				Navigate leadership transition while maintaining high levels of customer service and a strong financial position, as evidenced by a balanced budget, clean audit and external recognitions.						
Summative Evaluation (to be filled in by June 2026 by administration)										
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**		**#2**	**#3**	**Supported by State or Federal Funds**
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)	Campus Administration Secretary	Procedures & training provided by the district	July 2024-Jul 2025	All	Audit report; Financial Ratings					
Maintain accurate records for campus budget	Admin, Secretary, teachers	Procedures & training provided by the district	July 2024-Jul 2025	All	Audit report; Financial Ratings					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Little Elm ISD 2025-2026 Professional Learning Plan

Commented [1]: @tbrown2@leisd.ws Hi Tiffany, please link in your Walker Professional Development Plan here! Thank you, Penny
Assigned to tbrown2@leisd.ws

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 District No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	
Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

• Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief. • **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas

The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,500.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $5,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with connections to services within the	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals Parent and Family Liaison	MTSS referrals STAAR Homeless participation counts

community. The district also provides educational reading materials for the summer break.			
7.Parent and Family Engagement:			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,427,261 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Committee Member	Role	School	Term Year
Ronni Hardin	Teacher	Little Elm High School	2
Elvia Carreon Garcia	Teacher	Little Elm High School	1
Travis Lewin	Teacher	Little Elm High School	1
Bryce Lewis	Teacher	Little Elm High School	1
Mary Philip	Teacher	Little Elm High School	1
Chandra Nelson	Parent	Little Elm High School	2
Michelle Gentry	Secondary Principal	Little Elm High School	2
Jeani Gonzalez	Teacher	Lowell H. Strike Middle School	2
Mychal Ouzts	Teacher	Lowell H. Strike Middle School	1
Casi Curington	Teacher	Lowell H. Strike Middle School	2

Commented [2]: @tbrown2@leisd.ws Hi Tiffany, please put your Site Based Decision Making Team here. This is the DEIC committee I left as an example. You can delete members and put your team. Thank you!
Assigned to tbrown2@leisd.ws

Megan Kasper	Parent	Lowell H. Strike Middle School	1
Crystal Young	Teacher	Jerry R. Walker Middle School	1
Laura Ballenger	Teacher	Jerry R. Walker Middle School	1
Sheila Hill	Teacher	Jerry R. Walker Middle School	1
Summer Rivera	Teacher	Prestwick Elementary	2
Elizabeth Adair	Teacher	Prestwick Elementary	1
Vanessa Coe	Paraprofessional	Prestwick Elementary	1
Tina Mounts	Community Member	Prestwick Elementary	1
Alex Sievers	Parent	Prestwick Elementary	1
Damien Groves	Teacher	Dennis H. Brent Elementary	3
Derek Crocker	Teacher	Dennis H. Brent Elementary	1
Heather O'Bryan	Teacher	Dennis H. Brent Elementary	1
Tamra Nowak	Teacher	Cesar Chavez Elementary	1
Heather Kremer	Teacher	Cesar Chavez Elementary	3
Jennifer Everman	Teacher	Cesar Chavez Elementary	1
Nicole Hubbard	Teacher	Hackberry Elementary	1
Sarah Myatt	Teacher	Hackberry Elementary	1
Sarah Romig	Teacher	Hackberry Elementary	1
Meyling Ortiz	Parent	Hackberry Elementary	2
Jenaye Blomeen	Paraprofessional	Hackberry Elementary	2
Amanda Miller	Teacher	Lakeview Elementary	3
LaDonna Burns	Teacher	Lakeview Elementary	2
Dawn LeFlore	Teacher	Lakeview Elementary	1
Kaitlen Olsson	Teacher	Oak Point Elementary	1
Alma Peñaloza	Teacher	Oak Point Elementary	1
Bernadette White	Elementary Principal	Oak Point Elementary	2
Shannon Richards	Teacher	Oak Point Elementary	1

Christy Vanderhoff	Paraprofessional	Oak Point Elementary	1
Linda Janssen	Community Member	Oak Point Elementary	1
Alex Sibley	Teacher	DAEP | AIMS | GOALS	2
Joan Bright	Teacher	Hershel Zellars Early Childhood Center	1
Elba Perales	Teacher	Hershel Zellars Early Childhood Center	1
Kim Chow-Jackson	Central Office	Little Elm Administration Building	3
Frank Felice	Central Office	Little Elm Administration Building	2
Amanda Ball	Central Office	Little Elm Administration Building	3
Kristi Roberts	Central Office	Little Elm Administration Building	1
Roger Konieczny	Business Owner	The Margarita Hut	1
Lazim Lusha	Business Owner	Joe’s Pizza	1

Little Elm Independent School District

Zellar's Early Childhood School Campus Improvement Plan 2025-2026

Board Approval Date:

The Mission of Little Elm ISD is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of the Little Elm ISD Community is to be "THE Destination District."

As Lobos We **VALUE:**

- A safe and orderly environment where student's and staff's basic needs are met.
- Our diverse community and respect our differences.
- Honest and transparent communication.
- A thriving learning environment that grows and develops the whole child.
- Critical thinking, creativity, innovation and inspiration, while envisioning a world where boundless possibilities unfold and full potential is met.

Little Elm ISD DIP/Strategic Plan Goals

Respectful Relationships
- We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.

Safety and Security
- Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.

Teaching and Learning
- We will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.
- We will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.
- We will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.
- We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.

Community Engagement
- We will communicate with the LEISD community to build trust, support, and involvement.
- We will foster relations with community partners to enhance educational opportunities.

Human Capital
- We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

Ensuring Fiscal Health and Sustainability
- We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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APPENDIX A: STATE AND FEDERAL REQUIREMENTS
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Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the district?)*
Demographics	Zellar's ECC has 215 student and has a very diverse makeup • 19% White, • 43% Hispanic, • 19% African American, • 14% Asian/Pacific Islander, • 5% Two or more Races	To engage parents in becoming partners in the foundation of their child's education.	To build a community environment with constant communication to families through weekly news letters, social media, texts, e-mails, and positive phone calls home.
Student Achievement	At Zellar's ECLC, students take multiple measures of student achievement and progress which include: CLI and standards based assessments at the Pre-K level Portfolios of student work. Student folder to track growth in number and letter identification.	Zellar's ECLC will use this year's CLI data to establish a baseline for student performance and growth. BOY data will be used in all PLC's to look for opportunities to grow every child by 1 academic year by the EOY Wave of testing.	Teachers will create SMART Goals and work in PLC's to plan from and utilize the data that will drive student performance across the campus. .

Curriculum and Instruction	Zellar's ECC will continue to use the PreK On My Way and ULS, scope and sequence to align instruction and lesson planning across the campus. Teachers utilize links to and support materials to accomplish all that is planned for in the curriculum. Teachers use the CLI Circle format to provide the structure and function of the academic setting. Each Team(Bilingual, Blended, and ECSE) has a common planning once a week and a common PLC time once a month. The four questions will be addressed in all PLC meetings based on CLI Data, Common student work samples, or shared data across the teams.	Zellar's ECC will use this year's CLI data to establish a baseline for student performance and growth. BOY data will be used in all PLC's to look for opportunities to grow every child by 1 academic year by the EOY wave of testing.	Ensuring common plans and PLC measures are used across the campus to ensure the academic and social emotional growth of every child at Zellar's. We had teachers assist in writing curriculum in the summer. We will continue to meet with Ms. Holcomb and strengthen our PLC's and planning sessions.

Staff Quality and Retention	The growth mindset of teachers to understand we are growing into something that has begun over the last two years and will continue to thrive during the 2025/2026 school year.	Staff retention and recruitment of highly qualified teachers. Zellars added 1 teacher this year.	Continued implementation of Conscious Discipline with fidelity. Quarterly check-ins with all staff members to see if areas need to be addressed to help them. Work to ensure teachers feel valued and appreciated. Admin to be more visible in classrooms (Breeze Bys).

Technology	iPads available in every classroom and one Promethean Board for every room.	Continue to explore ways to make technology use more student centered.	Training with District Technology for teachers and open times for them to meet with the Coordinator for Digital Learning to discuss ways to enhance instruction.

Family/Community Involvement	*True focus on the community campus feeling - a place where students love to learn, parents love to be a part of and staff are proud to call home. *Variety of events to target family/community needs *Visitor policy which seeks to engage families in safe manners, use of pre-registration. *Clear and transparent communication	We have had limited parent involvement and would like to increase the number of parents involved in the school. Recruitment of more parent volunteers.	We would like to target stronger parental involvement. We will recruit more parent volunteers to assist with school events. We will continue with "Touch a Truck," Multicultural Night, an Easter celebration, host a "Winter Family Night," and offer pictures with Santa. We will investigate a STEM night, Curriculum Night, and a Field Day. Classroom teachers communicate through Class Dojo and Seesaw.

Safety and Security	Key fobs have been added to all necessary doors throughout Zellar's for increased security. We have a drill schedule to prepare for a variety of emergencies. We will continue to participate in the use of informaCast, Visitor Aware, the security detection Towers, Zero Eyes cameras, and the Sentinel program.	To decrease the amount of out of class time for behavior concerns, behavior will need to be addressed continually. We will continue to use Quaver in order to promote a strong SEL program in our schools.	We will continue with the Conscious Discipline program, a campus wide program used to assist students in the learning of appropriate behavior and establish mutual respect among students and teachers. This program emphasizes self-regulation of the individual. We will make use of our Social Worker the days she is on campus, in order to support students understanding appropriate social and academic behaviors in our schools.

Data Used for Campus Comprehensive Needs Assessment

HB1416 Data	Curriculum Documents	FOCUS	New Teacher Survey	Staff Title I Survey

504 Data	Demographic Data	HB3 Board Goals	Parent Surveys	Strategic Plan
Accountability Report	Safety Data	Homeless and Foster Care	PEIMS Discipline	SuccessED
Administrator Input	District Survey	LEISD Vision	Prior Year Data	Teacher/Student Ratio
Attendance	Educator Evaluations	LEISD Values and Cornerstones	Professional Development Feedback	T-TESS
C.I.R.C.L.E Data	Equity Data	HR Complaints and Grievance data	Progress Reports	Teacher Retention
DEIC Input	Facebook Analytics	LEISD Values and Cornerstones	Special Education Data	Technology Help Tickets
Counselor Input on Mental Health	Demographic Data	LEISD Vision	MTSS (RtI) Data	Technology Input from Stakeholders
		School City	RDA Report	

Goal: 1 Respectful Relationships	We will engage each student, staff, and community member in learning experiences that facilitate building and maintaining respectful relationships.
Objective 1.1	Create a system of support to improve behavior and decrease discipline referrals; provide more tools for adults and students to regulate and respond appropriately.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
100% of teachers will be trained in conscious discipline (year 2	Deputy Superintendent, Director of Student Services,	Conscious Discipline Training and Coaching in the practice	August 2025-June 2026		Less Office visits/referrals				

)strategies as a preventative behavioral and mental wellness support.	Director for Professional Learning, campus CDAT team	and use of resources and materials			Culture Change via Thought Exchange				
At least 50% of staff will be trained in Youth Mental Health First Aid during the 2025-2026 school year.	Director of Counseling, Director for Professional Learning Deputy Superintendent	Training Sessions Offered	August 2025-June 2026		Sign in Sheets and completion Certificates				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2 Safety and Security	Little Elm will provide and maintain safe, secure and healthy learning environments conducive to learning.
Objective 2.1	We will have campuses where staff and students feel safe and secure as evidenced by campus and district surveys.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate in Sentinel training and follow all district procedures for safety.	Director of Student Services Deputy Superintendent	Sentinel	September 2025- May 2026	3-PK	Compliance with all given timelines				
Ensure all safety monitoring equipment at campus is operating appropriately and adhere to safety protocols.	Director of Student Services Deputy Superintendent	Zero Eyes, Weapons Detection Towers, Informacast, Visitor Aware, SRP	August 2025- May 2026	3-PK	Implementation as scheduled and required training of each program at the campus				

	Campus Principal	Protocol, Linewize Safeguarding Alert System, Anonymous Alert			level Consistent campus walkthroughs .				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 3 Teaching and Learning Goals				Curriculum and Learning Services will provide an aligned, written, taught and assessed curriculum that provides for equitable rigor for students.					
Objective 3.1				Support campuses in implementation of the curriculum to promote individual student success.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure the PK Guidelines are included in the curriculum.	Administrators General Education Teachers Special Ed Teachers	PLC Agendas, Planning Resources in Google Drive	September 2025-May 2026	All	Curriculum; Calendared planning and PLC times and Lesson Plans in Zellar's Hub Folder.				
Provide feedback on instruction utilizing the T-TESS walkthrough form and breeze-by's to ensure equity of experiences in the classrooms and implementation of the adopted PK resource	Administrators	Dana Center training and forms.	September 2025-May 2026	All	Walkthrough form, data analysis from walkthroughs, PLC's focused on the instructional walk through data. Breeze By form filled out showing multiple classroom visits by both administrators.				

Pre K On My Way and ULS (SpEd)									
100% of full-time instructional staff will participate with fidelity as a member of the team Professional Learning Community (PLC), adhering to all professional expectations and behaviors.	Administrator Specialists	Training; PLC schedules; Data	2025-2026 Academic Year	All	Campus PLC schedules; CLI Wave data.				
Zellar's Staff will participate in regular professional development which will focus on vertical leadership, SEL, Trauma in students, and targeted small group instruction in order to increase knowledge in all capacities for all staff members.	Admin Team Teachers Instructional Coach District Counselor Behavioral Specialists	Quaver, CLI Engage, Conscious Discipline,	August 2025-May 2026	ALL	Calendar dates and agendas				
District Behavioral specialists, Social Worker, and counselors will provide support for teachers and students that are in need.	Administrator District Counselor	Quaver Education Program	September 2025-May 2026	All	Reflections from students Reflections from district staff.				
Align TEA PK Guidelines to the PK On My Way Curriculum in Stage 1	Administrator Assistant Supt. for C & L; PK Teachers Content Coordinators	PK On My Way Curriculum; TEA Guidelines; UbD Training	October 2025-June 2026	PK	Align TEA PK Guidelines to the PK On My Way Curriculum in Stage 1				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 4 Teaching and Learning Goals				Curriculum and Learning Services will support constructivist learning in schools to promote meaning making, risk-taking, and empowerment for the whole child.					
Objective 4.1				Teachers will implement student-centered, differentiated, Tier I instruction in classrooms that includes targeted strategies for specific groups of students (GT, Sp.Ed., 504, Dyslexia, EB, Eco Dis).					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Zellar's teachers and administration will participate in district-wide adult learning events year round that support DIP aligned goals.	Director for Professional Learning; Administration	Content Coordinators, Campus Leadership, Funds for Contracted Services	June 2025- May 2026	All educators & leadership at all levels	Educator surveys, student outcomes				
Train and implement a high quality instructional material, special education and math specialists.	Coordinator for Elementary Mathematics	Time for training, Finds for Contracted Services	August 2025- May 2026	PK-5	Training records; Internalize/ Op-timize records				
Monitor for implementation and effectiveness of Targeted Instruction in mathematical concepts	Coordinator for Elementary Mathematics; Administration	Training and checklist	August 2025- May 2026	PK-5					
Train and incorporate the STEM Design Process in classrooms	Science Coordinator; Administration	NISE STEM Certification	August 2025- May 2026		Training records STEM Certification data				

Provide resources and professional development focused on curriculum content, instructional strategies, and differentiation techniques.	Elementary Coordinator; Administration	Ellevation TIP Days Seven Steps Depth and Complexity Training Region 10	August 2025-May 2026	Pre-K Teachers	Training Records Learning Walks				
Participate in training focused on constructivist learning in the reading/language arts elementary classroom.	Elementary RLA Coordinator; Administrator	PL Day	August 2025-May 2026						
Monitor and provide needed resources to increase Emergent Bilingual student performance in Reading & Math.	Director for Academic Programs; Administration, Multilingual Specialist	Little Sponges lessons delivered for EB students	August 2025-May 2026						

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.			
Objective 5.1				100% of mentors will complete the required training in order to effectively support mentees in their first or second year of teaching.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**

100% of Mentors will successfully complete the Mentor Teacher Training Program in less than 10 months.	Director for Professional Learning; Administration	Mentor Teacher Training Program	August 2025-May 2026	Mentor Teachers, Beginning Teachers	Quality of coursework submitted, work submitted by stated deadlines				
Mentors will actively participate in Beginning Teacher instructional walks as either thought partners or as model teachers throughout the 2025-2026 school year.	Director for Professional Learning in partnership with campus principal	½ day classroom coverage may be required	BT instructional walks will take place on each campus about every 6 weeks	Mentor Teachers, Beginning Teachers	Active participation monitored, attendance taken in Strive, reflection activities completed after each walk				
All Mentors will receive coaching at least 2 times per semester as they work towards their goals. (Zellar's mentors will participate in coaching sessions)	Director for Professional Learning	30-45 minutes twice a semester	Coaching sessions should be scheduled by the end of August for the Fall and by the end of January for the Spring	Mentor Teachers	Coaching records used to track goals & document growth				
Mentors who demonstrate a need for additional support will participate in one or more supplemental training modules as part of their required training.	Director for Professional Learning; Campus Administrator	Development of supplemental Training to provide enhancements and supports	Mentor progress toward goals will be measured quarterly-extension or support will be provided based on these data	Mentor Teachers, Beginning Teachers	Data collected from Mentoring records, BT perceptions (survey), participation during BT instructional walks, and 1:1 coaching sessions will determine				

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Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.2				By May 2026, 100% of teachers trained will demonstrate increased efficacy using research based instructional strategies as measured by student growth on normed assessments.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Principal and Assistant Principal will attend Level I Results Coaching training	Principal & AP; Campus Coaches; Asst. Supt. of Curriculum and Learning; Director for Professional Learning	Video equipment; Supplies; Time; Continued training	September 2025-May 2026	PK-12	Coaching training records and calendars		Title II Funds $10,000	100% of our staff will participate in coaching, including campus administrators.	
Teachers will complete highly qualified certification training needed beyond their degree in Early Childhood.	Administrators Teachers Asst. Supt. for C & L	Region 11 training	June 2026	ALL	Strive documentation, campus walkthroughs				
Train teachers and administration on Edugence to effectively meet student academic, behavioral, and social emotional needs.	Director for Prof. Learning and Advanced Academics; Principal of Zellers Early Childhood Learning Center and Curriculum; Asst. Supt. for Curr. and Learning	Edugence software and training	October 2025- January 2026	All	Training records; Data in Edugence		Local Budget	Train teachers and administration on Edugence to effectively meet student academic, behavioral, and social emotional needs.	

Goal: 5 Teaching and Learning Goals				Curriculum and Learning will engage each employee in personalized learning experiences that support them meeting the social, emotional, and academic needs of all students.					
Objective 5.3				Establish and maintain systems and structures to support PLC at Work practices districtwide that include clear roles and responsibilities, educator ownership, and consistent use of the four PLC questions.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Participate in PLC training	Director for Professional Learning Elementary Curriculum Director	Training; Strive	July 2025-Aug. 2026	All	Strive records; Schedules				
Have 100% of our full-time instructional staff participate with fidelity in Professional Learning Communities (PLC), adhering to all professional expectations and behaviors from August 2025-May 2026 as evidenced by campus and district meetings and an increase in student achievement.	Deputy Supt.; Assistant Supt. for Curriculum and Learning; Campus Principal; Teachers	Training; PLC schedules; Data	August 2025-May 2026	All	Campus PLC schedules; Student success data				

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.1				By December 2025, community collaboration between local businesses and student work-based learning will increase as measured by student interaction with the local community.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
100% of teachers will be trained in conscious discipline (year 2)strategies as a preventative behavioral and mental wellness support.	Deputy Superintendent, Director of Student Services, Director for Professional Learning, campus CDAT team	Conscious Discipline Training and Coaching in the practice and use of resources and materials	August 2025- June 2026		Less Office visits/referrals Culture Change via Thought Exchange				
At least 50% of staff will be trained in Youth Mental Health First Aid during the 2025-2026 school year.	Director of Counseling, Director for Professional Learning Deputy Superintendent	Training Sessions Offered	August 2025- June 2026		Sign in Sheets and completion Certificates				

Goal: 6 Teaching and Learning Goals				We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.					
Objective 6.2				By the end of the school year, 100% of secondary school students will utilize Schoolinks to increase access to College, Career, and Military Readiness.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Zellar's students will learn about roles in the community with community helpers	Administrators	Curriculum	Aug 2025 -May 2026	All	Lesson Plans				
We will have Touch A Truck, with the LE Police and SWAT.	SRO schedules for campus	Touch A Truck resources; time in schedule	October 2025	All	Pictures				
We will have the LE Fire Dept come and perform a show on fire safety.	ESL FAcilitator and Administration	Schedule	October 2025	All	Pictures				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.1				Conduct at least two community surveys annually with a response rate of at least 25% from parents/guardians.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Zellar's parents and staff will participate in the two district surveys	Administrators; Director for Communication	School calendar	September 2025-May 2026	ALL	Survey participation results				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement				LEISD will communicate with the LEISD community to build trust, support, and involvement.					
Objectives 7.2				Achieve a Community Trust Index score of 80% satisfaction on survey questions related to district culture and climate.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**

School will plan family engagement events and parent education nights each semester (Meet the teacher Multicultural Night; Spirit Week; Book Parade; Spring -; Literacy Night Holiday celebrations; Graduation)	Administrators, Leadership Team	School calendar	September 2025- May 2026	ALL	Sign-in sheets, social media, logistics committee agendas				
Keep community informed about positive initiatives, successes, and programs	Coordinator for Digital Content	Smore, Newsletter, websites, social media, and parent training classes	September 2025- May 2026	All	Engagement on social media (FaceBook; Black Board; PeachJar; Smore; DoJo/SeeSaw)				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 7 Community Engagement	LEISD will communicate with the LEISD community to build trust, support, and involvement.
Objective 7.3	Achieve a 5% net increase in student enrollment year-over year by targeting communication to new families through the "I Choose" campaign.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Zellar's parents and staff will have the opportunity to participate in the I Choose initiative by having the option of putting a sign in their yard	Director for Communication; Campus Administration	Signs	Aug. 2025 - May 2026	All	Signs in yards				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.1	Increase District engagement in retired communities by hosting two events a school year; and connecting three schools to a learning environment that teaches community service.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds

Zellar's staff will be encouraged to participate and invite parents to participate in LEISD sponsored activities such as Back to School Bash, Homecoming Parade, 633 Run, etc.	All Staff	District Communication on events, campus newsletters, mass blackboard, Dojo/SeaSaw	September 2025- May 2026	ALL	Social Media, posted pictures and hallway displays, sign in sheets				
Zellar's will work with the Communications Department to grow partnerships to be recognized in our Community Room. Partners will include CoServ, Local Business Owners, and Community Representatives.	LEISD Communications, Campus Admin and Leadership Team Members.	Time and donated money and or volunteer services	September 2025-May 2026	All	Calendar invites, donations from community partners, and branding of the community room				
Provide learning opportunities for parents of emergent bilingual students.	Director for Academic Programs; Campus Administrator	Funds for a consultant to train EBs' parents; Parent Involvement Liaison	February 2026	PK-12 EB's	Sign in sheets				Title III $1,550

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Goal: 8 Community Engagement	LEISD will foster relations with community partners to enhance educational opportunities.
Objective 8.2	Collaborate with the Curriculum and Instruction department to develop the SPARK program, which connects STEM education on campuses with real-world applications through partnership with the Town of Little Elm.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Assist in promoting community partner participation in the district SPARK Committee by including this opportunity in a newsletter	Administration	Partner Opportunities	July 2025-June 2026	All	SPARK meeting sign-in sheets; Agendas; Newsletter				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.			
Objectives 9.1				Target recruiting of high quality personnel through LEISD "Grow Your Home" programs.			
Summative Evaluation (to be filled in by June 2026 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1 #2 #3	**Supported by State or Federal Funds**

Administration will inform and nominate staff throughout the year to participate in LEISD Grow Your Own Programs	Admin and Teachers	Admin and staff team	September 2025-May 2026		Nomination Forms				
New Teachers will participate in district orientation.	Campus Admin	Human Resources Calendar and invites.	September 2025-May 2026		Attendance of events.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital					LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.				
Objectives 9.2					Increase and enhance recognition efforts of the hard work and support of district vision/mission/values by LEISD staff.				
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Carpool Kudos	Human Resource Services Department	Social media platforms; microphones	September 2025-May 2026	All	Increased staff morale; Social media engagement; community connection/participation				
Weekly Kudos acknowledgments during faculty meetings to celebrate teachers and staff that are	Administrators and staff	Time, donations, budgeted money,	September 2025-May 2026		Faculty meeting agendas, bulletin boards, announcements, school chat				

doing great things across the building, birthday celebrations, staff of the month, woot-woot cart, Toot your Horn									
Notes placed in mailboxes to give staff thank yous, periodic 10 minute breaks for paras.	Administrators	Time, Thank You Cards	September 2025-May 2026		Increase in Staff sense of worth and appreciation.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 9 Human Capital				**LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.**					
Objectives 9.3				Strengthen relationships between the Human Resource Services department and 1st and 2nd year new campus personnel to increase retention in LEISD.					
Summative Evaluation (to be filled in by June 2026 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Before/after school check-in sessions with 1st & 2nd year staff once a year	Executive Director for Human Resource Services	Pre-visit survey; Snacks; Swag	September 2025-May 2026	All	Topics of interest addressed during session				
Adopt-A-Lobo	Human Resource Services Department	Google form; contact with PTAs; list of ways to support; Social media platforms; spreadsheet of	September 2025-May 2026	All	Social media posts; higher retention rate of 1st year staff; increased staff morale				

		all new professional staff							
1st year LEISD staff check-in/campus visits at least once per semester	Human Resource Services Department	Time; tracking system for notes	September 2025-May 2026	All	Check In Notes; Meeting Agenda				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Goal: 10 Ensuring Fiscal Health Sustainability	**LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.**
Objective 10.1	Navigate leadership transition while maintaining high levels of customer service and a strong financial position, as evidenced by a balanced budget, clean audit and external recognitions.
Summative Evaluation (to be filled in by June 2026 by administration)	

Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**

Participate in meaningful training offered by the business office	Assistant Superinten - dent for Business and Finance; Administrato r	Training Modules	July 2025 - June 2026	All	Training sign in sheets; training presenta -tions		Participate in meaningful training offered by the business office	Assistant Superinten -dent for Business and Finance; Administrator	
Participate in all BOSS meetings with the Finance department to ensure the budget is used appropriately by the campus.	Admin. Assistant, Finance Dept Rep.	TIme	Septemb er 2025- May 2026	All	Calendar invites and Agenda Items.		Participate in all BOSS meetings with the Finance department to ensure the budget is used appropriately by the campus.	Admin. Assistant, Finance Dept Rep.	

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

LEISD Professional Learning Plan

August 4	August 5	August 6	August 7	August 8
Welcome Week Day One Campus	Day Two Convocation	Day Three District PD	Day Four District PD	**Campus PD**

August 11	August 12	August 23	September 15	October 14	November 14
Fall Kick Off Campus PD	Fall Kick Off Teacher Work Day	Professional Learning Day	Professional Learning 1/2 Day	Professional Learning Day Elementary	Professional Learning 1/2 Day

January 6 2026	January 7, 2026	February 6, 2026	February 16, 2026	May 1, 2026			

Professional Learning Day Secondary	Professional Learning Day Elementary	Professional Learning 1/2 Day	Professional Learning Full Day	Professional Learning 1/2 Day			
May 26, 2026	May 27, 2026	May 28, 2026	May 29, 2026				
Exchange Day	TIP	TIP	TIP				

Zellar's 2025-2026 Professional Learning Plan

Commented [1]: @hhigginbotham@leisd.ws Please link in your Zellar's Professional Learning Plan here. Thanks!
Assigned to hhigginbotham@leisd.ws

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Quaver (Pre K & Elementary Only), Title IV $14, 800.00 No Place for Hate	Director for Student Services, Director for Counseling Services, School counselors	Discipline Referrals, Campus Reports, Campus Needs Assessment Documentation of campus (K-12) participation in the No Place for Hate Program and designation as a No Place for Hate campuses.	

Revise the bullying training module for teachers	District Budget Online training through Safeschools	Director for Student Services, Director for Human Resources	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	District Budget Online training through Safeschools Children Advocacy Center for Denton County	Campus Administrators, Director for Human Resources, Director of Counseling Services, School counselors	Staff Training record in Safe Schools Sign in sheets indicating attendance for training Recognizing and Reporting Child Abuse Certificate	
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	District documentation	

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation

Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **The SRO shall not act as a school disciplinarian**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with students and/or parents especially where safety may be a concern.	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

Provide assistance in cases of poor attendance and truancy. The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. Provide access and encourage classroom participation by SRO's. Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. Seek input from SRO regarding criminal justice problems relating to students. Provide timely evaluation information concerning SRO to Police Chief. **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Coordinator of Health Services; SHAC Chairperson	Sign in Sheets, Minutes, Agendas

The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Services; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Coordinator of Health Services; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Coordinator of Health Services	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons Children Advocacy Center for Denton County	Director for Student Services, Director for Counseling Services, School counselors, Campus Administrators	Discipline Referrals, Campus Reports	
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	District Budget Online training through Safeschools	Director for Human Resources, Campus Administrators	Staff Training record in Safe Schools	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
All staff members will be trained on Suicide Prevention/Awareness	District Budget Counselor led staff presentation The Jordan Elizabeth Harris Foundation Hope Squad Advisor Training; Online training through Safeschools Hope Squad $1,500.00, Title IV	Director for Human Resources Director for Counseling Services, School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools	

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL Online training through Safeschools Outside resources	Deputy Superintendent, Director for Student Services and Safety, Director for Counseling Services, Nurses; Principals,School counselors	Training sign in sheets, Training Agendas Staff Training record in Safe Schools

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Formative Review
Little Elm ISD will teach drug awareness and prevention Lessons to promote mental and physical well-being.	District Budget Guidance Lesson Quaver from Title IV Funds $14,800	Director for Student Services and Safety, Director for Counseling, School counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities	

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Edugence; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Funds $??????	Director for Accountability, Assessment, and Federal Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, IDEA	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds $32,000	Director for Professional Learning; Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds $60,000	Director for Professional Learning Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for enrichment of student experiences by forming a Ballet Folklorico.	Title IV Part A $9,500	Director for Professional Learning Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs
Title 1 Part C will enter into an SSO with Region 11 to provide services for Migrant students.	Title I Part C ID&R Plan LEISD PFS Action Plan	Director for Accountability, Assessment and Federal Programs	Timelines and Coordination with Region 11.
Title I, Part A and Title III will split fund a Parent and Family Liaison who will work with campuses to provide parents and students resources to enhance their educational experience, including evening meetings conducted on Monday nights.	Title I, Part A $61000 Title IV $20000	Director for Accountability, Assessment and Federal Programs	Participation in classes? How many students are Serviced by the liaison? How many partnerships are made with the community?
Students in the McKinney Vento program will have summer educational access to books to prevent reading loss	Title I, Part A $5000	PFE Liaison Director for Federal Programs	MAP scores STAAR Scores Attendance
1. Student Progress and Monitoring Supports{Section 1112}: The district will monitor student achievement in all programs through a well-developed curriculum, MTSS program, HB 1416 acceleration, and local assessment program.	MAP software; Edugence; STAAR data Local Curriculum Based Assessments, MTSS tracking	Principals Assistant Superintendent for Curriculum and Instruction Director for Federal Programs	MTSS additions and dismissals STAAR Scores MAP Scores CBA Scores

2. Teacher Quality: Little Elm ISD will use local assessments, NWEA assessments and STAAR assessments to identify any disparities in instruction between ineffective, inexperienced or out of field teachers.	NWEA, local assessments, STAAR, Mentor Program, TTESS, Professional Learning designed to strengthen instruction.	Principals Assistant Superintendent for Curriculum and Instruction HR Executive Director	STAAR Scores MAP Scores CBA Scores
3. School Improvement and Support Activities: LINK IN THE CAMPUS PLANS] The Director for Accountability, Assessment and Federal Programs will work with campus leadership to create the school improvement plan and monitor it with BOY, MOY, and EOY assessment data.	MAP scores related to STAAR projections.	Director for Accountability, Assessment and Federal Programs Principals	Did the campus accomplish being removed from the Improvement Needed list.
4. Measure of Poverty: Little Elm ISD will use data from the PEIMS submission to determine the low-socioeconomic standing of students. When applying for grant funding, the previous year snap-shot data will be used for appropriations, unless a new campus is being opened, then projections for the new school year will be used.	School Lunch forms	Director for Accountability, Assessment and Federal Programs Director for Data Processing	Accuracy of the low-socioeconomic numbers
5. Nature of Programs: Little Elm ISD provides School Wide services at six elementary campuses. The goal is to improve the quality of educational programs to increase student performance on rigorous state assessments. The strategies are living within the District Plan and the Campus Plan. The programs shall include STEM, literacy and numerical literacy goals along with parent and family engagement activities.	DIP CIP	Director for Accountability, Assessment and Federal Programs Principals Assistant Superintendent for Curriculum and Instruction	Formative evaluation of the CIP and DIP throughout the year.
6. Services to Homeless Children and Youth: Little Elm ISD employees a family liaison to provide homeless families with	Title 1 Part A $5000	Director for Accountability, Assessment and Federal Programs Principals	MTSS referrals STAAR Homeless participation counts

connections to services within the community. The district also provides educational reading materials for the summer break.		Parent and Family Liaison	
7.Parent and Family Engagement: ATTACH LINK TO THE PFE PLAN			
8. Early Childhood Education Programs and Transition Plans: Not Applicable to LEISD			
9. Identification of Eligible Children: LEISD does not have targeted assistance campuses.			
10. Middle to High School/High School to Postsecondary Transitions: Little Elm ISD does not serve Middle School or High School campuses for Title 1, Part A.			
11. Discipline Disproportionality: Little Elm ISD has started using Conscious Discipline as a behavior plan for students and has supported this concept at the campus level with Title 1, Part A funds.	Professional Learning Conferences	Deputy Superintendent Principals Counselors Teachers	
12. Coordination and Integration: LEISD does not serve Secondary campuses with Title I, Part A funds			
13. Other Proposed Uses of Funds:			

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation	Formative Review

All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Guidance Lesson Eduthings, $7,500 Chart Your Course	Director of Student Services, Director for Counseling Services, School counselors, Campus administration	Completed plans for all 8th graders.	
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds $2,427,261 Campus Data	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, School Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda, Campus reports	
Students will supplement the enrichment of ELAR and Fine Arts by incorporating Digital Theatre into the curricular experiences	Digital Theatre, Title IV $7163	Director for Fine Arts Director for Federal Programs	Usage Reports	

APPENDIX B: SITE-BASED DECISION MAKING COMMITTEE 2025-2026

Committee Member	Role	School	Term Year
Ronni Hardin	Teacher	Little Elm High School	2
Elvia Carreon Garcia	Teacher	Little Elm High School	1
Travis Lewin	Teacher	Little Elm High School	1
Bryce Lewis	Teacher	Little Elm High School	1
Mary Philip	Teacher	Little Elm High School	1
Chandra Nelson	Parent	Little Elm High School	2
Michelle Gentry	Secondary Principal	Little Elm High School	2
Jeani Gonzalez	Teacher	Lowell H. Strike Middle School	2
Mychal Ouzts	Teacher	Lowell H. Strike Middle School	1
Casi Curington	Teacher	Lowell H. Strike Middle School	2

Commented [2]: @hhigginbotham@leisd.ws Please link in your Site Based Decision Making Team here. Thanks!
Assigned to hhigginbotham@leisd.ws

Megan Kasper	Parent	Lowell H. Strike Middle School	1
Crystal Young	Teacher	Jerry R. Walker Middle School	1
Laura Ballenger	Teacher	Jerry R. Walker Middle School	1
Sheila Hill	Teacher	Jerry R. Walker Middle School	1
Summer Rivera	Teacher	Prestwick Elementary	2
Elizabeth Adair	Teacher	Prestwick Elementary	1
Vanessa Coe	Paraprofessional	Prestwick Elementary	1
Tina Mounts	Community Member	Prestwick Elementary	1
Alex Sievers	Parent	Prestwick Elementary	1
Damien Groves	Teacher	Dennis H. Brent Elementary	3
Derek Crocker	Teacher	Dennis H. Brent Elementary	1
Heather O'Bryan	Teacher	Dennis H. Brent Elementary	1
Tamra Nowak	Teacher	Cesar Chavez Elementary	1
Heather Kremer	Teacher	Cesar Chavez Elementary	3
Jennifer Everman	Teacher	Cesar Chavez Elementary	1
Nicole Hubbard	Teacher	Hackberry Elementary	1
Sarah Myatt	Teacher	Hackberry Elementary	1
Sarah Romig	Teacher	Hackberry Elementary	1
Meyling Ortiz	Parent	Hackberry Elementary	2
Jenaye Blomeen	Paraprofessional	Hackberry Elementary	2
Amanda Miller	Teacher	Lakeview Elementary	3
LaDonna Burns	Teacher	Lakeview Elementary	2
Dawn LeFlore	Teacher	Lakeview Elementary	1
Kaitlen Olsson	Teacher	Oak Point Elementary	1
Alma Peñaloza	Teacher	Oak Point Elementary	1
Bernadette White	Elementary Principal	Oak Point Elementary	2
Shannon Richards	Teacher	Oak Point Elementary	1

Christy Vanderhoff	Paraprofessional	Oak Point Elementary	1
Linda Janssen	Community Member	Oak Point Elementary	1
Alex Sibley	Teacher	DAEP | AIMS | GOALS	2
	Teacher	Hershel Zellars Early Childhood Center	1
Elba Perales	Teacher	Hershel Zellars Early Childhood Center	1
Kim Chow-Jackson	Central Office	Little Elm Administration Building	3
Frank Felice	Central Office	Little Elm Administration Building	2
Amanda Ball	Central Office	Little Elm Administration Building	3
Kristi Roberts	Central Office	Little Elm Administration Building	1
Roger Konieczny	Business Owner	The Margarita Hut	1
Lazim Lusha	Business Owner	Joe’s Pizza	1

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐ **Action Item** ☐ **Consent Agenda** ☒ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**FINANCIAL REPORTS – AUGUST 2025**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	Board Legal Status Powers and Duties – BAA (LOCAL) Annual Operating Budget – CE (LOCAL)
Strategic Plan Goal:	Ensuring Fiscal Health & Sustainability
Summary:	Monthly financial reports are prepared by the Business Services Department. **Financial report format currently under construction for improved clarity for end users.*
Financial Implications:	As this is a report only, there are no direct financial implications. Each month, financial reports are prepared detailing the status of the District's budget as of the most recent accounting period. The following reports are included to provide financial transparency.
Attachments:	Financial Reports Expenditures by Major Object (for Board Adopted Funds 199, 240, 511) Budget to Actuals (for Board Adopted Funds 199, 240, 511) Cash Flow Statement Cash Position Property Tax Collection Reports Capital Projects Reports

Recommendation:	**The Administration recommends approval of the August 2025 Financial Reports as presented.**
Motion:	**I move that the Board approve the August 2025 Financial Reports as presented.**

Financial Report
August

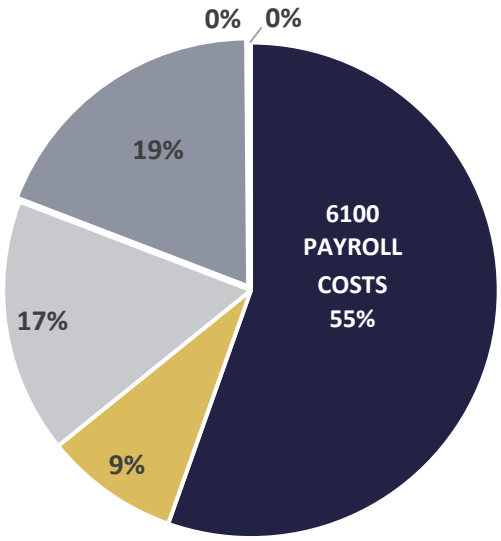


- Budget to Actuals
- Expenditures by Major Object
- Cash Flow Statement
- Cash Position
- Property Tax Collection Report
- Capital Project Reports

Jesse Wyse
Chief Financial Officer
Business & Finance Services

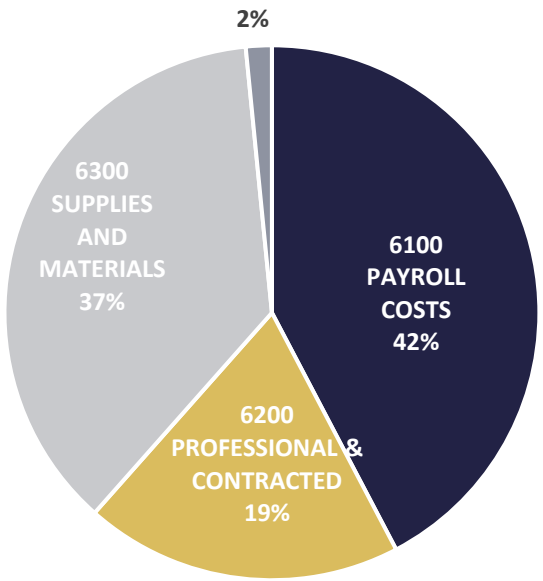
Revenue and Expenditures
By Major Object Code
Through Accounting Period: August 2025

General Fund - 199



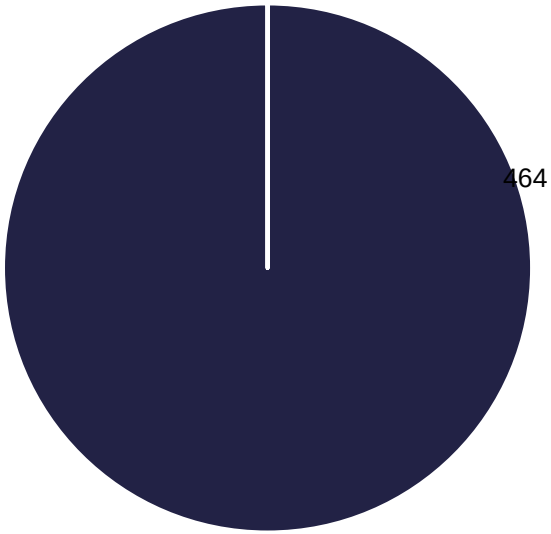
- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6500 DEBT SERVICE
- 6600 CPTL OUTLY LAND BLDG & EQUIP

Child Nutrition - 240



- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL & CONTRACTED
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6600 CPTL OUTLY LAND BLDG & EQUIP

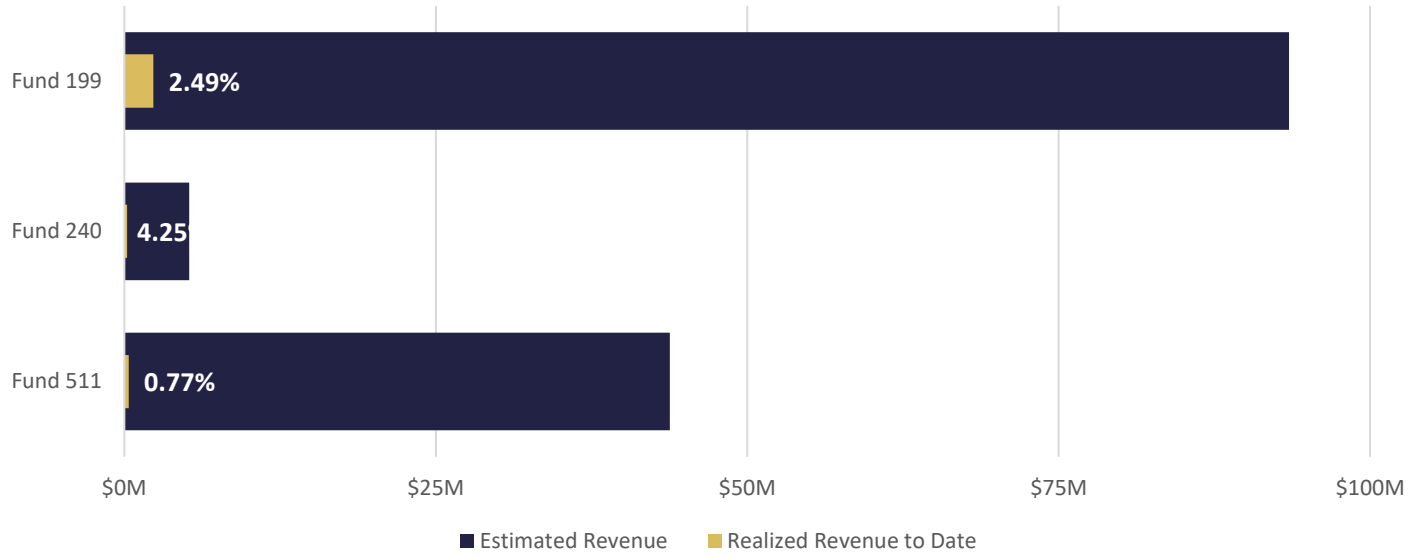
DEBT SERVICE - 511



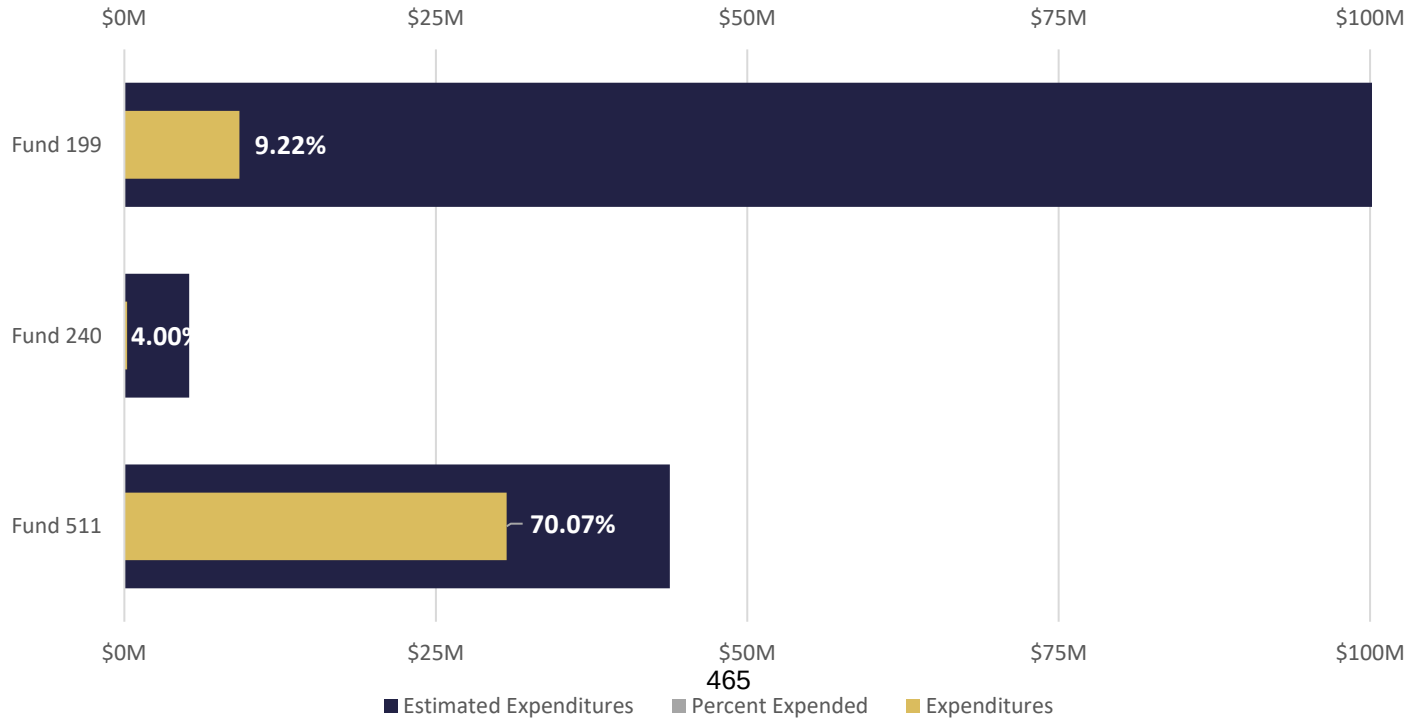
- 6500 DEBT SERVICE

Budget to Actuals
Expenditures and Revenue
Through Accounting Period: August 2025

Revenue: Estimated vs. Realized



Expenditures: Estimated vs. Expended



Revenues and Expenditures by Major Object Code
LITTLE ELM I.S.D
Accounting Periods: 07 through 08
ACTUALS FOR THE MONTH OF AUG 2025

Class/Major Object Code	Est Rev/Approp	Encumbrances	Real Rev/Exp	Balances
Fund Code 199 / 6 - GENERAL FUND				
6100 PAYROLL COSTS	-79,443,967.00	.00	5,119,654.06	-74,324,312.94
6200 PROFESSIONAL & CONTRACTED SVS	-12,517,378.00	6,768,010.00	810,512.93	-4,938,855.07
6300 SUPPLIES AND MATERIALS	-4,959,043.00	1,166,507.49	1,536,295.12	-2,256,240.39
6400 OTHER OPERATING COSTS	-3,258,199.00	132,665.29	1,759,638.04	-1,365,895.67
6600 CPTL OUTLY LAND BLDG & EQUIP	-69,629.00	19,624.02	11,882.93	-38,122.05
Subtotals for Fund 199 / 6	**-100,248,216.00**	**8,086,806.80**	**9,237,983.08**	**-82,923,426.12**
Fund Code 240 / 6 - NATL BREAKFAST/LUNCH PROGRAM				
6100 PAYROLL COSTS	-2,242,101.00	.00	88,063.92	-2,154,037.08
6200 PROFESSIONAL & CONTRACTED SVS	-222,000.00	68,467.35	40,032.65	-113,500.00
6300 SUPPLIES AND MATERIALS	-2,685,872.00	2,002,732.16	76,791.06	-606,348.78
6400 OTHER OPERATING COSTS	-31,000.00	2,657.39	3,262.42	-25,080.19
6600 CPTL OUTLY LAND BLDG & EQUIP	-21,716.00	.00	.00	-21,716.00
Subtotals for Fund 240 / 6	**-5,202,689.00**	**2,073,856.90**	**208,150.05**	**-2,920,682.05**
Fund Code 511 / 6 - DEBT SERVICE FUND				
6500 DEBT SERVICE	-43,794,750.00	8,050.00	30,688,150.23	-13,098,549.77
Subtotals for Fund 511 / 6	**-43,794,750.00**	**8,050.00**	**30,688,150.23**	**-13,098,549.77**
Grand Totals	**-149,245,655.00**	**10,168,713.70**	**40,134,283.36**	**-98,942,657.94**

End of Report

Revenues and Expenditures by Major Object Code
LITTLE ELM I.S.D
Accounting Periods: 07 through 08
ACTUALS FOR THE MONTH OF AUG 2025

Class/Major Object Code	Est Rev/Approp	Encumbrances	Real Rev/Exp	Balances
Fund Code 199 / 6 - GENERAL FUND				
5700 REVENUE-LOCAL AND INTERMEDIATE	59,560,979.00	.00	-554,472.72	59,006,506.28
5800 STATE PROGRAM REVENUES	31,697,258.00	.00	-1,770,016.41	29,927,241.59
5900 FEDERAL PROGRAM REVENUES	2,225,000.00	.00	-1,291.37	2,223,708.63
Subtotals for Fund 199 / 6	**93,483,237.00**	**.00**	**-2,325,780.50**	**91,157,456.50**
Fund Code 240 / 6 - NATL BREAKFAST/LUNCH PROGRAM				
5700 REVENUE-LOCAL AND INTERMEDIATE	1,822,500.00	.00	-160,104.77	1,662,395.23
5800 STATE PROGRAM REVENUES	20,000.00	.00	.00	20,000.00
5900 FEDERAL PROGRAM REVENUES	3,360,189.00	.00	-60,101.90	3,300,087.10
Subtotals for Fund 240 / 6	**5,202,689.00**	**.00**	**-220,206.67**	**4,982,482.33**
Fund Code 511 / 6 - DEBT SERVICE FUND				
5700 REVENUE-LOCAL AND INTERMEDIATE	36,182,450.00	.00	-337,079.51	35,845,370.49
5800 STATE PROGRAM REVENUES	7,612,300.00	.00	.00	7,612,300.00
Subtotals for Fund 511 / 6	**43,794,750.00**	**.00**	**-337,079.51**	**43,457,670.49**
Grand Totals	**142,480,676.00**	**.00**	**-2,883,066.68**	**139,597,609.32**

End of Report

Little Elm Independent School District
General Operating Cash Flow Statement
FY 2025-2026

	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	TOTAL
Beginning Cash Balance in Bank	21,126,362.74	18,921,431.19											21,126,362.74
RECEIPTS													
Tax Collections													-
Interest	22,083.49	17,067.58											39,151.07
Other Local Revenue	76,403.22	145,148.96											221,552.18
State Revenue - Available School	1,291.37	-											1,291.37
State Revenue - Foundation	315,108.00	1,034,806.00											1,349,914.00
State Revenue - Debt Service	-	-											-
State Revenue - Misc	-	-											-
SHARS Receipts	-	-											-
Federal Program Revenue	321,687.76	325,817.84											647,505.60
Federal Program Revenue 240	6,492.82	1,320.00											7,812.82
Lunch Revenue - local 240	5,970.00	134,067.73											140,037.73
Payroll Deposits	3,684.76	836.00											4,520.76
Transfers from Debt Service	-	-											-
Transfers from Investment Acct	6,000,000.00	9,000,000.00											15,000,000.00
Total Revenue	6,752,721.42	10,659,064.11	-	-	-	-	-	-	-	-	-	-	17,411,785.53
DISBURSEMENTS													
Payroll Checks	4,191,955.14	4,201,044.29											
Accounts Payable Checks	2,559,252.04	7,357,762.41											
TRS	480,412.00	1,192,672.92											
IRS	501,693.49	483,707.17											
Bank Charges/ NSFs/Bk Trans	-	-	-	-	-	-	-	-	-	-	-	-	468 -
Total Expenditures	7,733,312.67	13,235,186.79	-	-	-	-	-	-	-	-	-	-	20,968,499.46
Cash Transfer to TEA	-	-	-	-									-
Cash Transfer to Debt Service	-	-	-	-									19,199.21
Transfers to Investment Accounts	-	-	-	-									-
In Transit	1,224,340.30	(708,596.09)											515,744.21
Total Expenditures & Transfers	8,957,652.97	12,526,590.70	-	-	-	-	-	-	-	-	-	-	21,484,243.67
Net Change in Cash	(2,204,931.55)	(1,867,526.59)	-	-	-	-	-	-	-	-	-	-	(4,072,458.14)
Ending Cash Balance	18,921,431.19	17,053,904.60	-	-	-	-	-	-	-	-	-	-	17,053,904.60
Beginning Cash Balance Lone Star	14,385,264.26	14,438,674.66											14,385,264.26
Beginning Cash Balance TexStar	1,677,881.14	1,684,001.76											1,677,881.14
Beginning Cash Balance Texas Class	159,745,022.83	149,107,276.84											159,745,022.83
Beginning Cash Balance TX Class UMB	105,398,697.30	105,753,198.29											105,398,697.30
Interest Earned Lone Star	53,410.40	53,694.48											107,104.88
Interest Earned TexStar	6,120.62	6,129.91											12,250.53
Interest Earned TexasClass	557,424.10	513,072.90											1,070,497.00
Misc Earned TexasClass UMB	359,770.71	417,812.85											777,583.56
Transfers in	101,883.65	105,786.26											207,669.91
Transfers out	(11,302,323.46)	(16,091,022.26)											(27,393,345.72)
In Transit	30,966.53	2,714.66											2,714.66
Ending Cash Balance Invested	271,014,118.08	255,991,340.35	-	-	-	-	-	-	-	-	-	-	255,991,340.35
TOTAL CASH AVAILABLE	289,935,549.27	273,045,244.95	-	-	-	-	-	-	-	-	-	-	273,045,244.95

Little Elm Independent School District
Debt Service Cash Flow Statement
FY 2025-2026

	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	TOTAL
Beginning Cash Balance in Bank	10,227,825.21	10,246,518.01											10,227,825.21
RECEIPTS													
Tax Collections	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	18,692.80	18,726.96											37,419.76
Bond Issuance													-
Transfer from General Operating													-
Transfers from Investment Acct	-	-	-	-	-	-	-	-		-	-		-
Total Revenue	18,692.80	18,726.96	-	-	-	-	-	-	-	-	-	-	37,419.76
									-		-	-	
DISBURSEMENTS													
Wire Bond Issuance Fees	-		-	-	-	-	-			-	-		-
Bank Charges/ NSFs/Bk Trans	-	-	-	-	-	-	-	-		-	-		-
Total Expenditures	-	-	-	-	-	-	-	-	-	-	-		-
Transfers to Investment Accounts	-	-		-	-		-	-	-	-	-		-
Transfer to General Operating	-	-	-	-	-		-	-		-			-
Total Expenditures & Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Cash	18,692.80	18,726.96	-	-	-	-	-	-	-	-	-	-	37,419.76
Ending Cash Balance in bank	10,246,518.01	10,265,244.97	-	-	-	-	-	-	-	-	-	-	10,265,244.97
													469
Statement Beg Cash Balance TexPool	32,345,458.75	32,527,517.04											32,345,458.75
Interest Earned TexPool	118,526.92	43,110.59											161,637.51
Transfers in	63,531.37	65,465.70											128,997.07
Transfers out		(30,687,200.23)											(30,687,200.23)
In Transit	19,199.21	1,665.41											1,665.41
Ending Cash Balance Invested	32,546,716.25	1,950,558.51	-	-	-	-	-	-	-	-	-	-	1,950,558.51
TOTAL CASH AVAILABLE	42,793,234.26	12,215,803.48	-	-	-	-	-	-	-	-	-	-	12,215,803.48

0001 - GENERAL OPERATING		
Cash Ending Balance:		11,063,540.79
Add Investment:		
	Total:	**11,063,540.79**
0002 - PAYROLL CLEARING		
Cash Ending Balance:		9,703.00
Add Investment:		
	Total:	**9,703.00**
0003 - DEBT SERVICE		
Cash Ending Balance:		10,227,825.21
Add Investment:		
	Total:	**10,227,825.21**
0004 - CREDIT CARD		
Cash Ending Balance:		53,118.95
Add Investment:		
	Total:	**53,118.95**
0005 - ECR		
Cash Ending Balance:		10,000,000.00
Add Investment:		
	Total:	**10,000,000.00**
0006 - LONESTAR		
Cash Ending Balance:		14,385,264.26
Add Investment:		
	Total:	**14,385,264.26**
0007 - TEXSTAR		
Cash Ending Balance:		1,677,881.14
Add Investment:		
	Total:	**1,677,881.14**
0008 - TEXAS CLASS		
Cash Ending Balance:		265,143,720.13
Add Investment:		
	Total:	**265,143,720.13**
0009 - TEXPOOL		
Cash Ending Balance:		32,345,458.75
Add Investment:		
	Total:	**32,345,458.75**

TOTALS	
Cash Ending Balance	**344,906,512.23**
Add Investment Balance	**.00**
Totals	**344,906,512.23**

End of Report

0001 - GENERAL OPERATING

Cash Ending Balance:		-4,215,316.85
Add Investment:		
	Total:	**-4,215,316.85**

0002 - PAYROLL CLEARING

Cash Ending Balance:		7,198.76
Add Investment:		
	Total:	**7,198.76**

0003 - DEBT SERVICE

Cash Ending Balance:		37,419.76
Add Investment:		
	Total:	**37,419.76**

0004 - CREDIT CARD

Cash Ending Balance:		135,659.95
Add Investment:		
	Total:	**135,659.95**

0005 - ECR

Cash Ending Balance:		.00
Add Investment:		
	Total:	**.00**

0006 - LONESTAR

Cash Ending Balance:		107,104.88
Add Investment:		
	Total:	**107,104.88**

0007 - TEXSTAR

Cash Ending Balance:		12,250.53
Add Investment:		
	Total:	**12,250.53**

0008 - TEXAS CLASS

Cash Ending Balance:		-25,334,880.59
Add Investment:		
	Total:	**-25,334,880.59**

0009 - TEXPOOL

Cash Ending Balance:		-30,394,900.24
Add Investment:		
	Total:	**-30,394,900.24**

TOTALS

Cash Ending Balance	**-59,645,463.80**
Add Investment Balance	**.00**
Totals	**-59,645,463.80**

End of Report

Denton County Tax Office

Run Date: 9/2/2025 10:44:53AM **Distribution Summary 2 Report**

Deposit Date from 8/1/2025 to 8/31/2025 and Tax Units = 60

S10- LITTLE ELM ISD

Cur. Levy M&O	66,010.14	Del. Levy M&O	2,730.40
Cur. Interest M&O	2,798.59	Del. Interest M&O	306.87
Cur. Penalty M&O	5,134.44	Del. Penalty M&O	206.02
Cur. Rendition Penalty M&O	281.66	Del. Rendition Penalty M&O	38.72
Cur. Other M&O	9.39	Del. Other M&O	18.16
Total Current M&O	74,234.22	Total Delinquent M&O	3,300.17
Cur. Levy I&S	41,081.50	Del. Levy I&S	1,648.83
Cur. Interest I&S	1,728.77	Del. Interest I&S	177.37
Cur. Penalty I&S	3,173.31	Del. Penalty I&S	122.12
Cur. Rendition Penalty I&S	0.00	Del. Rendition Penalty I&S	0.00
Cur. Other I&S	0.00	Del. Other I&S	0.00
Total Current I&S	45,983.58	Total Delinquent I&S	1,948.32
Cur. Levy S1	0.00	Del. Levy S1	0.00
Cur. Interest S1	0.00	Del. Interest S1	0.00
Cur. Penalty S1	0.00	Del. Penalty S1	0.00
Cur. Rendition Penalty S1	0.00	Del. Rendition Penalty S1	0.00
Cur. Other S1	0.00	Del. Other S1	0.00
Total Current S1	0.00	Total Delinquent S1	0.00

Cur. Levy	107,091.64	Del. Levy	4,379.23
Cur. Interest	4,527.36	Del. Interest	484.24
Cur. Penalty	8,307.75	Del. Penalty	328.14
Cur. Rendition Penalty	281.66	Del. Rendition Penalty	38.72
Cur. Other	9.39	Del. Other	18.16
Total Current	120,217.80	Total Delinquent	5,248.49

Grand Total M&O	77,534.39
Grand Total I&S	47,931.90
Grand Total S1	0.00
Total Due to Jurisdiction	125,466.29
Total Due to Delq Tax Atty	16,282.95

School Fund Coding Totals (if applicable)

M&O Current Year	199-5711	66,010.14
M&O Prior Years	199-5712	2,730.40
M&O Penalty & Interest	199-5719	8,793.85
I&S Current Year	599-5711	41,081.50
I&S Prior Year	599-5712	1,648.83
I&S Penalty & Interest	599-5719	5,201.57

Little Elm ISD
Engage Equip Empower

Capital Projects Update as of August 31, 2025 Bond 2022 Status

High School Renovations

Budgeted $164,550,000

Expended $ 39,181,735

23.8%

Safety/Technology/Building Upgrades

Budgeted $32,250,000

Expended $ 16,420,196

50.9%

473

$289,500,000

Bond Package

Lakewood Elementary

Budgeted $50,400,000

Expended $44,555,706

88.4%

Miscellaneous Projects

Budgeted $42,300,000

Expended $ 0

0%

Little Elm ISD
Engage Equip Empower

Capital Projects Update
as of August 31, 2025
Bond 2022 Status

Safety & Security

Budgeted $9,500,000

Expended $ 8,402,776

88.5%

Technology

Budgeted $7,000,000

Expended $ 760,325

10.9%

$32,250,000

Safety/Technology/Building Upgrades/Transportation

45.0%

Interior/Exterior Upgrades

Budgeted $15,445,000

Expended $ 6,952,094

100%

Transportation

Budgeted $305,000

Expended $305,000

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐ **Action Item** ☐ **Consent Agenda** ☒ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**APPROVAL OF 2025 TAX ROLL**
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer
Policy/Code:	Texas Property Tax Code Section 26.09
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability
Summary:	TASB recommends the governing body of the school district to approve the tax roll. The 2024 tax roll lists the total levy for Little Elm ISD. The tax roll is prepared by the Denton County Tax Assessor/Collector using taxable value information provided by the Denton County Appraisal District and combining it with the tax rate adopted by Little Elm ISD.
Financial Implications:	N/A
Attachments:	2025 LEISD Tax Roll Summary
Recommendation:	**The Administration recommends the Board of Trustees approve the 2025 Little Elm ISD Tax Roll as submitted.**
Motion:	**I move that the Board approve the 2025 Little Elm ISD Tax Roll as submitted.**

2025 TAX ROLL SUMMARY

S10 - LITTLE ELM ISD

	Amount		Count
NUMBER OF ACCOUNTS			27,087
MARKET VALUES			
ROLLCODE: MOBILE HOME			
Improvement	$16,327,121		
Improvement Non-Home Site	$124,932		
ROLLCODE: PERSONAL			
Personal	$217,569,892		
ROLLCODE: REAL			
Agriculture	$111,346,775		
Improvement	$7,611,863,865		
Improvement Non-Home Site	$918,602,973		
Land	$2,950,191,793		
Land Ag Land	$52,001		
Land Non-Home Site	$659,425,195		
TOTAL MARKET VALUE		**$12,485,504,547**	
DEFERRALS			
Ag 1D1	$111,346,775		130
TOTAL DEFERRALS		**$111,346,775**	
EXEMPTIONS			
100% Disabled Veteran	$124,112,456		342
23.231 Circuit Breaker Limitation	$73,358,711		1,313
Cap Adjustment, XT	$366,639,308		5,477
Disabled	$7,078,859		134
Disabled Veteran 10% to 29%	$773,373		103
Disabled Veteran 30% to 49%	$492,000		58
Disabled Veteran 50% to 69%	$860,500		85
Disabled Veteran 70% to 100%	$1,956,000		429
Economic Development - XL	$18,254,205		5
Energy, XR	$310,917		2
First Responder Surviving Spouse	$261,079		1
General Homestead	$2,049,200,462		15,032
Homestead	$4,268,655		34
Low Income Housing, XD, XA	$0		1
Medical / Biomedical	$74,971,098		1
Member Armed Svcs Surviving Sps	$234,428		1
Miscellaneous - XV	$625,949,781		976
Nominal Value	$112,117		146
Other Exemption, XF, XH, XU	$60,191		2
Over 65	$275,255,657		4,904
Personal Use Vehicle, XN	$27,467		3
Pollution Control	$16,269		1
Private Schools- XJ	$5,574,458		6
Surviving Spouse	$5,826,239		114
Surviving Spouse 100% Disabled Vet	$5,473,833		20
Surviving Spouse Disabled Person	$0		1
TOTAL EXEMPTIONS		**$3,641,068,063**	

2025 TAX ROLL SUMMARY S10 - LITTLE ELM ISD

GRAND TOTAL FOR DEFERRALS AND EXEMPTIONS		**$3,752,414,838**	
TOTAL MARKET VALUE		**$12,485,504,547**	
TAXABLE VALUE		**$8,733,089,709**	
TAX RATE		**1.225200**	
ROLLCODE: MOBILE HOME			
Levy	$152,069.46		574
ROLLCODE: PERSONAL			
Levy	$1,734,313.62		795
ROLLCODE: REAL			
Levy	$94,901,417.12		25,718
TOTAL LEVY		**$96,787,800.20**	
LEVY LOST DUE TO FROZEN		**$10,203,808.39**	
OTHER LOST LEVY		**$6,206.70**	
TOTAL LOST LEVY		**$10,210,015.09**	

Calculation Analysis

	Calc Levy	- Tax Amount	= Diff.	Market Value	Exemption	Taxable Value
Frozen	17,577,762.41	7,373,954.02	10,203,808.39	2,521,791,370	1,087,106,206	1,434,685,164
DV100 (Excl. Frozen)	20,378.09	14,171.39	6,206.70	134,233,470	95,477,303	38,756,167
Prorated (Excl. Frozen	0.00	0.00	0.00	0	0	0
Other	89,399,674.79	89,399,674.79	0.00	9,829,479,707	2,569,831,329	7,259,648,378
Total	106,997,815.29	96,787,800.20	10,210,015.09	12,485,504,547	3,752,414,838	8,733,089,709
DV100 (Incl. Frozen)	0.00	0.00	0.00	50,029,722	28,635,153	21,394,569
Prorated (Incl. Frozen	0.00	0.00	0.00	0	0	0

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☒	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**LITTLE ELM ISD INTERLOCAL SUMMARY REPORT**					
Presenter or Contact Person:	Jesse Wyse, Chief Financial Officer					
Policy/Code:	GRB (LEGAL)					
Strategic Plan Goal:	Ensuring Fiscal Health and Sustainability					
Summary:	Allows LEISD to purchase products or services from other governmental entities (listed on attachment) which have been properly awarded contracts through statutorily authorized methods.					
Financial Implications:	See attached summary report.					
Attachments:	Little Elm ISD Interlocal Summary Report for Approval					
Recommendation:	**The Administration recommends approval of the Little Elm ISD Interlocal Summary Report as submitted.**					
Motion:	**I move that the Board approve the Little Elm ISD Interlocal Summary Report dated October 20, 2025 as submitted.**					

Little Elm ISD Interlocal Summary Report for Approval

Board Meeting Date October 20, 2025

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Renewal Amount	Purchase Amount/Change	Effective Date	Expiration Date	Description	Administrator
1	**Region 10 ESC**	Curriculum & Learning	New	N/A	N/A	$3,000	10/21/2025	6/30/2026	Little Elm ISD Out of Region Agreement for Title I Non-Profit Cooperative. Under this agreement, Region 10 acts as the fiscal agent for the district Totle I set-aside funds for private,nonprofit schools and provides direct service to the private, nonprofit schools. This includes handling all negotiations for the PNP's (private, nonprofits), assisting with student indentification, ensuring all federal guidelines are followed, processing all financial requests, and reporting to the LEA at the end of the year.	Dr. Penny Tramel

Board Agenda Item

Little Elm Independent School District
400 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **10-20-2025**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** X	**Reports, Routine Monthly** ☐	**Other** ☐	
Subject:	**RESOLUTION AUTHORIZING NON-BUSINESS DAYS**					
Presenter or Contact Person:	Cecelia Jones, Director for Communication and Marketing Services					
Policy/Code:	N/A					
Summary:	House Bill 3033, effective September 1, 2023, adds Tex. Gov. Code §552.0031, which requires the Board of Trustees to designate 10 days per calendar year as non-business days under the Texas Public Information Act. These days are in addition to the established weekends, national and state holidays as defined by Tex. Gov. Code § 552.0031(a) and § 552.0031(b).					
Financial Implications:	There is no financial impact to the budget.					
Attachments:	Copy of the Resolution, Holidays under the law					
Recommendation :	**The Administration recommends the ten non-business days for the 2026 calendar year.**					
Motion:	**I move the Board adopt a resolution in regards to the designation of up to 10 days per calendar year as non-business days under the Texas Public Information Act set forth by House Bill 3033.**					

HOLIDAYS ALREADY UNDER THE LAW:

Sec. 662.003. DATES AND DESCRIPTIONS OF HOLIDAYS. (a) A national holiday includes only the following days:

(1) the first day of January, "New Year's Day";

(2) the third Monday in January, "Martin Luther King, Jr., Day" in observance of the birthday of Dr. Martin Luther King, Jr.;

(3) the third Monday in February, "Presidents' Day";

(4) the last Monday in May, "Memorial Day";

(5) the fourth day of July, "Independence Day";

(6) the first Monday in September, "Labor Day";

(7) the 11th day of November, "Veterans Day," dedicated to the cause of world peace and to honoring the veterans of all wars in which Texans and other Americans have fought;

(8) the fourth Thursday in November, "Thanksgiving Day"; and

(9) the 25th day of December, "Christmas Day."

(b) A state holiday includes only the following days:

(1) the 19th day of January, "Confederate Heroes Day," in honor of Jefferson Davis, Robert E. Lee, and other Confederate heroes;

(2) the second day of March, "Texas Independence Day";

(3) the 21st day of April, "San Jacinto Day";

(4) the 19th day of June, "Emancipation Day in Texas," in honor of the emancipation of the slaves in Texas in 1865;

(5) the 27th day of August, "Lyndon Baines Johnson Day," in observance of the birthday of Lyndon Baines Johnson;

(6) the Friday after Thanksgiving Day;

(7) the 24th day of December; and

(8) the 26th day of December.

(c) An "optional holiday" includes only the days on which Rosh Hashanah, Yom Kippur, or Good Friday falls.

RESOLUTION AUTHORIZING NONBUSINESS DAYS

WHEREAS, House Bill 3033, effective September 1, 2023, adds Tex. Gov. Code § 552.0031, which requires the designation of up to 10 days per calendar year as nonbusiness days under the Texas Public Information Act; and

WHEREAS, Tex. Gov. Code § 552.0031(a) defines business days as days other than Saturdays, Sundays, national holidays under Section 662.003(a), or state holidays under Section 662.003(b); and

WHEREAS, Tex. Gov. Code § 552.0031(f) requires the designation of a nonbusiness day for an independent school district to be made by the board of trustees; and

THEREFORE, BE IT HEREBY:

RESOLVED that the **Little Elm Independent School District** Board of Trustees elects to use the following days for the 2026 calendar year as its non-business days under the Texas Public Information Act:

- March 9,10,11,12,13
- November 24, 25
- December 28, 29, 30

APPROVED by Little Elm ISD Board of Trustees at a meeting held on the 20 day of October 2025, in accordance with the Texas Open Meetings Act, by a vote of ____ to ____.

By: _____
President Board of Trustees

ATTEST:

By: _____
Secretary of the Board