

2025-2026 District Improvement Plan

Accountability Rating: B

District Name	Lorenzo ISD
Address	1003 3rd Lorenzo, TX 79343
District ID	054902
Superintendent	Dr. Gregory Nelson
Date of School Board Approval	October 21, 2025



2025-26 District Educational Improvement Committee Members

Name	Position	Committee Role
Dr. Gregory Nelson	Superintendent	Chairman
Jessica Crabb	Asst. Sup.	Co-Chairperson/Finance
Kelcey Wormsbaker	Director of Student Success/Principal	Discipline and Social/Emotional Learning
Amanda Haire	Director of Teaching and Learning	Curriculum and Instruction
Debbie Kirksey	Board Member	Board Member
Kris Lamm	Director of Special Education	Special Education
Laura West	District Nurse	Medical Staff
Angela Moreno	District Counselor	Counselor
Glenda Cheeks	Teacher	Teacher
Marlena Garcia	Teacher	Teacher
Julie O'Neal	Teacher	Teacher
Adam Ortiz	Director of Security	Member
Shannon Parum	Teacher	Teacher
Gladys Salinas	Teacher/Coach	Teacher
Sandy Carr	Teacher	Teacher
Regina Surles	Food Services Director	Member
Rhonda Cypert	Parent	Parent
Yvette Garcia	Parent	Parent
Jeremie Gonzalez	Parent	Parent
Uriah Villegas	Student	Student
Nolan Ellis	Student	Student
Preslea Ellis	Student	Student
Dominique Jackson	Student	Student

Table of Contents

2025-26 District Educational Improvement Committee Members.....	2
Mission Statement.....	4
Vision	4
Core Beliefs	4
State Goals and Objectives	5
The State of Texas Public Education Mission and Academic Goals.....	5
The State of Texas Public Education Goals.....	5
The State of Texas Public Education Objectives.....	5
TEA Commissioner's Strategic Priorities:	6
ESSA District Plan Required Descriptions.....	7
Schoolwide Campus ESSA Requirements – Parent & Family Engagement	13
State Compensatory Education	14
Federal, State and Local Funding Sources.....	17
Comprehensive Needs Assessment Summary	18
Duties and Responsibilities of Security Personnel	25
Dating Violence Policy.....	25
Sexting Policy and Consequences	26
HB3 Implementation: Early Childhood and CCMR 2025-2026 Board-Adopted Goals	27
Student Performance Data	28
Enrollment.....	28
Attendance and Annual Dropout Rate	29
Annual and Total Graduates.....	30
Reading.....	31
English I	37
English II	38
Mathematics	40
Algebra I	46
Science	47
Biology.....	49
Social Studies.....	50
U.S History.....	52
Goals and Strategies	53

Mission Statement

Our mission is to create a supportive, equitable, and innovative environment where every student is equipped to overcome challenges, discover their strengths, and achieve their highest potential with support from their families, their educators, and the community.

Vision

Our vision is to create a thriving educational environment where every student is empowered to succeed.

Core Beliefs

1. Education is the foundation for student success and leading a productive life.
2. Every student can succeed despite their background or barriers.
3. Every child deserves qualified and caring adults, appropriate resources, and strong support to achieve their dreams.
4. A safe, respectful, and supportive school environment is essential for student success.
5. Student success is a team effort involving each student, their families, their educators, and the community.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1

Recruit, support, retain
teachers & principals

2

Build a foundation of reading
and math

3

Connect high school to career
and college

4

Improve low-performing
schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

ESSA District Plan Required Descriptions

Student Progress & Monitoring [ESSA Sec. 1112(b)(1)]:

Student	Progress	&	Monitoring	[ESSA	Sec.	1112(b)(1)]
---------	----------	---	------------	-------	------	-------------

Lorenzo ISD monitors student progress toward meeting state academic standards through multiple systems of curriculum alignment, data analysis, and targeted supports. These efforts ensure that all children have access to a high-quality education and that achievement gaps are systematically addressed.

Well-rounded program of instruction to meet the academic needs of all students

- Provide rigorous, TEKS-aligned instruction in all core areas supported by Eduphoria, TEKS Resource System, and Lead4ward tools.
- Ensure access to enrichment and well-rounded opportunities, including CTE, fine arts, physical education, dual credit, and industry-based certifications.
- Incorporate extended learning opportunities such as the enrichment and acceleration period (secondary), STAAR Camp (elementary), The Nest, and tutoring to maximize student achievement.

Identifying students at risk for academic failure

- Apply State Compensatory Education eligibility criteria for identification of at-risk students and supplement with local data analysis.
- Monitor student performance through benchmarks, unit assessments, teacher evaluations, course failures, GPA/credit checks, and attendance/behavior patterns.
- Use early literacy and numeracy screeners, as well as MTSS/SSSP team reviews, to ensure early identification of learning and well-being concerns.

Providing additional assistance to individual students who need help meeting state standards

- Implement a Multi-Tiered System of Supports with Tier 1 high-quality core instruction, Tier 2 targeted small group interventions, and Tier 3 intensive individualized supports.
- Offer inclusion aide support and targeted interventions during regular school hours.
- Provide credit recovery and acceleration opportunities for students requiring remediation.

Strategies to strengthen academic programs & improve school conditions for student learning

- Utilize Professional Learning Communities (PLCs) regularly for lesson planning, data analysis, and intervention alignment.
- Provide high-quality professional development through ESC 17 and in-district training on instructional frameworks, data-driven instruction, and effective teaching strategies.
- Maintain positive school climate through attendance incentives, parent engagement activities, coordinated school health initiatives, and trauma-informed care practices.

Ensuring all children receive high-quality education and closing achievement gaps

- Disaggregate STAAR and local assessment data by student group regularly; set subgroup targets and adjust instruction and supports accordingly.
- Ensure equitable access to effective teachers through updated pay scale adjustments, staffing assignments based on strengths, and professional growth systems.
- Provide specialized supports for emergent bilingual students, special education students, migrant students, and economically disadvantaged populations, supported by federal Title I and SCE funds.

Monitoring cadence and data sources

- State assessments, TAPR, and accountability reports – annually with interim monitoring.
- Local unit assessments and Eduphoria data – reviewed by PLCs each grading cycle.
- Attendance, discipline, and mobility – monitored regularly, with incentives and interventions as needed.
- Parent and community engagement artifacts – documented through Title I meetings, Goals Day, and district/campus activities.

Teacher Quality [ESSA Sec. 1112(b)(2)]:

Lorenzo ISD recognizes that the quality of teaching is the single most important in-school factor impacting student achievement. The district actively monitors staff assignments and credentials to ensure equitable access to effective, experienced, and properly certified teachers, especially for students in high-need areas and in tested STAAR subjects.

Identifying disparities

- Annual review of staffing data, teacher certification status, and assignment history compared with student demographics and needs.
- Monitoring of student groups including low-income, minority, emergent bilingual, migrant, and students receiving special education services.
- Review of teacher evaluation results (TTESS), years of experience, and subject certifications to determine any inequitable patterns.
- Analysis of assignment data to confirm that inexperienced or out-of-field teachers are not concentrated in classrooms serving the highest-need students.

Strategies to address findings

- Place teachers with proper certification and proven teaching skills in classrooms serving the highest-need students and those in tested STAAR subjects.
- Continue to adjust staffing assignments annually to ensure that student groups most at risk are taught by effective, certified teachers.
- Revise and maintain a competitive pay scale designed to attract and retain experienced, high-quality teachers in a rural setting.
- Provide ongoing professional development through ESC 17 and district PLC structures to strengthen instructional practice for all teachers.
- Offer mentoring, coaching, and support for new and developing teachers to build capacity and reduce turnover.
- Use Title I and SCE resources to fund intervention staff and inclusion aides, thereby ensuring classroom teachers can focus on high-quality instruction.

Monitoring teacher equity

- Annual report of assignment patterns, certification areas, and evaluation data to ensure equitable distribution of experienced and effective teachers.
- Superintendent and principals review end-of-year master schedules and staff placement to verify equitable access for all students.
- Ongoing recruitment efforts focused on diversifying the teaching staff and hiring candidates with strong instructional track records.

School Support & Improvement [Sec. 1112(b)(3)]:

N/A

Measure of Poverty [Sec. 1112(b)(4)]:

Lorenzo ISD determines Title I eligibility and rank/serve order through Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program using data from the 2024–2025 school year.

Nature of Title I Programs [Sec. 1112(b)(5)]:

Lorenzo ISD operates a Title I, Part A schoolwide program. Because of the district's high percentage of economically disadvantaged students, Title I services are designed to upgrade the entire instructional program rather than targeting only select students.

Title I funds are used in coordination with State Compensatory Education (SCE) and local funds to support:

- A comprehensive, TEKS-aligned instructional program in all core areas.
- Supplemental instructional staff and paraprofessionals to provide intervention and support for students most at risk.
- Tutorials, regular interventions, afterschool support, and summer learning opportunities.

- Professional development for teachers and instructional aides to strengthen instructional practices and data-driven decision making.
- Parent and family engagement activities, including annual Title I meetings, Goals Day conferences, and ongoing communication.
- Supplemental instructional materials, technology, and progress monitoring tools to enhance student learning and achievement.

This schoolwide approach ensures that all students—particularly those who are economically disadvantaged, migrant, emergent bilingual, or at risk—have equitable access to high-quality instruction, targeted supports, and learning opportunities that close achievement gaps and prepare them for postsecondary success.

Targeted Participants [Sec. 1112(b)(6)]:

N/A

Services to Homeless Children and Youth [Sec. 1112(b)(6)]:

Lorenzo ISD identifies and supports students experiencing homelessness in accordance with the McKinney-Vento Homeless Assistance Act. The district ensures that homeless children and youth have equal access to the same free, appropriate public education as other children and youth and are not segregated or stigmatized due to their homeless status.

Services and procedures include:

- Immediate enrollment of homeless students, even if records such as proof of residency, immunizations, or prior academic documentation are not immediately available.
- Coordination with the district homeless liaison, campus counselor, and administrators to provide wraparound supports.
- Priority access to nutrition services under the Community Eligibility Provision (CEP).
- Assistance with school supplies, instructional materials, and access to technology for instructional use.
- Referral to local agencies and community partners for housing, clothing, healthcare, and counseling support.
- Transportation services arranged as needed to ensure students can attend and remain in their school of origin when it is in the student's best interest.
- Academic interventions, tutorials, and access to afterschool or summer programs to close learning gaps.

Through these coordinated efforts, Lorenzo ISD ensures that homeless students are fully included in all programs and services and that barriers to enrollment, attendance, and academic success are removed.

Parent & Family Engagement Strategy [Sec. 1112(b)(7)]:

Lorenzo ISD values parents and families as essential partners in student success. In accordance with ESSA requirements, the district implements parent and family engagement strategies to meaningfully involve families in the planning, review, and improvement of programs.

Key strategies include:

- Hosting an annual Title I meeting and additional family engagement activities such as Meet the Teacher Night, Goals Days, and other campus events.
- Providing flexible meeting times and formats (in-person and virtual as available) to accommodate family schedules.
- Offering parents timely information about Title I programs, curriculum, assessments, and student progress.
- Ensuring two-way communication through parent-teacher conferences, progress reports, digital platforms, and school social media, with translation provided in Spanish and other languages when practicable.
- Training and supporting parents with materials, resources, and workshops to help them monitor and support their child's academic progress.
- Training staff on the value of parents as equal partners and effective strategies for building strong school-family relationships.
- Reviewing and updating the Parent and Family Engagement Policy and School-Parent Compact annually through the Superintendent's Advisory Council, with input from parents, teachers, and community members.

- Coordinating parent involvement efforts with community partners and ensuring accessibility for all families, including those of migratory and homeless students.

Through these strategies, Lorenzo ISD builds capacity for family engagement, supports parents as active partners in their children's education, and strengthens the shared responsibility for student learning and achievement.

Early Childhood Education Programs and Transition Plans [Sec. 1112(b)(8)]:

Lorenzo ISD provides early learning opportunities that prepare children for success in kindergarten and beyond. The district implements strategies to support smooth transitions from early childhood settings into the elementary program.

Key components include:

- Offering Pre-Kindergarten programs designed to build foundational literacy, numeracy, and social-emotional skills aligned to state early learning guidelines.
- Conducting kindergarten readiness activities such as registration events, orientation sessions, and parent meetings to prepare families and children for the school setting.
- Utilizing screeners and readiness assessments at the beginning of Pre-K and Kindergarten to identify learning needs and provide early interventions.
- Ensuring coordination of services for emergent bilingual, migrant, homeless, and special education students to support a strong transition into the PK-3 continuum.
- Supporting early grade teachers with professional development focused on early literacy, numeracy, and strategies for differentiated instruction.

Through these efforts, Lorenzo ISD builds a strong foundation for student learning, promotes family engagement in early education, and ensures children successfully transition into the elementary program with the skills needed to thrive.

Identification of Eligible Children – Targeted Assistance Program [Sec. 1112(b)(9)]:

N/A

Middle to High School/High School to Postsecondary Transitions [Sec. 1112(b)(10)]:

Lorenzo ISD supports students as they transition from elementary school to the secondary school for postsecondary opportunities. The district's strategies are designed to prepare students for academic success, career readiness, and college pathways.

Key components include:

- Academic advising and course planning beginning in middle school to ensure students are on track for graduation requirements and endorsements.
- Career exploration and guidance through Career Day events, classroom guidance lessons, and counselor-led planning for postsecondary pathways.
- Dual credit and early college opportunities in partnership with higher education institutions to give students a head start on college coursework.
- Industry-based certifications embedded in Career and Technical Education (CTE) programs to provide employable skills prior to graduation.
- College, Career, and Military Readiness (CCMR) initiatives that include exposure to SAT/ACT preparation, financial aid workshops, and military recruiter presentations.
- Individual Graduation Plans (IGPs) developed with students and families, updated annually to guide course selection and career planning.
- Support for special populations, including emergent bilingual, migrant, economically disadvantaged, and special education students, to ensure equitable access to advanced coursework and postsecondary opportunities.
- Parent engagement activities that communicate graduation requirements, college and career readiness resources, and scholarship opportunities.

Through these efforts, Lorenzo ISD ensures that all students graduate confident, prepared, and equipped with the skills, knowledge,

and experiences necessary for success in college, career, or military service.

Discipline Disproportionality [Sec. 1112(b)(11)]:

Lorenzo ISD actively monitors discipline data to ensure equitable treatment of all students and to address any disproportionality by race, ethnicity, disability, economic status, or other subgroup. The district is committed to maintaining a safe, supportive environment that promotes student success while reducing exclusionary discipline practices.

Key strategies include:

- Regular review of PEIMS and campus discipline data to identify patterns, trends, and disproportionality among student groups.
- Use of Positive Behavioral Interventions and Supports (PBIS) and proactive behavior management strategies to reduce referrals and suspensions.
- Implementation of Social-Emotional Learning (SEL) practices and access to counseling services to support student well-being and address root causes of behavior.
- Trauma-informed care training and professional development for staff to promote equitable discipline responses and cultural awareness.
- Parent and family involvement in addressing behavioral concerns through conferences, support plans, and restorative practices.
- Alternative discipline measures such as restorative circles, mentoring, and in-school interventions designed to keep students engaged in learning while addressing behavior.
- Annual training for staff on discipline policy, bullying/harassment prevention, and strategies to reduce exclusionary practices.
- Superintendent and principals review discipline data each semester to monitor progress and make adjustments to ensure fairness and consistency.

Through these strategies, Lorenzo ISD works to eliminate discipline disproportionality, promote equity, and ensure that all students remain engaged in a safe and supportive learning environment.

Coordination and Integration with Career/Technical Education [Sec. 1112(b)(12)]:

Coordination and Integration with Career/Technical Education [ESSA Sec. 1112(b)(12)]

Lorenzo ISD coordinates Title I services with Career and Technical Education (CTE) programs to expand opportunities for students to develop college, career, and military readiness skills. These efforts ensure that all students, particularly those who are economically disadvantaged or at risk of academic failure, are prepared for postsecondary success.

Key strategies include:

- Inclusion of CTE teachers in PLCs to strengthen lesson planning, integrate academic standards, and align instruction with student performance data.
- Supplemental instruction for CTE students, including an embedded tutoring period during the school day and targeted interventions supported by Title I funds.
- Industry-based certification opportunities embedded in CTE courses to increase student employability upon graduation.
- Dual credit partnerships that allow students to earn both high school and college credit in CTE-related fields.
- Collaboration with local businesses and community partners to provide work-based learning, mentorship, and scholarship opportunities.
- Integration of technology and instructional resources funded through Title I to support student achievement in CTE coursework.
- Monitoring of student progress in CTE courses through Eduphoria data, unit assessments, and TAPR indicators.

Through this alignment, Lorenzo ISD ensures that CTE programs are supported by Title I resources and that all students have access to rigorous academic and career-focused learning that prepares them for postsecondary education, careers, and lifelong success.

Other Proposed Uses of Funds [Sec. 1112(b)(13)]:

Lorenzo ISD strategically uses Title I, Part A funds in coordination with State Compensatory Education and local resources to supplement the instructional program and provide equitable access to high-quality learning opportunities. Funds are targeted to support both district- and campus-level priorities identified in the Comprehensive Needs Assessment and District Improvement Plan.

Proposed uses of funds include:

- Additional instructional staff and paraprofessionals to provide interventions, inclusion support, and supplemental instruction for at-risk students.
- Extended learning opportunities, including tutorials, intervention sessions, afterschool programs, and summer learning to accelerate academic growth.
- Professional development through ESC 17 and in-district PLCs to strengthen teacher effectiveness, curriculum alignment, and data-driven instruction.
- Instructional resources and technology such as curriculum supplements, software programs, and progress monitoring tools to support core instruction and interventions.
- Parent and family engagement activities, including Title I meetings, workshops, and communication tools to strengthen home-school connections.
- Student support services, including counseling, mentoring, and wraparound services for homeless, migrant, and other at-risk students.
- School climate and safety initiatives, such as positive behavior supports and attendance incentives, to foster a safe and supportive environment for learning.

These uses of funds align with Lorenzo ISD's goals to increase student achievement, strengthen teacher quality, expand student opportunities, and ensure that all students are prepared for postsecondary success.

Schoolwide Campus ESSA Requirements – Parent & Family Engagement

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]

Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 26 years of age and who meets one or more of the following criteria:

1. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
4. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS as having dropped out of school
10. Is an emergent bilingual student
11. Is in the custody or care of DFPS or has, during the current school year, been referred to DFPS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home, specialized childcare home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.
15. Is enrolled in a school district or open-enrollment charter school that is designated as a dropout recovery school

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

Lorenzo ISD strategically coordinates Title I, Part A resources with State Compensatory Education (SCE) and local funds to strengthen instruction, student supports, and staff capacity. Funds are directed toward areas of highest need as identified in the Comprehensive Needs Assessment, PEIMS staffing reports, and the District Improvement Plan.

Proposed uses of funds include:

- Additional instructional support staff – Title I funds supplement 13.4 FTE educational aides (25.4% of total staff) to provide interventions and classroom support for at-risk students.
- Targeted support in tested areas – Teachers with strong credentials and instructional skills are strategically placed in STAAR-tested subjects and classrooms serving students with the highest needs, supported by Title I resources.
- Professional development – ESC 17 contracts, in-house PLC training, and Lead4ward resources strengthen teacher capacity across experience levels (average 15.2 years statewide experience; 6.4 years with Lorenzo ISD).
- Extended learning opportunities – Tutorials, interventions, summer learning, and credit recovery programs expand instructional time and accelerate academic growth.
- Instructional materials and technology – Title I funds provide supplemental curriculum resources, software, and assessment tools aligned with TEKS and district pacing.
- Parent and family engagement – Funding supports annual Title I meetings, Goals Day conferences, training resources, and communication tools to strengthen family-school partnerships.
- School climate and safety initiatives – Attendance incentives, positive behavior supports, and wraparound services help ensure students remain engaged in safe, supportive environments.

Through these coordinated investments, Lorenzo ISD maximizes the impact of federal, state, and local funds to improve teaching and learning, reduce barriers for economically disadvantaged students, and close achievement gaps across all student groups.

The process we use to identify students at-risk is:

Lorenzo ISD follows the guidelines in Texas Education Code §29.081 to identify and serve students who qualify for State Compensatory Education (SCE) services. A student is determined eligible when one or more of the 13 state-defined at-risk indicators are met. These indicators include factors such as poor academic performance, failing state assessments, being retained in grade, excessive absences, or other conditions defined in law that may put a student at risk of dropping out of school.

The identification process is conducted through a review of district and state assessment data, classroom performance, attendance records, discipline data, and other documentation as appropriate. Once identified, the student is coded as at-risk in the district's student information system and included in the SCE program.

SCE services are designed to accelerate student learning and close achievement gaps. Interventions may include supplemental instruction, small-group or one-on-one tutoring, academic counseling, mentoring, and targeted instructional resources. The campus intervention team or designated committee monitors student progress regularly and ensures that services are aligned to specific needs.

Parents are informed of the student's eligibility for SCE services, and the program is implemented with documentation of services provided, progress monitoring, and evaluation of effectiveness. This process ensures that SCE resources are allocated to students who are most in need of academic intervention and support, consistent with state and federal requirements.

The process we use to exit students from the SCE program who no longer qualify is:

Lorenzo ISD follows the state-defined process for exiting students from the State Compensatory Education (SCE) program. Eligibility for SCE services is determined using the 13 state-defined at-risk indicators outlined in Texas Education Code §29.081. Students are reviewed annually to determine continued need for SCE support.

A student may be exited from the SCE program once data indicates the student no longer meets any of the state-defined at-risk criteria. The review process includes examination of academic performance, state assessment results, classroom grades, attendance records, and teacher input. Documentation of the student's progress toward grade-level expectations is maintained.

The decision to exit a student is made by the campus intervention team or a designated review committee, ensuring consistency with state guidelines and district procedures. Parents are notified when a student is exited from the program, and student records are updated accordingly. This process ensures that SCE resources are directed toward students who demonstrate the greatest need for academic intervention and support.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures
------------------	--------------------

Subtotal of additional federal funds included for this school: \$142,843

State or Local Programs	Total Expenditures
-------------------------	--------------------

Subtotal of state or local funds included for this school: \$4,079,748

Total of federal, state, and/or local funds for this school: \$4,222,591

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Lorenzo ISD is a small, rural district in Crosby County serving 206 students in 2024-25. The district continues to face challenges common to rural Texas schools, including declining enrollment, limited local resources, and a high concentration of economically disadvantaged students. Over the last ten years, Lorenzo ISD has experienced a steady loss of enrollment, a trend that threatens the district's sustainability and limits programmatic opportunities for students.

The district student population is predominantly Hispanic (80.3%), with 88.8% identified as economically disadvantaged, 14.6% in Special Education, and 9.2% English Learners. Mobility remains high at 19.1%, and 60.7% of students are identified as At-Risk. These demographic realities underscore the need for intensive academic and social supports to ensure equitable access to success.

Academic performance shows both areas of growth and persistent challenges. The district's overall TEA accountability rating has improved from a C (74 in 2022-23, 77 in 2023-24) to a B (82 in 2024-25). Domains for Student Achievement and School Progress both scored at the B level, while Closing the Gaps remained at a C, reflecting ongoing disparities for key student groups such as Special Education, EB/EL, and Migrant students. STAAR results show stability at the Approaches level, slight growth at Meets, but a decline at Masters across subjects. College, Career, and Military Readiness (CCMR) indicators, however, improved significantly, reaching 82.4% in 2022-23, signaling progress in preparing students for life beyond high school.

District-level threats compound these academic challenges. Lorenzo ISD is currently operating under a second consecutive year of a deficit budget, while also facing millions of dollars in deferred building maintenance needs. Declining enrollment places further pressure on the district's financial position, especially as fixed costs increase. Recruiting and retaining staff is increasingly difficult due to the district's remote location, a lack of affordable housing, and a quality of life that is not competitive with nearby Lubbock or surrounding communities. Vacancies remain harder to fill, impacting instructional consistency and the ability to expand student opportunities.

Despite these challenges, Lorenzo ISD has key strengths to build upon. The district maintains a 100% graduation rate and strong student participation in dual credit and industry certification pathways. Attendance remains stable, and efforts to incentivize student attendance continue to reduce chronic absenteeism. Students benefit from small class sizes, which allow for personalized instruction, and staff demonstrate strong commitment to professional learning and student success.

Moving forward, the district must address both academic and organizational needs. Instructionally, the priority is to raise the percentage of students achieving at the Meets and Masters levels on STAAR while closing achievement gaps for underserved populations. Organizationally, the district must contend with the financial reality of a shrinking enrollment base, ongoing facility demands, and competitive disadvantages in staffing and community infrastructure.

The Lorenzo ISD Strategic Design Framework provides direction, emphasizing the importance of partnerships, public relations, belonging, student opportunities, and post-secondary readiness. These goals align closely with the needs identified in this assessment. Strategic connections with local partners, effective communication of district successes, expansion of student learning pathways, and a renewed focus on belonging and engagement will be critical in addressing both the academic and systemic challenges that Lorenzo ISD faces.

In summary, Lorenzo ISD is a district demonstrating resilience and improvement in student outcomes while confronting serious systemic threats that could impact long-term viability. This Comprehensive Needs Assessment identifies the dual challenge of strengthening academic achievement and addressing financial, staffing, and facility threats, all of which must be considered in shaping the 2025-2026 District Improvement Plan.

Demographics

Overall Summary

The district student population is predominantly Hispanic (80.3%), with 88.8% identified as economically disadvantaged, 14.6% in Special Education, and 9.2% English Learners. Mobility remains high at 19.1%, and 60.7% of students are identified as At-Risk. These demographic realities underscore the need for intensive academic and social supports to ensure equitable access to success.

Summary of Strengths

What were the identified strengths?

Lorenzo ISD has improved its overall TEA accountability rating to a B (82) in 2024-25, showing steady academic progress.

The district continues to demonstrate a 100% graduation rate, ensuring that all students complete high school successfully. College, Career, and Military Readiness indicators have risen to 82.4%, reflecting strong growth in dual credit and industry certification opportunities.

Student Achievement and School Progress domains both earned B ratings, indicating consistent improvement across grade levels.

Attendance rates remain stable, supported by incentive programs and parental engagement.

Small class sizes allow for more personalized instruction and stronger teacher-student relationships.

The district benefits from a dedicated and close-knit staff committed to professional learning and student success.

Lorenzo ISD also maintains strong community traditions that reinforce a culture of pride and support for its schools.

Summary of Needs

What were the identified needs?

Masters-level performance on STAAR has declined across subjects, leaving too few students reaching advanced achievement levels.

Special Education, EB/EL, and Migrant students continue to underperform, contributing to ongoing equity gaps.

Elementary reading and science scores remain weaker than other subject areas, particularly in grades 3–5.

The district is facing a second consecutive year of a deficit budget, which limits resources for instruction and programs.

Aging facilities require millions of dollars in maintenance, creating financial strain and safety concerns.

Teacher recruitment and retention are increasingly difficult due to the district's rural location, housing shortages, and limited local amenities.

Declining enrollment over the past decade threatens both funding stability and program viability.

The Closing the Gaps domain remains at a C rating, reflecting persistent disparities among student subgroups.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The priorities for Lorenzo ISD in 2025-2026 focus on raising student performance, closing achievement gaps, and addressing systemic challenges that impact instruction and equity. The primary academic priority is to increase the percentage of students achieving at the Meets and Masters levels on STAAR across all grade levels, with targeted emphasis on elementary reading, mathematics, and science. A second academic priority is to provide intensive, differentiated supports for Special Education, Emergent Bilingual, Migrant, and At-Risk students, ensuring equity of opportunity and progress in the Closing the Gaps domain.

Federal and state program funds will be used strategically to support these priorities. Title I funds will provide supplemental resources for tutoring, intervention programs, and professional development to strengthen instructional practices. Title II funds will be directed toward high-quality teacher training and recruitment efforts to address staffing shortages and improve instructional capacity. Title III funds will support services and resources for English Learners, including bilingual and ESL instructional materials and family engagement initiatives. IDEA funds will continue to support specialized instruction, intervention, and resources for students receiving Special Education services.

In addition to instructional supports, funds will also be used to sustain Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RtI) processes that provide data-driven interventions and progress monitoring. Federal program resources will further support parent and family engagement opportunities to strengthen home-school partnerships, particularly in attendance improvement and college and career readiness.

Ultimately, Lorenzo ISD's funding priorities are centered on ensuring that every student is prepared for success, both academically and beyond high school, while addressing the systemic barriers of poverty, mobility, and staffing challenges that affect student outcomes.

Student Achievement

Overall Summary

Student achievement in Lorenzo ISD reflects both areas of growth and continued challenges. The district's accountability rating improved to a B (82) in 2024-25, with the Student Achievement domain earning a B (84). This reflects steady progress compared to prior years, where the district held C ratings. Across all tested subjects, students continue to perform at or near state averages at the Approaches level, and small gains have been made at the Meets standard. However, performance at the Masters level declined across reading, mathematics, and science, indicating that while students are reaching basic proficiency, fewer are demonstrating advanced mastery of content.

Elementary grades continue to reflect lower performance in reading, math, and science, with fewer students meeting or exceeding grade-level standards compared to district averages. Secondary results are more stable, with particularly strong outcomes in U.S. History and Biology at the Approaches level, and improvement in English II performance at the Meets standard. Dual credit participation and industry certifications have contributed to higher College, Career, and Military Readiness (CCMR), which rose from 68.8% in 2021-22 to 82.4% in 2022-23. This progress demonstrates success in preparing students for post-secondary opportunities, though disparities remain among Special Education, Emergent Bilingual, and Migrant students.

Overall, Lorenzo ISD demonstrates strong graduation rates, steady improvement in accountability ratings, and growth in post-secondary readiness, yet must focus on raising achievement at the Meets and Masters levels, particularly in early grade literacy and mathematics, while closing gaps for student subgroups who continue to perform below their peers.

Summary of Strengths

What were the identified strengths?

Lorenzo ISD improved its overall accountability rating to a B (82) in 2024-25, with the Student Achievement domain earning a B (84).

The district continues to maintain a 100% graduation rate, ensuring all students complete high school successfully.

College, Career, and Military Readiness increased to 82.4%, reflecting strong growth in dual credit and industry certification opportunities.

Performance at the Approaches level across tested subjects remains stable and near state averages.

Secondary results in U.S. History and Biology are consistently strong at the Approaches level.

English II scores improved at the Meets level, showing progress in secondary ELA performance.

Dual credit participation has expanded, giving more students access to advanced coursework and post-secondary preparation.

Small class sizes allow for more individualized instruction and support for struggling students.

Summary of Needs

What were the identified needs?

Masters-level performance declined across reading, mathematics, and science, showing that too few students are reaching advanced levels of achievement.

Elementary students in grades 3–5 continue to struggle in math, reading, and science, with lower percentages meeting grade-level expectations.

Special Education, Emergent Bilingual, and Migrant students consistently perform below district and state averages.

Closing the Gaps remains rated at a C, reflecting persistent disparities among student subgroups.

Mathematics performance is stagnant, with limited growth at the Meets and Masters levels across multiple grade levels.

Early literacy remains a concern, as foundational reading skills in lower grades are not translating into higher mastery rates.

Science outcomes declined at both elementary and secondary levels, particularly in the percentage of students meeting and mastering standards.

Overall, student achievement shows stability at the Approaches level but lacks sufficient growth at the Meets and Masters levels needed to drive long-term success.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

District Processes & Programs

Overall Summary

Lorenzo ISD will prioritize raising the percentage of students performing at the Meets and Masters levels on STAAR, with a focus on elementary reading, mathematics, and science. Targeted interventions and supports for Special Education, Emergent Bilingual, and Migrant students will be implemented to close achievement gaps and improve performance in the Closing the Gaps domain. Federal and state funding will be used to provide supplemental tutoring, intervention programs, and professional development through Title I and Title II, specialized services for Emergent Bilinguals through Title III, and targeted resources for Special Education through IDEA. In addition, the district is implementing the Strong Foundations Grant for ELA to strengthen early literacy, the P-TECH Grant to expand post-secondary readiness opportunities, and the Texas Rural Pathways Grants to develop medical and welding career pathways that prepare students for both college and workforce success.

Summary of Strengths

What were the identified strengths?

Lorenzo ISD has established strong professional learning structures, including Professional Learning Communities, that allow staff to analyze data and align instruction to student needs. The district's NEST program provides critical academic and social-emotional support for students, helping address individual barriers to success through targeted interventions. Implementation of AVID strategies has strengthened college and career readiness by promoting student engagement, organizational skills, and goal-setting across grade levels. Attendance incentive programs and parental engagement initiatives contribute to steady attendance rates and reduced chronic absenteeism. Small class sizes and the presence of instructional aides in elementary classrooms enhance opportunities for individualized instruction and student support. Dual credit and certification programs continue to expand, ensuring that students have access to rigorous coursework and career preparation. Finally, the district has cultivated a collaborative culture among staff, with a focus on continuous improvement and alignment to district goals.

Summary of Needs

What were the identified needs?

While Lorenzo ISD has built effective support systems such as NEST and AVID, several program and process needs remain. The district must strengthen consistency in instructional practices to ensure that all students, especially those in Special Education, Emergent Bilingual, and Migrant programs, receive differentiated instruction aligned to their needs. Greater alignment of curriculum and interventions across grade levels is necessary to build stronger foundations in reading, mathematics, and science. Although AVID has improved readiness skills, expansion of its strategies into all classrooms is needed to maximize impact. The NEST program requires additional resources and staff training to meet the growing social-emotional and academic needs of students, particularly those identified as At-Risk. Processes for monitoring and documenting the effectiveness of interventions through MTSS and RtI must be refined to ensure timely adjustments and accountability. Limited staffing and difficulty filling vacancies have created gaps in program implementation, making it challenging to sustain all supports at the intended level. Finally, while professional learning opportunities are valued, the district needs more ongoing, job-embedded training connected directly to classroom instruction and student outcomes.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Lorenzo ISD will prioritize strengthening the consistency and effectiveness of instructional practices across all classrooms, ensuring that strategies such as AVID are implemented with fidelity to increase student engagement and college readiness. The district will expand the capacity of the NEST program to provide both academic and social-emotional supports, aligning with the Strategic Plan's call to foster belonging and strengthen systems of support. Professional learning will remain a priority, with an emphasis on job-embedded training connected directly to curriculum alignment, differentiation, and intervention strategies.

Processes for monitoring interventions through MTSS and RtI will be refined to ensure that student progress is closely tracked, and that supports are adjusted in a timely and responsive manner. Federal and state program funds will be strategically allocated to sustain and expand these efforts. Title I funds will be used to support supplemental instruction, intervention resources, and staffing for the NEST program. Title II funds will be directed toward professional development, coaching, and training to strengthen instructional practices and AVID implementation. Title III funds will provide additional instructional materials and resources to support Emergent Bilingual students within core programs. IDEA funds will continue to strengthen Special Education services and provide targeted supports to students with disabilities. Additionally, the district's Strong Foundations Grant will be used to enhance ELA curriculum and instruction, while the P-TECH and Texas Rural Pathways Grants will expand post-secondary opportunities by creating medical and welding career pathways for students.

By aligning these resources with district strengths and addressing identified needs, Lorenzo ISD will ensure that programs and processes not only close gaps but also create opportunities for student growth, leadership, and long-term success.

Perceptions

Overall Summary

A number of community and staff perceptions about Lorenzo ISD reflect true realities the district must address. It is widely perceived that Lorenzo ISD is a shrinking district, and this is a reality as enrollment has steadily declined over the past decade, reducing resources and program options. There is also a perception that the district faces financial strain, and this too is reality, as Lorenzo ISD is now in its second year of operating under a deficit budget while carrying millions of dollars in deferred maintenance costs for its facilities. Another common perception is that staffing is difficult to sustain, and this is evident in the district's ongoing challenges to recruit and retain qualified teachers due to its remote location, lack of affordable housing, and limited amenities compared to neighboring communities such as Lubbock.

Within the academic realm, there is a perception that too few students are reaching higher levels of achievement on STAAR, and this is validated by data showing declining performance at the Masters level across multiple subjects. At the same time, perceptions of strength are also grounded in reality: the district's graduation rate remains at 100%, College, Career, and Military Readiness indicators are rising, and programs such as AVID, NEST, and dual credit are providing students with meaningful opportunities to succeed. It is further perceived that Lorenzo ISD provides a close-knit learning environment where students are known by name and supported by dedicated staff, and this is a reality reflected in small class sizes and strong relationships between teachers and students.

Summary of Strengths

What were the identified strengths?

Lorenzo ISD is widely perceived as a small and close-knit district where students are known individually and cared for by staff, and this perception is grounded in reality. Families and community members see the district as a safe and supportive environment that emphasizes relationships and personal attention. The perception that Lorenzo ISD graduates are well prepared for life after high school is supported by a 100% graduation rate and steady growth in College, Career, and Military Readiness. Stakeholders recognize the district's commitment to innovative programs such as AVID, NEST, dual credit opportunities, and new career pathways, viewing them as evidence that even a small rural district can provide strong post-secondary preparation. Another strength from a perceptions standpoint is the belief that the district values hard work, persistence, and community pride, all of which are reflected in school traditions, attendance initiatives, and staff dedication. Finally, there is a shared perception that Lorenzo ISD staff go above and beyond for students, and this is confirmed by the willingness of teachers and administrators to take on multiple roles to meet student needs.

Summary of Needs

What were the identified needs?

Lorenzo ISD's overall needs are centered on raising student achievement while addressing systemic challenges that affect long-term district stability. Academically, the district must increase the percentage of students performing at the Meets and Masters levels on STAAR, with particular focus on early literacy, mathematics, and science. Achievement gaps among Special Education, Emergent Bilingual, Migrant, and At-Risk students remain significant, and targeted interventions, differentiation, and progress monitoring are needed to ensure equity of outcomes.

Programmatically, the district requires greater consistency in the implementation of instructional practices, curriculum alignment, and intervention systems such as MTSS and RtI, as well as expansion of proven initiatives like AVID and the NEST program. Professional development must be job-embedded and directly tied to classroom practice to support instructional effectiveness across all grade levels.

From an organizational perspective, Lorenzo ISD faces pressing financial and operational needs. Enrollment has steadily declined over the past decade, creating funding instability and limiting program options. The district is in its second year of a deficit budget and faces millions of dollars in deferred facility maintenance, putting additional strain on resources. Recruiting and retaining qualified staff continues to be a challenge due to the district's rural location, limited housing availability, and a quality of life that is less competitive than neighboring communities such as Lubbock.

Taken together, these needs point to a dual challenge: raising academic achievement and closing gaps for students, while also ensuring financial stability, sustainable staffing, and adequate facilities. Addressing these needs will require strategic use of federal and state program funds, alignment with the district's Strategic Design Framework, and continued investment in innovative programs that prepare all Lorenzo ISD students for success beyond high school.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Lorenzo ISD will prioritize raising student achievement at the Meets and Masters levels on STAAR, particularly in early literacy, mathematics, and science.

Targeted interventions will be implemented to close gaps for Special Education, Emergent Bilingual, Migrant, and At-Risk students through MTSS and RtI processes.

Title II funds will be used for professional development, coaching, and training to strengthen teacher capacity and instructional quality.

Title III funds will support resources and instructional services for Emergent Bilingual students and family engagement for multilingual households.

IDEA funds will be used to provide specialized services, interventions, and instructional supports for students receiving Special Education.

The district will continue implementing the Strong Foundations Grant to strengthen ELA instruction and early literacy outcomes.

The district will implement P-TECH Grant programs to expand career and technical education pathways, including dual credit and industry certification opportunities.

The district will implement the Texas Rural Pathways Grants to provide medical and welding career pathways, preparing students for both college and workforce readiness.

Lorenzo ISD will prioritize expanding opportunities for student leadership, school pride, and a strong sense of belonging, supported by federal and state program resources to build engagement and improve attendance.

Additional Information

The challenge before both staff and students in Lorenzo ISD is to embrace the mindset of Rise, Lead, Succeed as more than a theme, it must become a way of approaching every day. To Rise means that we commit to stepping up to challenges, serving where we are needed, and supporting one another as a team. To Lead means understanding that leadership is not limited to titles or positions; every student and staff member has the ability to lead through listening, collaborating, and modeling positive behaviors. To Succeed means recognizing that student success depends on the collective success of the district, which requires staff growth, openness to new learning, and a shared commitment to continuous improvement.

By embracing Rise, Lead, Succeed, the district establishes a shared compass to guide decision-making, instruction, and relationships. This framework challenges staff to stretch their professional practice and challenges students to take ownership of their learning and behavior. It also provides a unifying message for the district: that every action we take should contribute to lifting each other up, building leadership in every classroom, and achieving success that prepares students for their future.

Duties and Responsibilities of Security Personnel

The Board of Trustees of Lorenzo ISD designates the following responsibilities for school district peace officers, school resource officers, and security personnel, aligned with Texas Education Code § 37.081 and House Bill 3:

1. Primary Law Enforcement Role:

Officers shall focus exclusively on law enforcement duties, including protecting the safety and welfare of individuals and district property.

Routine disciplinary or administrative duties shall remain under the purview of school staff.

2. Qualified Armed Security Presence:

At least one armed security officer (school district peace officer, SRO, or commissioned peace officer) shall be present during regular school hours on each campus.

In cases of funding or staffing constraints, alternative security models (e.g., trained school marshal) may be deployed per approved exception procedures.

3. Training Requirements:

All armed security personnel must complete TCOLE-approved active shooter response training every four years.

4. Coordination with Campus Staff:

The allocation of duties will be coordinated with campus behavior coordinators and administrative staff to ensure clear role delineation and efficient division of responsibilities.

5. Inclusion in District Governance Documents:

The outlined duties are formally included in the District Improvement Plan, the Student Code of Conduct, MOUs, and other relevant policy documents.

Dating Violence Policy

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation. Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at website link. [See policy FFH for more information, <https://pol.tasb.org/PolicyOnline?key=1232>.]

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures, in the 2025-2026 Lorenzo ISD Student Handbook on page 44.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults,
- Name-calling, Put-downs,
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student - Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselor's office has information about the dangers of dating violence and resources for seeking help. For more information

on dating violence, see: - Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>) - The CDC's Preventing Teen Dating Violence

(<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>) See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 28 of the 2025-2026 Student Handbook.

Sexting Policy and Consequences

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting", will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student.

We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting. In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor. Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

<https://txssc.txstate.edu/tools/>

HB3 Implementation: Early Childhood and CCMR 2025-2026 Board-Adopted Goals

2025-2026 Board-Adopted Goals for HB3 Implementation: Early Childhood and CCMR:

1. Reading: The percentage of 3rd grade students scoring Meets Grade Level or above on the STAAR Reading assessment will increase from 18% in June 2025 to 33% by June 2030.
2. Mathematics: The percentage of 3rd grade students scoring Meets Grade Level or above on the STAAR Mathematics assessment will increase from 0% in June 2025 to 20% by June 2030.
3. College, Career, and Military Readiness (CCMR): The percentage of graduates meeting CCMR criteria will remain at 100%, sustaining this level from August 2025 (2024 graduates) through August 2030 (2029 graduates).

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2021-22		2022-23		2023-24	
Early Education		%	1	0.40%	2	0.90%
Pre-Kindergarten	14	5.90%	10	4.20%	11	5.10%
Kindergarten	17	7.20%	14	5.90%	8	3.70%
Grade 1	18	7.60%	16	6.70%	15	7.00%
Grade 2	15	6.30%	18	7.50%	15	7.00%
Grade 3	14	5.90%	10	4.20%	14	6.50%
Grade 4	14	5.90%	17	7.10%	9	4.20%
Grade 5	16	6.80%	12	5.00%	17	7.90%
Grade 6	17	7.20%	19	7.90%	11	5.10%
Grade 7	17	7.20%	20	8.40%	17	7.90%
Grade 8	25	10.50%	20	8.40%	23	10.70%
Grade 9	17	7.20%	25	10.50%	15	7.00%
Grade 10	15	6.30%	23	9.60%	25	11.60%
Grade 11	21	8.90%	16	6.70%	18	8.40%
Grade 12	17	7.20%	18	7.50%	15	7.00%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2021-22		2022-23		2023-24	
All Students	237	100%	239	100%	215	100%
American Indian or Alaska Native		%	0	0.00%	0	0.00%
Asian		%	0	0.00%	0	0.00%
Black or African American	12	5.10%	17	7.10%	12	5.60%
Hispanic/Latino	183	77.20%	192	80.30%	173	80.50%
Native Hawaiian/Other Pacific		%	0	0.00%	0	0.00%
Two or More Races	2	0.80%	2	0.80%	0	0.00%
White	40	16.90%	28	11.70%	30	14.00%
Economically Disadvantaged	194	81.90%	191	79.90%	191	88.80%
At-Risk	139	58.60%	145	60.70%	123	57.20%
Special Education	18	7.60%	19	7.90%	15	7.00%

Attendance and Annual Dropout Rate

Attendance Rate				
Student Group	2020-21	2021-22	2022-23	
All Students	92.6	93.9	94.1	
Male	90.5	93.2	93.7	
Female	94.5	94.6	94.5	
Hispanic/Latino	92.4	93.6	94.1	
Black or African American		93.8	91.4	
White	93.8	95.2	95.8	
Economically Disadvantaged	92.2	93.6	93.7	
English Language Learner	89.3	91.9	94	
Special Education	88.7	92.3	92.8	
At-Risk	92	93.3	93.6	

Annual Dropout Rate				
Student Group	Grade Level	2020-21	2021-22	2022-23
All Students	7-8		0	0
	9-12		0	0
Male	7-8		0	0
	9-12		0	0
Female	7-8		0	0
	9-12		0	0
Hispanic/Latino	7-8		0	0
	9-12		0	0
	9-12		0	0
	9-12		0	0
Economically Disadvantaged	7-8		0	0
	9-12		0	0
Special Education	7-8		0	0
	9-12		0	0
At-Risk	7-8		0	0
	9-12		0	0

Annual and Total Graduates

Annual Graduates						
Subgroup	2020-21		2021-22		2022-23	
All Students	17	100%	16	100%	17	100%
African American		%	1	6.30%	1	5.90%
Asian		%	0	0.00%	0	0.00%
Hispanic	14	82.40%	13	81.30%	14	82.40%
Two or More		%	0	0.00%	0	0.00%
American Indian		%	0	0.00%	0	0.00%
Pacific Islander		%	0	0.00%	0	0.00%
White	3	17.60%	2	12.50%	2	11.80%
Economically Disadvantaged	12	70.60%	13	81.30%	12	70.60%
At-Risk	8	47.10%	6	37.50%	4	23.50%
English Language Learner		%	2	12.50%	0	0.00%
Special Education	4	23.50%	4	25.00%	2	11.80%

Total Graduates (All Students)						
Graduate Type	20-21		21-22		22-23	
Recommended High School Program/ Distinguished Achievement Program		%	0	0.00%	0	0.00%
Foundation High School Program (Distinguished Levels of Achievement)	14	82.40%	10	62.50%	15	88.20%
Foundation High School Program (Endorsement)		%	3	18.80%	1	5.90%
Foundation High School Program (No Endorsement)	3	17.60%	3	18.80%	1	5.90%
Minimum High School Program		%	0	%	0	0.00%

Reading

2022-23 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	
	3	9	1341	6	67	3	33	2	22	0	0
	4	16	1434	8	50	8	50	3	19	0	0
	5	12	1512	3	25	9	75	4	33	0	0
	6	17	1625	5	29	12	71	8	47	2	12
	7	18	1594	7	39	11	61	4	22	3	17
	8	19	1650	5	26	14	74	6	32	2	11

2023-24 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	
	3	16	1333	12	75	4	25	3	19	0	0
	4	10	1399	7	70	3	30	0	0	0	0
	5	17	1477	8	47	9	53	3	18	0	0
	6	13	1594	3	23	10	77	3	23	0	0
	7	18	1667	4	22	14	78	12	67	6	33
	8	22	1647	7	32	15	68	8	36	0	0

2024-25 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
#	%	#	%	#	%	#	%	#	%	#	%

	3	11	1344	5	45	6	55	2	18	0	0
	4	13	1436	5	38	8	62	2	15	0	0
	5	11	1426	9	82	2	18	1	9	0	0
	6	16	1550	6	38	10	63	5	31	0	0
	7	11	1602	2	18	9	82	2	18	0	0
	8	14	1632	5	36	9	64	6	43	2	14

2022-23 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	7	1293	6	86	1	14	0	0	0	0
	4	12	1414	7	58	5	42	2	17	0	0
	5	10	1514	2	20	8	80	3	30	0	0
	6	13	1612	4	31	9	69	5	38	1	8
	7	15	1586	6	40	9	60	3	20	3	20
	8	16	1665	3	19	13	81	5	31	2	13

2023-24 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	14	1320	11	79	3	21	2	14	0	0
	4	8	1372	7	88	1	13	0	0	0	0
	5	11	1464	5	45	6	55	2	18	0	0
	6	10	1586	3	30	7	70	2	20	0	0
	7	14	1652	3	21	11	79	9	64	4	29
	8	16	1644	6	38	10	63	6	38	0	0

2024-25 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Hispanic/ Latino	3	10	1329	5	50	5	50	1	10	0	0
	4	12	1420	5	42	7	58	1	8	0	0
	5	7	1377	7	100	0	0	0	0	0	0
	6	12	1545	5	42	7	58	3	25	0	0
	7	9	1600	2	22	7	78	2	22	0	0
	8	12	1611	5	42	7	58	5	42	1	8
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	2									
	8	2									
Black or African American	7	1									
	8	2									
Black or African American	3	1									
	8	1									

White	3	1									
	4	4									
	5	2									
	6	4									
	7	1									
	8	1									
White	3	2									
	4	1									
	5	6	1501	3	50	3	50	1	17	0	0
	6	2									
	7	3									
	8	4									
White	4	1									
	5	3									
	6	4									
	7	2									
	8	1									
Two or More Races	3	1									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
2022-23 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters				
				# %	# %	# %	# %				

	3	7	1318	5	71	2	29	1	14	0	0
	4	12	1410	8	67	4	33	2	17	0	0
	5	8	1495	2	25	6	75	2	25	0	0
	6	12	1632	3	25	9	75	6	50	1	8
	7	16	1583	7	44	9	56	3	19	2	13
	8	16	1628	5	31	11	69	4	25	1	6

2023-24 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Economically Disadvantaged	3	14	1304	12	86	2	14	1	7	0	0
	4	10	1399	7	70	3	30	0	0	0	0
	5	15	1458	8	53	7	47	2	13	0	0
	6	9	1577	3	33	6	67	1	11	0	0
	7	15	1639	4	27	11	73	9	60	4	27
	8	21	1646	7	33	14	67	8	38	0	0

2024-25 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Economically Disadvantaged	3	11	1344	5	45	6	55	2	18	0	0
	4	10	1425	4	40	6	60	1	10	0	0
	5	10	1424	8	80	2	20	1	10	0	0
	6	14	1530	6	43	8	57	3	21	0	0
	7	9	1605	2	22	7	78	2	22	0	0
	8	10	1590	5	50	5	50	3	30	1	10

Limited English Proficient	3	2									
	4	1									
	5	1									
	6	1									
	7	1									
	8	3									
Limited English Proficient	3	1									
	4	3									
	5	2									
	6	1									
	7	1									
	8	2									
Limited English Proficient	3	2									
	4	1									
	5	3									
Special Education	3	1									
	4	1									
	5	1									
	6	0									
	7	2									
	8	4									
Special Education	3	4									
	4	1									
	5	3									
	6	2									
	7	3									
	8	2									
Special Education	3	2									

	4	2									
	5	3									
	6	4									
	7	3									
	8	4									
At_Risk	3	5	1270	5	100	0	0	0	0	0	0
	4	4									
	5	4									
	6	3									
	7	3									
	8	3									

2024-25 Reading STAAR Results

Student Group										
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters
	#	%	#	%	#	%	#	%	#	%
	3	4								
	4	8	1381	5	63	3	38	0	0	0
	5	8	1378	8	100	0	0	0	0	0
	6	11	1513	6	55	5	45	3	27	0
	7	4								
	8	10	1606	4	40	6	60	4	40	0

English I

2022-23 English I STAAR Results						
Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

			#	%	#	%	#	%	#	%
All Students	25	3903	10	40	15	60	11	44	3	12
Hispanic/ Latino	22	3983	8	36	14	64	10	45	3	14
Economically Disadvantaged	18	3894	8	44	10	56	9	50	3	17

2023-24 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	17	3984	7	41	10	59	7	41	3	18
Hispanic/ Latino	13	4051	4	31	9	69	6	46	2	15
Economically Disadvantaged	15	3869	7	47	8	53	5	33	2	13

2024-25 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	25	4126	8	32	17	68	12	48	6	24
Hispanic/ Latino	18	4044	7	39	11	61	6	33	4	22
White	6	4457	0	0	6	100	6	100	2	33
Economically Disadvantaged	22	4063	8	36	14	64	9	41	4	18

English II

2022-23 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	18	3842	4	22	14	78	5	28	0	0
Hispanic/ Latino	13	3849	2	15	11	85	4	31	0	0
Black or African American	5	3824	2	40	3	60	1	20	0	0
Economically Disadvantaged	13	3788	4	31	9	69	4	31	0	0

2023-24 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	25	4028	7	28	18	72	13	52	0	0
Hispanic/ Latino	20	4032	5	25	15	75	10	50	0	0
White	5	4009	2	40	3	60	3	60	0	0
Economically Disadvantaged	19	4059	4	21	15	79	11	58	0	0
Special Education	5	3674	4	80	1	20	1	20	0	0
At_Risk	6	3833	3	50	3	50	2	33	0	0

2024-25 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	15	4047	6	40	9	60	6	40	2	13
Hispanic/ Latino	13	4014	5	38	8	62	5	38	1	8
Economically Disadvantaged	11	3956	5	45	6	55	3	27	1	9

Mathematics

2022-23 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	3	9	1312	6	67	3	33	1	11	0	0
	4	16	1413	12	75	4	25	0	0	0	0
	5	12	1540	6	50	6	50	3	25	0	0
	6	17	1694	3	18	14	82	5	29	2	12
	7	18	1715	9	50	9	50	3	17	1	6
	8	19	1813	7	37	12	63	6	32	0	0

2023-24 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	3	16	1333	12	75	4	25	3	19	0	0
	4	10	1399	7	70	3	30	0	0	0	0
	5	17	1477	8	47	9	53	3	18	0	0
	6	13	1594	3	23	10	77	3	23	0	0
	7	18	1667	4	22	14	78	12	67	6	33
	8	22	1647	7	32	15	68	8	36	0	0

2024-25 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	11	1344	5	45	6	55	2	18	0	0
	4	13	1436	5	38	8	62	2	15	0	0
	5	11	1426	9	82	2	18	1	9	0	0
	6	16	1550	6	38	10	63	5	31	0	0
	7	11	1602	2	18	9	82	2	18	0	0
	8	14	1632	5	36	9	64	6	43	2	14

2022-23 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Hispanic/ Latino	3	7	1292	5	71	2	29	0	0	0	0
	4	12	1402	10	83	2	17	0	0	0	0
	5	10	1527	5	50	5	50	2	20	0	0
	6	13	1681	2	15	11	85	3	23	1	8
	7	15	1719	8	53	7	47	3	20	1	7
	8	16	1814	6	38	10	63	5	31	0	0

2023-24 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Hispanic/ Latino	3	14	1320	11	79	3	21	2	14	0	0
	4	8	1372	7	88	1	13	0	0	0	0
	5	11	1464	5	45	6	55	2	18	0	0
	6	10	1586	3	30	7	70	2	20	0	0
	7	14	1652	3	21	11	79	9	64	4	29
	8	16	1644	6	38	10	63	6	38	0	0

2024-25 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Hispanic/ Latino	3	10	1329	5	50	5	50	1	10	0	0
	4	12	1420	5	42	7	58	1	8	0	0
	5	7	1377	7	100	0	0	0	0	0	0
	6	12	1545	5	42	7	58	3	25	0	0
	7	9	1600	2	22	7	78	2	22	0	0
	8	12	1611	5	42	7	58	5	42	1	8
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	2									
	8	2									
Black or African American	7	1									
	8	2									
Black or African American	3	1									
	8	1									

White	3	1									
	4	4									
	5	2									
	6	4									
	7	1									
	8	1									
White	3	2									
	4	1									
	5	6	1501	3	50	3	50	1	17	0	0
	6	2									
	7	3									
	8	4									
White	4	1									
	5	3									
	6	4									
	7	2									
	8	1									
Two or More Races	3	1									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
2022-23 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters				
				# %	# %	# %	# %				

	3	7	1290	5	71	2	29	0	0	0	0
	4	12	1394	11	92	1	8	0	0	0	0
	5	8	1501	5	63	3	38	1	13	0	0
	6	12	1715	2	17	10	83	4	33	2	17
	7	16	1695	9	56	7	44	2	13	0	0
	8	16	1792	7	44	9	56	3	19	0	0

2023-24 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Economically Disadvantaged	3	14	1304	12	86	2	14	1	7	0	0
	4	10	1399	7	70	3	30	0	0	0	0
	5	15	1458	8	53	7	47	2	13	0	0
	6	9	1577	3	33	6	67	1	11	0	0
	7	15	1639	4	27	11	73	9	60	4	27
	8	21	1646	7	33	14	67	8	38	0	0

2024-25 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	#	%	#	%	#	%	#	%	#	%	#
Economically Disadvantaged	3	11	1344	5	45	6	55	2	18	0	0
	4	10	1425	4	40	6	60	1	10	0	0
	5	10	1424	8	80	2	20	1	10	0	0
	6	14	1530	6	43	8	57	3	21	0	0
	7	9	1605	2	22	7	78	2	22	0	0
	8	10	1590	5	50	5	50	3	30	1	10

Limited English Proficient	3	2									
	4	1									
	5	1									
	6	1									
	7	1									
	8	3									
Limited English Proficient	3	1									
	4	3									
	5	2									
	6	1									
	7	1									
	8	2									
Limited English Proficient	3	2									
	4	1									
	5	3									
Special Education	3	1									
	4	1									
	5	1									
	6	0									
	7	2									
	8	4									
Special Education	3	4									
	4	1									
	5	3									
	6	2									
	7	3									
	8	2									
Special Education	3	2									

	4	2									
	5	3									
	6	4									
	7	3									
	8	4									
At_Risk	3	5	1270	5	100	0	0	0	0	0	0
	4	4									
	5	4									
	6	3									
	7	3									
	8	3									

2024-25 Mathematics STAAR Results

Student Group										
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters
	#	%	#	%	#	%	#	%	#	%
	3	4								
	4	8	1381	5	63	3	38	0	0	0
	5	8	1378	8	100	0	0	0	0	0
	6	11	1513	6	55	5	45	3	27	0
	7	4								
	8	10	1606	4	40	6	60	4	40	0

Algebra I

2022-23 Algebra I STAAR Results						
Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

			#	%	#	%	#	%	#	%
All Students	25	3787	4	16	21	84	6	24	3	12
Hispanic/ Latino	22	3784	3	14	19	86	5	23	2	9
Economically Disadvantaged	19	3801	3	16	16	84	5	26	3	16

2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	18	3758	8	44	10	56	5	28	2	11
Hispanic/ Latino	14	3734	6	43	8	57	4	29	1	7
Economically Disadvantaged	16	3696	8	50	8	50	3	19	1	6

2024-25 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	22	3997	6	27	16	73	11	50	4	18
Hispanic/ Latino	16	3917	6	38	10	63	7	44	3	19
White	6	4211	0	0	6	100	4	67	1	17
Economically Disadvantaged	20	4011	6	30	14	70	10	50	4	20

Science

2022-23 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	12	3506	6	50	6	50	2	17	0	0
	8	19	3609	8	42	11	58	3	16	0	0
Hispanic/ Latino	5	10	3516	5	50	5	50	1	10	0	0
	8	16	3645	6	38	10	63	3	19	0	0
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	2									
White	5	2									
	8	1									
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	8	3460	5	63	3	38	1	13	0	0
	8	16	3524	8	50	8	50	2	13	0	0
Limited English Proficient	5	1									
	8	3									
Special Education	5	1									
	8	4									

2023-24 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	17	3380	12	71	5	29	0	0	0	0
	8	22	3735	7	32	15	68	4	18	0	0
Hispanic/ Latino	5	11	3313	9	82	2	18	0	0	0	0
	8	16	3727	6	38	10	63	3	19	0	0
	8	2									

White	5	6	3503	3	50	3	50	0	0	0	0
	8	4									
Economically Disadvantaged	5	15	3350	11	73	4	27	0	0	0	0
	8	21	3723	7	33	14	67	4	19	0	0
Limited English Proficient	5	2									
	8	2									
Special Education	5	3									
	8	2									
At_Risk	5	4									

2024-25 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	11	3408	9	82	2	18	1	9	0	0
	8	19	3857	6	32	13	68	8	42	2	11
Hispanic/ Latino	5	7	3322	6	86	1	14	0	0	0	0
	8	15	3745	6	40	9	60	5	33	1	7
	8	1									
White	5	3									
	8	3									
Economically Disadvantaged	5	10	3394	9	90	1	10	1	10	0	0
	8	13	3820	5	38	8	62	5	38	2	15
Limited English	5	3									
Special Education	5	3									
	8	4									
At_Risk	5	8	3339	7	88	1	13	0	0	0	0

Biology

2022-23 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	33	3909	5	15	28	85	11	33	3	9
Hispanic/ Latino	27	3914	5	19	22	81	10	37	2	7
Economically Disadvantaged	25	3904	5	20	20	80	8	32	3	12
Special Education	6	3657	1	17	5	83	0	0	0	0

2023-24 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	18	3843	3	17	15	83	5	28	1	6
Hispanic/ Latino	14	3869	1	7	13	93	4	29	0	0
Economically Disadvantaged	16	3786	3	19	13	81	3	19	1	6

2024-25 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	15	4163	0	0	15	100	9	60	1	7
Hispanic/ Latino	11	4108	0	0	11	100	5	45	1	9
Economically Disadvantaged	14	4143	0	0	14	100	8	57	1	7

Social Studies

2022-23 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	19	3222	14	74	5	26	0	0	0	0
Hispanic/ Latino	8	16	3233	11	69	5	31	0	0	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	2									
White	8	1									
Two or More Races	8	0									
Economically Disadvantaged	8	16	3129	14	88	2	13	0	0	0	0
Limited English Proficient	8	3									
Special Education	8	4									

2023-24 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	22	3476	15	68	7	32	4	18	0	0
Hispanic/ Latino	8	16	3426	11	69	5	31	2	13	0	0
Black or African American	8	2									
White	8	4									
Economically Disadvantaged	8	21	3444	15	71	6	29	3	14	0	0
Limited English Proficient	8	2									
Special Education	8	2									

2024-25 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	16	3446	8	50	8	50	2	13	0	0
Hispanic/ Latino	8	13	3334	8	62	5	38	0	0	0	0
Black or African American	8	1									
White	8	2									
Economically Disadvantaged	8	12	3343	7	58	5	42	1	8	0	0
Special Education	8	4									

U.S History

2022-23 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	13	4111	0	0	13	100	10	77	1	8
Hispanic/ Latino	10	4133	0	0	10	100	8	80	1	10
Economically Disadvantaged	8	4030	0	0	8	100	6	75	0	0

2023-24 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	18	3939	2	11	16	89	8	44	1	6

Hispanic/ Latino	12	3962	0	0	12	100	6	50	0	0
Economically Disadvantaged	12	3819	1	8	11	92	4	33	0	0
At_Risk	7	3703	2	29	5	71	1	14	0	0

2024-25 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	21	4054	3	14	18	86	9	43	5	24
Hispanic/ Latino	18	4084	2	11	16	89	7	39	5	28
Economically Disadvantaged	14	4188	1	7	13	93	7	50	5	36
At_Risk	7	3793	2	29	5	71	1	14	0	0

Goals and Strategies

Goal 1: Closing Achievement Gaps

Increase student achievement in Reading/ELA by raising the percentage of students performing at the Meets and Masters levels on STAAR, while closing achievement gaps among Special Education, Emergent Bilingual, Migrant, and Economically Disadvantaged students. TEA Priorities: #1 – Recruit, Support, and Retain teachers and Principals #2 – Build a Foundation in Reading – Improve Low-Performing Schools.

Performance Objective 1:

By June 2026, the percentage of students in grades 3–8, ENG I and II, scoring at the Meets Grade Level or above in Reading will increase from 32% in 2024–25 to 45%, and the percentage at Masters Level will increase from 11% to 15%, with targeted gains for Special Education and Emergent Bilingual students

Evaluation Data Source(s):

- 2025 and 2026 STAAR Reading results (grades 3–8, English I)
- Eduphoria Unit Assessments
- Progress monitoring through MTSS and RtI documentation
- Disaggregated subgroup performance reports

Summative Evaluation:

Met Performance Objective if 45% of students achieve Meets Grade Level and 15% achieve Masters on STAAR Reading by June 2026, with demonstrated subgroup growth as shown in Closing the Gaps domain reports.

Strategy/Activity 1

Provide Professional development for teachers by contracting services from ESC 17

Timeline

2025-2026

Person(s) Responsible/Monitor

Superintendent, Asst. Sup, Dir. of T&L, Dir. of Student Success

Strategy's Expected Result/Impact

Improved results in the areas of Reading and Writing as measured by STAAR progress.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)

	Resources
CSF 1 – Academic Performance	
CSF 2 – Use of Quality Data to Drive Instruction	
CSF 3 – Leadership Effectiveness	
CSF 4 – Increased Learning Time	
CSF 6 – School Climate	
CSF 7 – Teacher Quality	

Strategy/Activity 2

Provide intervention and enrichment for students based on continuous data analysis and student success – provide supplemental instruction opportunities for struggling students.

Timeline

2025-2026

Person(s) Responsible/Monitor

Dir. of T&L, Dir. of Student Success

Strategy's Expected Result/Impact

Increased student success on district assessments and an increase on MOY and EOY scores.

Reviews

Formative
Summative

**Critical Success Factor(s)
and/or Evidence Based
School Improvement
Identifiers (If Applicable)**

Resources
CSF 1 – Academic Performance
**CSF 2 – Use of Quality Data to Drive
Instruction**
CSF 3 – Leadership Effectiveness
CSF 4 – Increased Learning Time
CSF 6 – School Climate
CSF 7 – Teacher Quality

Strategy/Activity 3

Implement Professional Learning Communities regularly for all staff provided by Principals.

Timeline

2025-2026

Person(s) Responsible/Monitor

Dir. of T&L, Dir. of Student Success

Strategy's Expected Result/Impact

Increased student progress from well-planned lessons with intervention and effective teaching strategies implemented

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	Resources
	CSF 1 – Academic Performance CSF 2 – Use of Quality Data to Drive Instruction CSF 3 – Leadership Effectiveness CSF 4 – Increased Learning Time CSF 6 – School Climate CSF 7 – Teacher Quality

Performance Objective 2:

By June 2026, the percentage of students in grades 3–8 Algebra I scoring at the Meets Grade Level or above in Mathematics will increase from 29% in 2024–25 to 38%, and the percentage at Masters Level will increase from 9% to 12%, with targeted gains for Special Education, Emergent Bilingual, and Migrant students

Evaluation Data Source(s):

- 2025 and 2026 STAAR Math results (grades 3–8, Algebra I EOC)
- Eduphoria Module Assessments and item analyses
- Progress monitoring data collected through RtI, NEST (Academic Acceleration and Enrichment and behavioral/SEL supports)
- Disaggregated subgroup reports in TAPR and Closing the Gaps Report

Summative Evaluation:

Met Performance Objective if 38% of students achieve Meets Grade Level and 12% achieve Masters on STAAR Math by June 2026, with documented growth for Special Education, Emergent Bilingual, and Migrant subgroups.

Strategy/Activity 1

Implement Professional Learning Communities regularly for all staff provided by the directors.

Timeline

2025-2026

Person(s) Responsible/Monitor

Dir. of T&L, Dir. of Student Success

Strategy's Expected Result/Impact

Increased student progress from implementation of Bluebonnet internalized lessons with intervention and effective teaching strategies as described in the RBIS

Reviews

Formative
Summative

**Critical Success Factor(s)
and/or Evidence Based
School Improvement
Identifiers (If Applicable)**

**CSF 1 – Academic Performance
CSF 2 – Use of Quality Data to Drive
Instruction**

Resources

CSF 3 – Leadership Effectiveness

CSF 4 – Increased Learning Time

CSF 5 – Family and Community Engagement

CSF 6 – School Climate

CSF 7 – Teacher Quality

Strategy/Activity 2

Provide intervention and enrichment for students based on continuous data analysis and student success – provide supplemental instruction opportunities for struggling students.

Timeline

2025-2026

Person(s) Responsible/Monitor

Dir. of T&L, Dir. of Student Success

Strategy's Expected Result/Impact

Increased student success on district assessments and an increase on MOY and EOY scores.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)

CSF 1 – Academic Performance

Resources

CSF 2 – Use of Quality Data to Drive Instruction

CSF 3 – Leadership Effectiveness

CSF 4 – Increased Learning Time

CSF 5 – Family and Community Engagement

CSF 6 – School Climate

CSF 7 – Teacher Quality

Strategy/Activity 3

Change staffing assignments to ensure that teachers are placed in areas of strengths – always reviewing at the end of the academic year to ensure they are effective.

Timeline

Summer 2026

Person(s) Responsible/Monitor

Superintendent, Asst. Superintendent

Strategy's Expected Result/Impact

Teachers placed in areas of curriculum more comfortably suited to their areas of strength and to increase student progress, achievement, and engagement in classes.

Reviews

Formative
Summative

**Critical Success Factor(s)
and/or Evidence Based**

**School Improvement
Identifiers (If Applicable)**

CSF 1 – Academic Performance

Resources

**CSF 2 – Use of Quality Data to Drive
Instruction**

CSF 3 – Leadership Effectiveness

CSF 6 – School Climate

CSF 7 – Teacher Quality

Performance Objective 3:

By June 2026, the percentage of students in grades 5, 8, and Biology scoring at the Meets Grade Level or above in Science will increase from 42% meets grade level in 2024–25 to 50%, and the percentage at Masters Level will increase from 6% to 13%. In addition, the percentage of students in grade 8 and U.S. History scoring at Meets Grade Level or above in Social Studies will increase from 31% in 2024–25 to 40%, with targeted gains for Special Education, Emergent Bilingual, and Migrant students

Evaluation Data Source(s):

- 2025 and 2026 STAAR Science results (Grade 5, Grade 8, Biology EOC)
- 2025 and 2026 STAAR Social Studies results (Grade 8, U.S. History EOC)
- Eduphoria unit assessments
- TAPR and accountability Closing the Gaps reports disaggregated by subgroup

Summative Evaluation:

Met Performance Objective if 50% of students achieve Meets Grade Level and 13% achieve Masters in Science, and if 40% of students achieve Meets Grade Level in Social Studies by June 2026, with documented growth for Special Education, Emergent Bilingual, and Migrant subgroups.

Strategy/Activity 1

Implement Professional Learning Communities regularly for all staff provided by the directors

Timeline

2025-2026

Person(s) Responsible/Monitor

Director of T&L and Director of Student Success

Strategy's Expected Result/Impact

Increased student progress from well- planned lessons with intervention and effective teaching strategies implemented and improved teacher collaboration.

Reviews

Formative
Summative

Critical Success Factor(s)

CSF 1 – Academic Performance

Resources

and/or Evidence Based School Improvement Identifiers (If Applicable)

CSF 2 – Use of Quality Data to Drive Instruction
CSF 3 – Leadership Effectiveness
CSF 4 – Increased Learning Time
CSF 6 – School Climate
CSF 7 – Teacher Quality

Strategy/Activity 2

Strategy Description and Action Steps

Provide intervention and enrichment for students based on continuous data analysis and student success – provide supplemental instruction opportunities for struggling students.

Timeline

2025-2026

Person(s) Responsible/Monitor

Director of T&L and Director of Student Success

Strategy's Expected Result/Impact

Increased student success on unit assessments and an increase on MOY and EOY scores, and a sharp reduction in student course failures by more than 50%.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)

CSF 1 – Academic Performance
CSF 2 – Use of Quality Data to Drive Instruction
CSF 3 – Leadership Effectiveness
CSF 4 – Increased Learning Time
CSF 6 – School Climate
CSF 7 – Teacher Quality

Resources

Goal 2: Increase CCMR Readiness

Increase College, Career, and Military Readiness (CCMR) by expanding student access to dual credit, industry certifications, and postsecondary pathways, ensuring all graduates are prepared for success beyond high school.

Performance Objective 1:

By June 2026, graduates meeting CCMR indicators will increase from a projected 83% (2024–25) to at least 85%, progressing toward a long-term target of 90%, supported by growth in industry-based certifications and dual credit completion, and sustained 100% graduation.

Evaluation Data Source(s):

- TAPR and CCMR accountability reports
- PEIMS graduate reports
- Dual credit enrollment and completion records
- Industry-based certification attainment data

Summative Evaluation:

Met Performance Objective if CCMR remains at or above 90% by June 2026, with growth in both dual credit completion and industry-based certification attainment compared to 2022–23/2023–2024 baseline data.

Performance Objective 2:

By June 2026, Lorenzo ISD will complete the planning year for its TEA-designated P-TECH program and launch the newly established Diagnostic and Therapeutic Services Pathway to expand career opportunities in the medical field.

Evaluation Data Source(s):

- Texas Rural Pathways and P-TECH compliance reports
- CTE course enrollment and student completion data (Diagnostic and Therapeutic Services Pathway)

Summative Evaluation:

Met Performance Objective if Lorenzo ISD completes the planning year for the TEA-designated P-TECH program by June 2026 and successfully implements Year 1 of the Diagnostic and Therapeutic Services Pathway, with at least 20% of high school students enrolled and completing the Principles course.

Performance Objective 3:

By June 2026, Lorenzo ISD will expand partnerships with higher education institutions and local industry to provide students with mentoring, internship, and scholarship opportunities. At least 50% of high school students will participate in a partnership activity (dual credit, internship, scholarship, mentorship, or industry presentation), strengthening college, career, and military readiness pathways.

Evaluation Data Source(s):

- Memoranda of Understanding (MOUs) with higher education and industry partners
- Dual credit and scholarship award records
- Student and parent surveys documenting awareness and engagement in partnership opportunities

Summative Evaluation:

Met Performance Objective if at least 50% of high school students participate in a partnership activity by June 2026, with evidence of increased access to postsecondary opportunities through higher education and industry collaboration.

Goal 3: Family and Community Engagement

Strengthen family and community engagement, increase student attendance, and build a culture of belonging and pride to support academic achievement and student success.

Performance Objective 1:

By June 2026, Lorenzo ISD will increase parent and family engagement participation in district-sponsored events (Title I meetings, Goals Day, Open House, Career Day) by 15% over 2024–25 baseline attendance, as measured by sign-in sheets and participation records.

Evaluation Data Source(s):

- Parent and family event sign-in sheets
- Agendas and communication logs from Title I and parent meetings
- Parent surveys on engagement and satisfaction

Summative Evaluation:

Met Performance Objective if parent/family engagement participation increases by at least 15% compared to 2024–25 levels, with evidence of stronger two-way communication and collaboration.

Performance Objective 2:

By June 2026, Lorenzo ISD will increase the district attendance rate from 94.3% (2024–25 baseline) to 95.1% and will reduce the percentage of students identified as chronically absent (missing 10% or more of instructional days) by 10% compared to 2024–25 levels

Evaluation Data Source(s):

- PEIMS attendance data
- ADA (Average Daily Attendance) reports
- Chronic absenteeism reports by subgroup
- Documentation of attendance incentives and parent outreach

Summative Evaluation:

Met Performance Objective if the district achieves at least a 95% attendance rate by June 2026 and reduces chronic absenteeism by 10% compared to 2024–25, with evidence of subgroup improvement.

Performance Objective 3:

By June 2026, Lorenzo ISD will improve student belonging and school climate by increasing the percentage of students who report feeling safe, supported, and proud to attend school by 10% over 2024–25 baseline survey results. The district will also increase student participation in extracurricular activities, leadership opportunities, and pride initiatives (such as attendance incentives, celebrations, and spirit events).

Evaluation Data Source(s):

- Annual student climate and engagement surveys
- Extracurricular and leadership participation rosters
- Discipline and behavior data reports
- Attendance incentive and recognition program records

Summative Evaluation:

Met Performance Objective if student survey results reflect at least a 10% increase in belonging and pride indicators by June 2026, along with growth in extracurricular participation and improved school climate metrics.

Goal 4: High Quality Faculty and Staff

Recruit, develop, and retain highly qualified teachers and staff by providing competitive compensation, targeted professional development, and ongoing support systems to strengthen instructional quality and student achievement.

Performance Objective 1:

By June 2026, Lorenzo ISD will maintain a 0% vacancy rate in core subject areas and ensure that 100% of teachers in STAAR-tested areas hold appropriate certification, with priority placement of certified and highly effective teachers in classrooms serving the highest-need students.

Evaluation Data Source(s):

- PEIMS staff FTE reports
- Teacher certification and assignment records
- Master schedule and staffing assignments
- TTTESS evaluation records

Summative Evaluation:

Met Performance Objective if no vacancies remain in core subject areas at the start of each school year through 2026 and if all STAAR-tested subjects are taught by certified teachers.

Performance Objective 2:

By June 2026, Lorenzo ISD will provide ongoing, high-quality professional development for all instructional staff, including PLCs and ESC 17 contracted services. A majority of teachers will demonstrate measurable growth on TTESS indicators in instructional planning, standards alignment, and data-driven instruction, with a target of 70–75% showing improvement compared to 2024–25 evaluations.

Evaluation Data Source(s):

- Professional development attendance logs and agendas
- PLC plans, meeting minutes, and instructional artifacts
- TTESS evaluation data and walkthrough documentation
- Eduphoria lesson planning and assessment records

Summative Evaluation:

Met Performance Objective if at least 70% of teachers show documented growth in TTESS indicators tied to planning, instruction, and use of data by June 2026, supported by evidence of improved student outcomes.

Performance Objective 3:

By June 2026, Lorenzo ISD will increase teacher retention rates by 10% compared to the 2024–25 baseline by sustaining competitive pay scale adjustments, providing mentoring for beginning teachers, and expanding coaching and support systems.

Evaluation Data Source(s):

- PEIMS staff FTE reports and teacher retention data
- Salary schedules and compensation records
- Mentor/mentee program documentation
- Staff surveys on job satisfaction and support

Summative Evaluation:

Met Performance Objective if teacher retention improves by at least 10% over 2024–25 levels by June 2026, with documented evidence of reduced turnover and increased staff satisfaction.

Goal 5: Safe, Healthy, and Drug-Free Learning Environment

Maintain safe, healthy, and supportive learning environments that are drug-free, secure, and conducive to academic success and student well-being.

Performance Objective 1:

By June 2026, Lorenzo ISD will ensure that the Multi-Hazard Emergency Operations Plan (M-HEOP) is updated annually, with 100% of required safety drills conducted and documented each semester, and all staff trained in emergency procedures and safety protocols.

Evaluation Data Source(s):

- Updated M-HEOP documentation
- Safety drill logs and reports
- Staff training sign-in sheets and agendas
- School board agendas/minutes reflecting safety updates

Summative Evaluation:

Met Performance Objective if 100% of drills are conducted and documented annually, M-HEOP is updated each year, and all staff complete required safety trainings by June 2026.

Performance Objective 2:

By June 2026, Lorenzo ISD will reduce discipline incidents (including bullying, harassment, tobacco, alcohol, and drug use) by 10% compared to 2024–25 PEIMS baseline data, while increasing the use of restorative and trauma-informed practices to improve school climate.

Evaluation Data Source(s):

- PEIMS discipline reports
- Campus behavior and incident logs
- Documentation of restorative practices and counseling referrals
- Staff training records in trauma-informed care and PBIS

Summative Evaluation:

Met Performance Objective if discipline incidents decrease by at least 10% compared to 2024–25, and climate survey data shows improvement in student perceptions of safety and belonging by June 2026.

Performance Objective 3:

By June 2026, Lorenzo ISD will strengthen student health and wellness by ensuring 100% of students complete required FITNESSGRAM assessments, while expanding access to coordinated school health components (health education, physical education, counseling, nutrition, and mental health supports). The district will also increase student participation in physical activity and wellness programs by 10% compared to 2024–25 levels.

Evaluation Data Source(s):

- FITNESSGRAM assessment results
- Coordinated School Health documentation
- Counseling and mental health referral records
- Participation rosters for athletics, PE, and wellness programs

Summative Evaluation:

Met Performance Objective if 100% of students complete FITNESSGRAM, coordinated school health documentation is on file, and participation in student health/wellness activities increases by at least 10% compared to 2024–25.