

# LUFKIN ISD

## District Improvement Plan 2024/2025

*Dream, Believe, Achieve*



Dr. James Hockenberry  
101 Cotton Square  
(936) 634-6696  
jhockenberry@lufkinisd.org

## **Vision**

*Lufkin...your best choice for education!*

## **Mission**

*To educate and equip all students for success through exceptional learning experiences*

## **Beliefs**

*We believe Lufkin ISD staff is our greatest asset.*

*We believe all students can learn.*

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

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

*We believe Lufkin ISD is the district of choice.*

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

# Lufkin ISD

## Goals & Objectives

### **Goal 1: Demonstrate sustained growth in student academic achievement**

- Objective 1: Increase the percentage of K-2 students in all populations and subpopulations a year's worth of growth in ELAR and Math per the M-CLASS and DREAMBOX assessment instruments.
- Objective 2: Increase the percentage of 3rd grade students in all populations and subpopulations a year's worth of academic growth in ELAR and Math per the i-Ready assessment instrument.
- Objective 3: Increase the percentage of all students and sub-populations taking STAAR and EOC tests to show annual growth in Reading/ELAR and Math per the state accountability system.
- Objective 4: Improve, sustain, and support student attendance to 95% for all campuses and decrease truancy rate.
- Objective 5: Increase the percentage of all students and sub-populations earning CCMR status.

### **Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment**

- Objective 1: Provide a safe and secure environment for students and staff.
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS).
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention.

### **Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale**

- Objective 1: Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens.
- Objective 2: Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children.
- Objective 3: Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance.

# District Education Improvement Committee

Name	Position
Baize, Christen	Primary Teacher
Beams, Stefanie	Parent
Brantner, Jill	Elementary Teacher
Butler, Becky	Secondary Teacher
Colvin, Teresa	District-Level Professional Non-Teaching
Cowan, Laura	Campus-Based Professional Employee
Crocker, Callie	Elementary Teacher
Davis, Ramona	Primary Teacher
Davis, Shellie	Primary Teacher
Dean, Angela	District-Level Professional Non-Teaching
Faulkner, Lynn	Primary Teacher
Figueroa, Maria	Campus-Based Professional Employee
Garcia, Summer	District-Level Professional Non-Teaching
Grady, Cedric	Secondary Teacher
Hartzog, Amber	Secondary Teacher
Herrera, Irma	District-Level Professional Non-Teaching
Hicks, Nancy	Community Representative
Jay, Michelle	Campus-Based Professional Employee
Kassaw, Todd	Business Representative
Kegler, Octavia	Secondary Teacher
Knowles, Terah	Primary Teacher
Marshall, Caitlynn	Elementary Teacher

# District Education Improvement Committee

Name	Position
McCarty, Mary Gail	District-Level Professional Non-Teaching
McQueen, Dani	Secondary Teacher
Merrel, Dalene	Secondary Teacher
Munoz Villanueva, Dulce	Elementary Teacher
Osgood, Donna	Campus-Based Professional Employee
Pegram, Cara	Campus-Based Professional Employee
Rhoades, Amy	Elementary Teacher
Slaughter McDaniel, Denetra	Campus-Based Professional Employee
Tarbutton, Christine	Secondary Teacher
Urban, Nathan	Secondary Teacher
White, Rashundra	Primary Teacher

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

The enrollment of Lufkin ISD is approximately 7042 students. Current enrollment reflects students in grades Pre-K 3 through 12th grade and the following demographics, based on the 2022-2023 TAPR:

African American - 28.2%  
Hispanic - 43.5%  
White - 23.8%  
Asian - 1.0%  
Two or More Races - 3.2%

### Demographics Weaknesses

In recent years, Lufkin ISD has experienced an increase in the number of students coming from families at or below the poverty level. The 2022-2023 TAPR documents 87.5% of the student enrollment as being economically disadvantaged. This percentage is over 25% higher than the state average of 62.1%. Lufkin ISD has a higher percentage of At-Risk students (66.4%) when compared to the state average of 53.3%. TAPR also indicates a higher percentage (4.8%) of Lufkin ISD students with disciplinary placements than the state average, 1.5%.

### Demographics Needs

Continued training is needed for campus leadership teams to better understand the characteristics of students living in poverty. Continued training is also needed to help behavior paraprofessionals learn to deescalate students who are upset or angry and how to teach students the skills they need in order to be successful in the classroom. Students also need support socially and emotionally.

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Strengths

Lufkin ISD has a wide range of tools to measure student achievement data. A few of these tools include Amplify, Dreambox, mClass, STAAR, and Interim Assessments. The district offers avenues for students to participate and/or be recognized for strong academic performance through UIL, STEM, Superintendent Honor Roll, and honor society organizations from elementary to the high school level.

STAAR scores were at or above state averages on the 2024 assessment in numerous content areas and subpopulations. Areas at or above state averages include the following:

### **Grade 3**

#### **Math**

Hispanic - Masters Performance Level

White - Masters Performance Level

Economically Disadvantaged - Masters Performance Level

### **Grade 4**

#### **Math**

White - Meets Performance Level

White - Masters Performance Level

#### **Reading**

African American - Approaches Performance Level

White - Meets Performance Level

White - Masters Performance Level

### **Grade 5**

#### **Math**

White - Approaches Performance Level

White - Meets Performance Level

White - Masters Performance Level

#### **Reading**

Hispanic - Approaches Performance Level

White - Approaches Performance Level

White - Meets Performance Level

Economically Disadvantaged - Meets Performance Level

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

### Science

White - Approaches Performance Level

White - Meets Performance Level

White - Masters Performance Level

### Grades 6-8

#### Math

Hispanic - Approaches Performance Level

Hispanic - Masters Performance Level

African American - Approaches Performance Level

White - Masters Performance Level

Economically Disadvantaged - Approaches Performance Level

Economically Disadvantaged - Masters Performance Level

#### Reading

Hispanic - Approaches Performance Level

Hispanic - Meets Performance Level

Hispanic - Masters Performance Level

White - Approaches Performance Level

White - Meets Performance Level

White - Masters Performance Level

Economically Disadvantaged - Approaches Performance Level

Economically Disadvantaged - Meets Performance Level

Economically Disadvantaged - Masters Performance Level

#### Science

Hispanic - Masters Performance Level

White - Meets Performance Level

White - Masters Performance Level

Two or More Races - Approaches Performance Level

Two or More Races - Meets Performance Level

Economically Disadvantaged - Meets Performance Level

Economically Disadvantaged - Masters Performance Level

#### Social Studies



# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Hispanic - Meets Performance Level  
Hispanic - Masters Performance Level  
White - Approaches Performance Level  
White - Meets Performance Level  
White - Masters Performance Level  
Two or More Races - Meets Performance Level  
Economically Disadvantaged - Approaches Performance Level  
Economically Disadvantaged - Meets Performance Level  
Economically Disadvantaged - Masters Performance Level

## Grades 9-12

### **Algebra**

Hispanic - Approaches Performance Level

### **English I**

All Students - Approaches Performance Level  
All Students - Meets Performance Level  
All Students - Masters Performance Level  
Hispanic - Approaches Performance Level  
Hispanic - Meets Performance Level  
Hispanic - Masters Performance Level  
African American - Approaches Performance Level  
White - Approaches Performance Level  
White - Meets Performance Level  
White - Masters Performance Level  
Economically Disadvantaged - Approaches Performance Level  
Economically Disadvantaged - Meets Performance Level  
Economically Disadvantaged - Masters Performance Level

### **English II**

All Students - Approaches Performance Level  
Hispanic - Approaches Performance Level  
Hispanic - Meets Performance Level  
African American - Approaches Performance Level

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

African American - Masters Performance Level

White - Approaches Performance Level

White - Masters Performance Level

Two or More Races - Approaches Performance Level

Two or More Races - Masters Performance Level

Economically Disadvantaged - Approaches Performance Level

Economically Disadvantaged - Meets Performance Level

Economically Disadvantaged - Masters Performance Level

## Biology

All Students - Approaches Performance Level

Hispanic - Approaches Performance Level

Hispanic - Meets Performance Level

Hispanic - Masters Performance Level

White - Approaches Performance Level

White - Meets Performance Level

Two or More Races - Approaches Performance Level

Economically Disadvantaged - Approaches Performance Level

Economically Disadvantaged - Meets Performance Level

Economically Disadvantaged - Masters Performance Level

## U.S. History

All Students - Approaches Performance Level

All Students - Masters Performance Level

Hispanic - Approaches Performance Level

Hispanic - Meets Performance Level

Hispanic - Masters Performance Level

African American - Masters Performance Level

White - Approaches Performance Level

White - Meets Performance Level

White - Masters Performance Level

Two or More Races - Meets Performance Level

Two or More Races - Masters Performance Level

Economically Disadvantaged - Approaches Performance Level

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Economically Disadvantaged - Meets Performance Level  
Economically Disadvantaged - Masters Performance Level

## Student Achievement Weaknesses

Although 2024 STAAR scores were above the state averages in several content areas and sub-populations, improvement is needed in other areas. Scores indicated minimal student growth in 2024 and writing continues to be a concern with the recent addition of constructed response questions. Sub-populations are underperforming in numerous content areas and grade levels.

## Student Achievement Needs

As a result of recent assessment data, the district has set the following K-12 academic goals for 2024-2025:

Goal 1: Increase the percentage of K-2 students in all populations and sub-populations that will demonstrate a year's worth of growth in ELAR and math per the M-CLASS and DREAMBOX Assessment Instruments.

Goal 2: Increase the percentage of third-grade students in all populations and sub-populations that will demonstrate a year's worth of academic growth in ELAR and math per the I-Ready Assessment Instrument.

Goal 3: Increase the percentage of all students and sub-populations taking STAAR and EOC tests to show annual growth in Reading/ELAR per the state accountability system.

Goal 4: Increase the percentage of all students and sub-populations taking STAAR and EOC tests to show annual growth in math and Algebra 1 per the state accountability system.

Goal 5: Increase the percentage of all students and sub-populations earning CCMR status.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Lufkin ISD hosts numerous events (City-Wide Track Meet, Advanced Academics Night, Attendance Rally, etc.) throughout the year to promote family engagement. The district also offers a free after school program to all students in Kindergarten through fifth grade. Numerous avenues (website, Facebook, Remind, etc.) are in place to share information with all Lufkin ISD stakeholders.

The district ensures the safety and security of students and staff members with police officers on every campus, regular campus-wide drills and exercises to practice emergency procedures, and an investment in safety measures currently being implemented on all campuses.

### School Culture and Climate Weaknesses

The district would like to see an increase in overall parent/family engagement. The discretionary placement rate for DAEP decreased during 2023-2024 but it continues to be higher than the TEA's target of 3.5%. Vaping rates continue to be a concern.

### School Culture and Climate Needs

Lufkin ISD will continue to provide opportunities for parents and families to be involved. Support will also be provided to campuses regarding PBIS and SEL implementation. The district will also continue to monitor discipline referrals, share with campus leaders, and develop strategies for improving behavior on campuses.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

Mentors are provided for all teachers that are new to Lufkin ISD. Ongoing support is provided several times throughout the year for teachers new to the profession. Additional support is provided on campuses through campus leaders and at the district level with content specific directors. Beginning in 2024-2025, the district will host several year-long interns.

## **Staff Quality, Recruitment and Retention Weaknesses**

TAPR data reflects a discrepancy in Lufkin ISD's student and staff demographics. In addition, there is a shortage of ESL certified teachers in the district. Lufkin ISD would like to see an increase in the retention rates for District of Innovation teachers and paraprofessionals.

## **Staff Quality, Recruitment and Retention Needs**

Lufkin ISD entered into a partnership with SFASU to increase the number of ESL certified teachers. The district will continue to seek teachers that reflect the student population and provide opportunities for the professional growth of District of Innovation teachers and paraprofessionals.

# Curriculum, Instruction and Assessment

## **Curriculum, Instruction and Assessment Strengths**

Lufkin ISD utilizes common lessons plans and major assessments at all grade levels. All teachers commit to the Teaching and Learning Framework that outlines expectations. Instructional Coaches are available to assist with curriculum needs at the campus level and directors are available at the district level for primary and elementary campuses. The Teacher Incentive Allotment opportunity is provided to teachers who qualify based on student progress on STAAR and T-TESS Summative scores.

## **Curriculum, Instruction and Assessment Weaknesses**

# Comprehensive Needs Assessment

The enrollment of Lufkin is decreasing, however class sizes are increasing. Attendance rates have decreased for the past few years. Teachers need training to implement quality writing skills, place students in Tier I, II, and III, and meet the needs of students.

## Curriculum, Instruction and Assessment Needs

The district has set a goal for campuses to increase attendance rates by 2% over 2023-2024 percentages. Training will be provided on how to help students improve writing in each of the content areas. Lufkin ISD set expectations for the minimum number of walk-throughs and coaching sessions for the upcoming year.

## Family and Community Involvement

### Family and Community Involvement Strengths

Multiple opportunities are provided for family and community engagement at the campus and district level. Primary and elementary campuses utilize Title I funds for parent and family engagement events. Lufkin ISD provides multiple avenues (Facebook, website, Remind, etc.) for stakeholders to stay informed of events. The community has a strong presence at events such as Convocation, Attendance Rally, etc. throughout the year. The 21st Century program offers a wide range of opportunities for family and community engagement and has exceptional attendance and participation rates.

### Family and Community Involvement Weaknesses

The district would like to see more participation at family and community events throughout the year. Training is needed for how families can support their student(s) with academics at home.

### Family and Community Involvement Needs

# Comprehensive Needs Assessment

Primary and elementary campuses will provide assistance on how families can support their student(s) with academics at home. Campuses will review events and solicit input from parents and families on how to improve events during the upcoming year.

## School Context and Organization

### School Context and Organization Strengths

Lufkin ISD utilizes a district newsletter (Central Communications) to communicate to campus leaders and principals create and send a similar document to staff members each week. Every campus has at least one representative on DEIC and all district employees receive mandated trainings through compliance courses that are completed annually.

### School Context and Organization Weaknesses

Campuses need additional support with PBIS initiatives as well as with meaningful parent and family engagement. Attendance and truancy rates continue to be a concern in Lufkin ISD.

### School Context and Organization Needs

Support will be provided in the areas of PBIS and parent and family engagement during the 2024-2025 school year. The district has set a goal for attendance to improve by 2% on every campus. Progress will be monitored throughout the year.

## Technology

# Comprehensive Needs Assessment

## Technology Strengths

Lufkin ISD is a 1-1 district with a device for every student and classrooms are equipped with a smart panel for interactive learning. A digital media specialist is assigned to every campus and the technology department at the district level is available to troubleshoot issues and provide training, as needed. In addition, there is a wide range of programs available for student use and everything is available through a single sign-on.

## Technology Weaknesses

Although the district has 1-1 technology, many of the devices are aging and some are without warranty. Continued training is needed for current technology programs and equipment such as smart panels.

## Technology Needs

Continued training is needed to ensure that technology is properly integrated into daily instruction.



# LUFKIN ISD

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 1.** Increase the percentage of K-2 students in all populations and subpopulations a year's worth of growth in ELAR and Math per the M-CLASS and DREAMBOX Assessment Instruments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor a challenging, differentiated, engaging curriculum at K-2 to maximize an aligned Tier 1 instruction. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August - May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: Common lesson pla, walk-throughs, assessments, TEKS RS usage, Team Meetings, Staff Development, instructional resource evaluation
2. Utilization of student data from a variety of sources such as mClass, Dreambox, DMAC, district assessments, grades, adaptive learning platforms, and other relevant data to drive instruction and intervention programs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August - May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: assessment results, lesson plans
3. Provide intervention and enrichment programs based on identified student needs determined through data. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August - May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: PAWS planning, Screener Data
4. Develop and implement a rigorous local assessment calendar at K-2 to include screeners, progress monitoring and CBAs to drive instructional decisions. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal	August - May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: calendars, assessment results

# LUFKIN ISD

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 2.** Increase the percentage of 3rd grade students in all populations and subpopulations a year's worth of academic growth in ELAR and Math per the I-Ready Assessment Instrument.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor a challenging, differentiated, and engaging 3rd grade curriculum to maximize an aligned Tier 1 instruction. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 3rd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: common lesson plan framework, walk-throughs, assessments, TEKS RS usage, team meetings, staff development, instructional resource evaluation
2. Utilization of student data from sources such as iReady, interim, CBAs, unit/mini assessments, grades, adaptive learning platforms and other relevant data to drive instruction and intervention programs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 3rd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: assessment results, lesson plans
3. Provide intervention and enrichment programs based on identified student needs based on data. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 3rd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: PAWS planning, screener data
4. Develop and implement a rigorous assessment calendar at grade 3 to include screeners, progress monitoring, and CBAs to drive instructional decisions. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 3rd) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: calendars, assessment results

# LUFKIN ISD

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 3.** Increase the percentage of all students and sub-populations taking STAAR and EOC tests to show annual growth in Reading/ELAR and Math per the state accountability system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor a challenge, differentiated, and engaging core curriculum to maximize an aligned Tier 1 instruction. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: common lesson plan framework, walk-throughs, assessments, TEKS RS usage, team meetings, staff development, instructional resource evaluation
2. Utilization of student data from a variety of sources such as STAAR, interim, CBAs, benchmarks, unit/mini assessments, grades, adaptive learning platforms, and other relevant data to drive instruction and intervention programs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: assessment results, lesson plans
3. Provide intervention and enrichment programs based on identified student needs determined through data. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal, Teacher(s)	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: PAWS planning, screener data
4. Develop and implement a rigorous local assessment calendar for 3-5, 6-8, and STAAR EOC to include screeners, progress monitoring and CBAs to drive instructional decisions. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal	August-May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: calendars, assessment results

# LUFKIN ISD

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 4.** Improve, sustain, and support student attendance to 95% for all campuses and decrease truancy rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District social worker will train all counselors and assistant principals in the district regarding protocols for attendance and truancy. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Social Worker	August - September	(F)Title I, (S)State Compensatory	Criteria: calendars, presentations, sign-in sheets
2. Parent notification sent at the beginning of each school year regarding the importance of daily attendance through the distribution of compacts, student handbook, and/or letters from principals. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Principal, Social Worker	August - September	(F)Title I, (S)State Compensatory	Criteria: documentation of communications, attendance records and reports
3. Lufkin ISD will improve attendance for students through partnerships with parents, staff, and students. The district social worker will communicate regularly with administrators regarding specific students with attendance concerns. Campus personnel will directly contact parents through telephone calls, teacher conferences, and notes sent home. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Principal, Social Worker	August - May	(F)Title I, (S)State Compensatory	Criteria: attendance records, tardies, logs of parent phone calls
4. Each campus will develop and implement an attendance incentive program. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Principal	August-May	(L)Local Funds, (O)Activity Funds	Criteria: requisitions, documentation of communications, attendance records and reports

# LUFKIN ISD

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 5.** Increase the percentage of all students and sub-populations earning CCMR status.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a multitude of opportunities such ECHS, dual credit, STEM, CTE courses, fine arts programs, and other areas based on student interest. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), GEAR UP Staff, Principal	August - May	(F)GEAR UP Funding, (S)Grant Funding, (S)State Compensatory	Criteria: Course selection and enrollment
2. Track CCMR data to ensure all students meet career, college or military readiness. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal	August - May	(F)GEAR UP Funding, (L)Local Funds	Criteria: CCMR Tracker data
3. Provide opportunities for credit recovering such as Panther Academy, Edgenuity, Summer School, and Stubblefield Learning Center to ensure all students are given opportunities for credit recovery towards graduation requirements. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), GEAR UP Staff, Principal	August - July	(F)GEAR UP Funding, (L)Local Funds, (S)State Compensatory	Criteria: graduation rate, counseling records
4. Counselors will provide age appropriate opportunities at each grade level to learn about college, careers, and military. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), District Behavior Specialist, GEAR UP Staff, Principal	August - May	(F)GEAR UP Funding, (F)Title I, (S)State Compensatory	Criteria: Comprehensive School Counseling Program, counseling records,

# LUFKIN ISD

**Goal 2.** Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 1.** Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Lufkin ISD will utilize Sentinel and Document Tracking Services to maintain and monitor Emergency Operations Plans, documentation of daily door checks, and prepare for Intruder Detection Audits and District Vulnerability Assessments. The district will continue to implement the required Safety Standards on campuses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Assistant Principal(s), Assistant Superintendent for Admin. Services, Principal</p>	<p>August - May</p>	<p>(S)Grant Funding</p>	<p>Criteria: safety standards visible on every campus, reports from DTS and Sentinel</p>
<p>2. Provide districtwide support to increase physical and psychological safety through the use of Campus safety Coordinators, EOPs for each campus, drills, STOPit software, and PBIS Campus and Classroom components. (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Assistant Principal(s), Assistant Superintendent for Admin. Services, Counselor(s), District Behavior Specialist, Principal</p>	<p>August - May</p>	<p>(L)Local Funds</p>	<p>Criteria: Principals, Assistant Principals, Instructional Coaches, and Counselors have received training on all components. Additional training will continue throughout the current school year.</p>
<p>3. Through the Stronger Foundations Grant program, Lufkin ISD will provide case managers and/or LPCs for approximately 6% of the student enrollment at Lufkin High School, Lufkin Middle School, and Brandon Elementary. Supports will be provided to students struggling with attendance and/or behavioral needs. Staff members on targeted campuses will receive professional development on strategies for deescalating student behaviors, improving student engagement, and how to design specific, intentional interventions for students with persistent misbehaviors. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: AtRisk,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 1)</p>	<p>Assistant Principal(s), Assistant Superintendent for Admin. Services, Counselor(s), District Behavior Specialist, Principal</p>	<p>August - May</p>	<p>(S)Grant Funding</p>	<p>Criteria: discipline data, attendance records, sign-in documents, campus survey reports</p>

# LUFKIN ISD

**Goal 2.** Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 2.** Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Training will be provided to instructional staff that includes: FBAs, BIPs, MDRs, and de-escalation strategies for the 2024-2025 school year. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)	August - May	(O)N/A	Criteria: Decrease the number of discipline referrals.
2. Provide districtwide support to school counselors to promote a balanced program of effective instruction, prevention, and intervention through 80/20 data tracking. District support for instruction, prevention, and intervention will include bullying. (Target Group: All) (Strategic Priorities: 4)	Counselor(s), District Behavior Specialist	August - May	(O)N/A	Criteria: discipline referrals, counselor calendars
3. Provide districtwide support to increase classroom management through the use of PBIS Classroom Components, Universal Strategies, and continued focus on "The Panther Way" on all campuses. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), District Behavior Specialist, Principal	August - May	(O)N/A	Criteria: discipline referrals, counselor logs

# LUFKIN ISD

**Goal 2.** Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 3.** Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide districtwide support to increase frequency of Social/Emotional Learning on Primary, Elementary, and Secondary campuses. Increase teacher taught SEL to implement two lessons in the fall and two lessons during the spring semester. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Counselor(s), District Behavior Specialist, Principal	August - May	(O)N/A	Criteria: campus logs of dates/times for SEL lessons, logs of counselor training
2. Utilization of a Universal Screening (SAEBRS) on primary and elementary campuses in order for early identification of social/emotional difficulties. (Title I SW Elements: 2.4,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Counselor(s), District Behavior Specialist, Principal	August - May	(O)N/A	Criteria: counselor referrals, discipline records
3. During the 2024-2025 school year, 25% of Lufkin ISD employees will receive training in Youth Mental Health First Aid with the goal of 100% by 2027. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent for Admin. Services, Assistant Superintendent of Education Services & A, District Behavior Specialist	August - May	(O)N/A	Criteria: professional development calendar in Frontline, sign-ins, evaluations
4. Lufkin ISD offers an employee assistance program (EAP) to provide employees with free counseling sessions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent for Admin. Services	August - July	(O)N/A	Criteria: EAP flyers



# LUFKIN ISD

**Goal 3.** Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 1.** Implement programs and services that increase morale among staff members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will research the feasibility of implementing a daycare for the children of Lufkin ISD employees. This program will provide care for children ages 6 weeks and older, with the goal of full implementation during the 2025-2026 school year. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent for Admin. Services, Assistant Superintendent of Education Services & A, Chief Financial Officer, Superintendent	August - May	(L)Local Funds	Criteria: financial records, calendars, sign-ins from planning meetings
2. The district will pass a balanced budget for 2024-2025 and provide a 2.5% pay increase for all employees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent for Admin. Services, Assistant Superintendent of Education Services & A, Chief Financial Officer, Superintendent	August 2024	(L)Local Funds	Criteria: board agenda, board minutes
3. The district will pursue a salary audit to define the market value of salaries in the region and across the state. (Title I SW Elements: 1.1) (Strategic Priorities: 1)	Assistant Superintendent for Admin. Services, Assistant Superintendent of Education Services & A, Chief Financial Officer, Superintendent	August - May	(L)Local Funds	Criteria: audit report, financial records

# LUFKIN ISD

**Goal 3.** Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 2.** Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lufkin ISD campuses will provide opportunities for families to become involved in the education of their children. Activities will include events such as Meet the Teacher, Open House, Literacy Night, Club House and Power Up Club events. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), Directors, Principal	August - September	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding	Criteria: attendance records, surveys
2. Title I funding is provided to every primary and elementary campuses to promote the engagement of parents and families. Campuses use this funding to offer a wide variety of activities to help parents and families support students. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	August - May	(F)Title I	Criteria: agendas, sign-ins, presentation materials
3. Secondary campuses offer parent nights by grade level, college night, and a variety of family engagement activities coordinated through GEAR UP and Stronger Connections. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Assistant Principal(s), Counselor(s), GEAR UP Staff, Principal	August - May	(F)GEAR UP Funding, (L)Local Funds, (S)Grant Funding	Criteria: calendar of events, sign in sheets
4. Lufkin ISD provides a wide range of events and trainings for parents and family members through the 21st Century grant. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Directors, District Behavior Specialist	August - May	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: calendar of events, sign in sheets, attendance

# LUFKIN ISD

**Goal 3.** Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 3.** Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide targeted professional development opportunities for all employees including teachers, support staff, administrators, and parents/families when applicable. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Counselor(s), Directors, Instructional Coach, Principal	August - May	(F)GEAR UP Funding, (F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (S)Grant Funding, (S)State Compensatory	Criteria: professional development district plan, agendas, sign-in sheets
2. Allocate dedicated time for PLC meetings and collaboration. Protect this time from administrative tasks and other interruptions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Directors, Principal	August - May	(O)N/A	Criteria: school calendar, PLC agendas, flex schedules
3. Train teachers and staff in strategies to promote inclusive educational practices that support students with special needs, special gifts, and emergent bilingual learners. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,EB,SPED,GT) (Strategic Priorities: 2,4)	Directors	August - May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: sign-ins, agendas, presentation materials, assessment scores
4. Provide targeted training to meet all required state compliance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Directors, Principal	August - May	(L)Local Funds	Criteria: compliance course completion in all areas of compliance
5. Provide strong leadership support for PLCs by ensuring administrators are actively involved in the process. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Directors, Instructional Coach, Principal	August - May	(O)N/A	Criteria: Professional Development for Leaders agendas, sign in sheets, participation in campus PLCs

# State and Federal Funding Allotments

Description	Amount	Source
Compensatory Education	\$9,616,253	State
Title I, Part A	\$2,800,569	Federal
Title II, Part A	\$354,704	Federal
Title III, Part A ELA	\$138,525	Federal
Title IV, Part A - SSAEP	\$212,201	Federal

# Appendix - LEA Program Plan Requirements

<b>Title I, Part A</b>	
<b>LEA Plan Requirement</b>	<b>Description of Requirement</b>
<b>Timely and Meaningful Consultation</b>	<p>The Lufkin ISD District Educational Improvement Committee (DEIC) includes all of the required stakeholder members. A list of committee members and their respective roles can be found on pages 4-5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, DEIC meetings are scheduled for the following dates: September 5, January 9, and March 27. Other meetings may be scheduled, if needed. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (December and March) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in March. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in April and May.</p>
<b>Coordination</b>	<p>Lufkin ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> <li>● Title II, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● State Compensatory Education</li> </ul> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our State Compensatory Education District Improvement Plan. We also ensure that the</p>

	needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.
<b>Challenging State Academic Standards</b>	Lufkin ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of additional instructional supplies, instructional staff, professional development supplies and training, and parent and family engagement activities.
<b>Periodic Review and Revisions</b>	Lufkin ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for December and March and a summative evaluation scheduled in May to evaluate the effectiveness of the plan.
<b>Required Descriptions:</b>	
<p><b>Description #1:</b> How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—</p> <ol style="list-style-type: none"> <li>1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</li> <li>2. Identifying students who may be at risk for academic failure;</li> <li>3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and</li> <li>4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</li> </ol>	<p>Lufkin ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through input from the district committee, curriculum committees, and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Lufkin ISD has a committee on each campus that meets regularly to review academic progress for students not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized</p>

	<p>by students. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Lufkin ISD seeks to identify and implement instructional strategies as well as other approaches that are intended to strengthen academic programs and improve school conditions for student learning. The district provides counselors on campuses, institutes social-emotional learning that is both teacher delivered, and counselor delivered, and provides mandatory trauma-informed training for staff members. The district also utilizes PLCs on each campus to share expertise and work collaboratively.</p>
<p><b>Description #2:</b> How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers</p>	<p>Annually, during the spring and summer of each year, Lufkin ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. In addition, students that did not perform at the “Approaches” level on the 2024 STAAR were assigned to teachers that received a designation through the Teacher Incentive Allotment.</p>
<p><b>Description #3:</b> How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)</p>	<p>Not applicable, as Lufkin ISD does not have any campuses in School Improvement.</p>
<p><b>Description #4:</b> The poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Statute allows LEAs to select from the following measures of poverty:</p> <ul style="list-style-type: none"> <li>● Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education;</li> <li>● Children eligible for free and/or reduced-price lunches under the National School Lunch Act; [Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus’s low-income percentage.]</li> <li>● Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF);</li> <li>● Children eligible to receive medical assistance under the Medicaid program; or</li> <li>● A composite of any of the above measures.</li> </ul>

	<p>Lufkin ISD uses the Community Eligibility Provision as a method of qualifying students for the National School Lunch Program (NSLP) as its selected poverty measure. The district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for these students.</p>
<p><b>Description #5:</b> The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs</p>	<p>All of Lufkin ISD’s primary and elementary campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, and needs. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board at the beginning of the school year. Title I strategies and services provide instructional supplies, professional development supplies and training, parent and family activities, and additional staff to support classroom instruction.</p> <p>Lufkin ISD also works closely with the Angelina County Juvenile Detention Center. Students are provided with a teacher and instructional resources to support student achievement.</p>
<p><b>Description #6:</b> The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act</p>	<p>Lufkin ISD currently serves approximately 219 homeless children and youth.</p> <ol style="list-style-type: none"> <li>1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, at-risk personnel, and assistant principals about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</li> <li>2. Attendance: The Homeless Liaison monitors attendance and takes appropriate action when needed. Funds are reserved to provide for medical needs and other necessities for homeless children and youth.</li> <li>3. Success: The District provides services to support homeless children and youth with school success by having the Homeless Liaison work together with campus administrators to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services receive interventions and supports academically. In addition, school staff and the Homeless Liaison identify homeless</li> </ol>



	<p>students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.</p>
<p><b>Description #7:</b> The strategy the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Lufkin ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please <a href="#">click here</a> to access Lufkin ISD's Parent and Family Engagement policy for the 2024-2025 school year. It outlines our PFE program and the specific strategies employed to engage parents. Every Title I school has a parent and family engagement policy that is available upon request.</p>
<p><b>Description #8:</b> If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<p>Our three-year-old and four-year-old prekindergarten classes are located on one of our primary campuses, Garrett Primary. Pre-K students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p> <p>The counselors from each of the primary schools visit Garrett Primary and meet the students that will be attending their campus. They observe them inside the classroom and as they eat lunch in the cafeteria. The pre-k staff ensures that families are aware of programs (gifted and talented, dual language, etc.) that are offered by the district and assists families in getting the appropriate information needed for kindergarten enrollment.</p>
<p><b>Description #9:</b> How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A</p>	<p>Not applicable, as Lufkin ISD does not have any campuses operating a Targeted Assistance program.</p>

<p><b>Description #10:</b>  How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]</p> <ol style="list-style-type: none"> <li>1. Coordination with institutions of higher education, employers, and other local partners; and</li> <li>2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills</li> </ol>	<p>Not applicable, as only primary and elementary campuses in Lufkin ISD receive Title I funding.</p>
<p><b>Description #11:</b></p> <ol style="list-style-type: none"> <li>2. How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</li> </ol>	<p>Lufkin ISD reviews disaggregated discipline data at the district and campus levels to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, DAEP placements and expulsions to determine if disproportionalities exist. District-wide, Lufkin ISD has instituted consistent SEL lessons, trauma-informed practices, and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district also employs a behavior specialist at the district level and behavior paraprofessionals on campuses.</p>
<p><b>Description #12:</b>  If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> <li>1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</li> <li>2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.</li> </ol>	<p>Not applicable, as only primary and elementary campuses in Lufkin ISD receive Title I funding.</p>

**Description #13:**

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Although the district does not utilize Title I funds for the gifted and talented program, Lufkin ISD has an established gifted and talented referral process within the district. Referral testing is available for grades K-12 and all identified gifted and talented students receive instruction through whole class instruction or a pull-out program throughout the school year.

School libraries are developed and updated annually by purchasing reading material, both print and digital. Devices are provided to students as tools for learning purposes. District level Digital Learning Specialists coach classroom teachers in the effective use of technology tools and strategies that students use for learning, productivity, research, and problem-solving. Media Specialists provide additional support on campuses.

# Appendix - Title II DIP Requirements

Title II, Part A	
LEA Plan Requirement	Description of Requirement
<b>Alignment of Activities to the Challenging State Academic Standards</b>	<p>Lufkin ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to Title II, Part A during the Comprehensive Needs Assessment and ensures that stakeholders assist in the creation of the DIP about the needs relevant to Title II, Part A. We analyze student performance on the State academic standards and progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders are considered when planning Title II expenditures. Teacher and administrator growth is important and professional development is provided in those areas. The professional development plan for 2024-2025 may be found by <a href="#">clicking here</a>. Progress is formatively evaluated twice a year, and a summative evaluation is conducted at the end of the school year.</p>
<b>Meaningful Consultation</b>	<p>The Lufkin ISD DEIC includes the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on pages 4-5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, DEIC/Title II, Part A meetings are scheduled during the months of September, January, and March, with additional meetings scheduled if needed. The district will consult with and seek input from committee members to monitor the District Improvement Plan for two formative assessments in December and March, and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the District Improvement Plan for 2025- 2026.</p>
<b>Coordination</b>	<p>Lufkin ISD will ensure that it coordinates its Title II, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> <li>● Title I, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● State Compensatory Education</li> </ul>

# Appendix - Title II DIP Requirements

	<p>The district will ensure program coordination with community partners, such as The Burke Center to plan and/or provide trauma informed training to counselors and staff members.</p> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our DEIC are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p><b>Prioritization of Funds</b></p>	<p>Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's percentage of low-income students. The district maintains documentation on enrollment, low-income student percentages, allocations, and expenditures.</p>
<p><b>Private Nonprofit School Participation</b></p>	<p>Beginning in April, Lufkin ISD directly communicates with PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. We post a notification seeking participation on the district's website and include an email address and phone number to contact for more information. If a PNP responds, consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided.</p>

# Title IV, Part A

LEA Plan Requirement	Description of Requirement
<b>REAP/Transferability</b>	Stakeholders met to review needs for the 2024-2025 school year and determined that the needs in Title I, Part A were so extensive that 99% of our Title IV, Part A allocation would best be used to meet the needs of Title I, Part A. The remaining 1% of Title IV, Part A funding was transferred to Title II, Part A.

## Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.