Lewisville Independent School District

Bluebonnet Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bluebonnet Elementary opened its doors in 2000 and is the most southern elementary school in Lewisville ISD. As the home of the Bears, our campus is rooted in a culture of kindness, high expectations, and a shared commitment to helping each student reach their fullest potential. Bluebonnet prides itself on the rich diversity of our students and families, with over 30 home languages and ethnicities represented.

Our diverse student population of 621 students, includes 51.37% Asian, 28.5% White, 9.18% Hispanic, 4.99% African American, 0.48% American Indian, and 5.48% identifying as two or more races. In addition, our student population consists of 12.08% Emergent Bilingual students, 5.96% Economically Disadvantaged students, 7.73% students receiving Special Education services, and 7.57% students identified as Gifted and Talented.

Demographics Strengths

Our classrooms are filled with curiosity, creativity, and meaningful learning experiences that spark a love of learning and build confidence in every learner. We are dedicated to supporting each student's academic growth while also fostering character, resilience, and a strong sense of belonging.

Bluebonnet is home to 54.4 staff members, including one principal, one assistant principal, and one counselor. Our teachers average 13.7 years of experience, bringing a wealth of knowledge, expertise, and a deep commitment to ensuring every student thrives.

We have maintained a consistently strong attendance rate over the past several years, with our most recent attendance rate at 96.71%. This reflects our families' commitment to supporting strong academic growth and success.

One of Bluebonnet's greatest strengths is the meaningful connection shared among our students, families, and staff. Together, we create a positive, supportive environment where students feel encouraged to take risks, celebrate successes, and grow from every experience. At Bluebonnet, our Bears don't just learn--they grow, lead, and thrive.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to a strong reputation with our special education program, we are presented with unique challenges daily. We strive to assist students in meeting expectations with diverse and significant academic needs.
Root Cause: Our special education strength is well known and sought after by people all over the state and nation.

Student Learning

Student Learning Summary

Students at Bluebonnet Elementary continue to grow, achieve, and thrive, as reflected in our strong academic outcomes and commitment to the success of every learner. Bluebonnet is a **TEA-rated A campus** and has earned **all six academic distinctions**, including Academic Achievement in Reading Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps. These accomplishments reflect the collective efforts of our students, staff, and families and demonstrate our shared commitment to high expectations and excellence.

Our staff is committed to understanding each student's strengths, needs, and goals so we can provide responsive and purposeful instruction. We strive to create a safe, welcoming, and inclusive environment where students feel valued, supported, and challenged to reach their fullest potential. Strong relationships with students and families allow us to identify concerns early, communicate openly, and work together to provide the resources and interventions students need to be successful.

All students participate in Restorative Practices and have access to the
Lewisville ISD curriculum, common assessments, and i-Ready for monitoring progress and setting goals. Student achievement data is regularly analyzed to identify strengths and areas for growth and to guide instructional decisions based on the specific needs of students.

Bluebonnet is committed to meeting the needs of all learners, including students receiving special education services. Our teachers, interventionists, special education staff, and campus leadership collaborate to ensure students receive appropriate accommodations, interventions, and instructional supports. Student progress is monitored through i-Ready, STAAR, CBAs, formative and summative assessments, observations, and instructional walkthroughs to ensure supports are effective and adjusted as needed.

At Bluebonnet, we will continue to build on our success with a growth mindset, a commitment to continuous improvement, and an unwavering belief in the potential of every student.

Below is a spreadsheet to serve a summary of academic achievement from 2023-present.

STAAR Scores Comparison

3rd GRADE			
Math	Approaches	Meets	Masters
2026	92%	68%	42%
2025	97%	81%	41%
2024	88%	74%	40%
2023	95%	76%	41%
Reading			
2026	93%	77%	48%
2025	97%	82%	45%
2024	93%	75%	37%
2023	96%	78%	35%

4th GRADE			
Math	Approaches	Meets	Masters
2026	97%	89%	62%
2025	94%	80%	61%
2024	98%	89%	63%
2023	98%	93%	69%
Reading			
2026	94%	85%	67%
2025	96%	82%	55%
2024	96%	87%	57%
2023	98%	84%	55%

5th GRADE			
Math	Approaches	Meets	Masters
2026	96%	86%	67%
2025	99%	92%	62%
2024	99%	92%	71%
2023	97%	86%	63%
Reading			
2026	95%	88%	73%
2025	97%	90%	64%
2024	98%	90%	73%
2023	97%	86%	66%
Science			
2026	93%	84%	65%
2025	74%	80%	40%
2024	90%	63%	38%
2023	92%	75%	47%

Student Learning Strengths

1. Strong growth at the Masters level

One of the most encouraging trends is the increase in Masters performance in nearly every tested area in 2026.

- **3rd Grade Math:** 41% → **42%**
- **3rd Grade Reading:** 35% → **48%**
- **4th Grade Math:** 61% → **62%**
- **4th Grade Reading:** 55% → **67%**
- **5th Grade Math:** 62% → **67%**
- **5th Grade Reading:** 66% → **73%**

- **5th Grade Science:** 47% → **65%**

The largest gains are particularly impressive in **3rd Grade Reading (+13 points), 4th Grade Reading (+12 points), and 5th Grade Science (+18 points)** when compared to 2023.

2. 4th Grade is showing particularly strong performance

Fourth grade demonstrates a strong overall profile in 2026.

- Math: **97% Approaches, 89% Meets, 62% Masters**
- Reading: **94% Approaches, 85% Meets, 67% Masters**

The **9-point increase in Math Meets** from 2025 to 2026 and the **12-point increase in Reading Masters since 2023** are especially positive.

3. 5th Grade Science shows significant improvement

From 2025 to 2026:

- Approaches: **74% → 93% (+19)**
- Meets: **80% → 84% (+4)**
- Masters: **40% → 65% (+25)**

That is a dramatic improvement, particularly at Masters. This suggests that instructional work in science is having a meaningful impact.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students demonstrate strong overall STAAR performance, but inconsistent percentages at the Meets level indicate that some students are not consistently progressing from Approaches to Meets, particularly in 3rd Grade Math/Reading and 5th Grade Math.
Root Cause: The consistent use of data-driven, differentiated instruction and targeted intervention to address specific student skill gaps and move students to the next performance level needs to be strengthened across grade levels.

School Processes & Programs

School Processes & Programs Summary

At Bluebonnet Elementary, teachers implement the LISD curriculum with fidelity to provide consistent, high-quality instruction. Grade-level teams meet weekly for collaborative planning, student data analysis, goal setting, and intervention monitoring. PLCs will meet monthly to analyze curriculum, assessments, and student performance and to identify instructional adjustments.

Literacy instruction is monitored through Literacy Check-In meetings twice annually and Time for Literacy sessions, during which teachers review student progress, LISD curriculum resources, and evidence-based instructional practices. Our Multi-Tiered Systems of Support (MTSS) process takes place every six weeks to provide additional opportunities to identify student needs, monitor interventions, and adjust supports based on progress.

Bluebonnet provides ongoing professional learning aligned to campus needs, including effective instructional strategies, literacy practices, and student engagement. Teachers collaborate with campus and district support staff, including Learning Facilitators, the counselor, Gifted and Talented teacher, Language Acquisition Specialist, and Library Media Specialist.

The campus is committed to recruiting, retaining, and supporting high-quality staff through thoughtful hiring practices, campus mentors, team support, and ongoing professional development. New staff members receive targeted support to ensure successful implementation of campus initiatives.

Student success extends beyond academics through enrichment opportunities, leadership activities, and character development. Some of our after-school clubs offered to students are Chess Club, Makerspace Mondays, Jump Rope Team, Game On! Club, Bears and Brushes Craft Club, Lego Love Club, Running Club, 4 Square Club, Library influencers Club, Media Team, Bear Patrol, Flag Team, Student Council, and Wize Academy.

Communication, collaboration, and shared leadership are priorities at Bluebonnet. Administration, teachers, team leaders, and staff work together to make informed decisions, address student needs, and continuously improve instructional practices and student outcomes.

School Processes & Programs Strengths

At Bluebonnet, we celebrate the unique strengths and talents of every student and staff member. We are committed to excellence by creating a safe, supportive, and engaging environment where every child can learn, grow, and thrive academically, socially, and emotionally. We strive to help each student recognize their strengths, build confidence, and develop the skills needed for future success.

As a staff, we model a growth mindset and embrace continuous learning and improvement. We believe that every student and every educator has the capacity to grow, overcome challenges, and reach their full potential. Together, we learn from one another, celebrate progress, and work collectively to ensure that every Bluebonnet Bear has the opportunity to succeed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional time for PLCs beyond the district calendar has not been scheduled during the school day or after school.
Root Cause: There is not enough time built into the master schedule for coverage for a full grade-level team, so teams will dedicate a conference time one day a week for PLCs.

Perceptions

Perceptions Summary

At Bluebonnet, stakeholders view our campus as a school family built on strong relationships, shared values, and a commitment to student success. There is a strong unified belief that every Bear matters and that each student should feel known, valued, supported, and included. Our staff is committed to creating a safe and engaging environment that supports the academic, social, and emotional growth of every learner. Families are valued as important partners, and open communication and opportunities for involvement help strengthen the connection between home and school. Bluebonnet staff embrace a growth mindset and a commitment to continuous improvement, working collaboratively to respond to student needs and strengthen instructional practices. Together, our students, staff, and families take pride in being part of the Bluebonnet family and share a commitment to ensuring every Bluebonnet Bear thrives.

Perceptions Strengths

Based on 2026 end-of-year survey data, parents report that their children are happy to come to school and feel well supported in every aspect of their learning experience. Notably, 96% of parents indicated that their child feels connected to our school and experiences a positive learning environment at Bluebonnet.

Another key strength of Bluebonnet is our active PTA, which provides numerous opportunities for parent involvement and volunteerism. A variety of programs and events are offered to engage both staff and students, enriching the overall school experience. Our Bluebonnet PTA has earned the distinction of ***National School of Excellence*** for the past four school years.

Feedback from a recent community survey highlights the strength of our school-family partnership:

- **96%** of parents are satisfied overall
- **96%** report their children are happy at school
- **98%** of parents feel welcome and involved
- **98%** agree that school staff communicates well with families

Our staff's unwavering commitment to creating a welcoming and nurturing environment is one of Bluebonnet's greatest assets. Bluebonnet's innovative team of educators continuously seek new ways to enhance learning, strengthen relationships, and support students in their learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While building positive and trusting relationships is a priority at Bluebonnet, recent student survey results indicate that 93% of students report having a staff member they feel comfortable talking to. We are committed to ensuring that 100% of students have a trusted adult at school they feel comfortable turning to for support, guidance, and encouragement.
Root Cause: Building trusting relationships and connections with staff and students takes time and intentional work in building positive relationships.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- Mobility/stability rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data

Support Systems and Other Data

- Communications data

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Teachers will utilize student i-Ready data to guide classroom instruction and implement intentional small group practices. **Strategy's Expected Result/Impact:** The percentage of 3rd grade math proficiency will increase to the target of 91.7% or above as measured by i-Ready. **Staff Responsible for Monitoring:** Classroom teachers, SDI Teachers, Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Grade level teams will participate in weekly team collaboration time (PLCs and team planning) to impact instructional practice and student learning through monitoring and responding to multiple forms of data. **Strategy's Expected Result/Impact:** The percentage of 3rd grade math proficiency will increase to the target of 91.7% or above as measured by i-Ready. **Staff Responsible for Monitoring:** Classroom teachers, SDI teachers, Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Teachers will participate in i-Ready data review meetings with i-Ready trainers. **Strategy's Expected Result/Impact:** The percentage of 3rd grade math proficiency will increase to the target of 91.7% or above as measured by i-Ready. **Staff Responsible for Monitoring:** Classroom teachers, SDI teachers, Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Consistent implementation of Safe and Civil and Restorative Practices. **Strategy's Expected Result/Impact:** By the end of the 2026-2027 school year, Bluebonnet Elementary will implement the Safe & Civil Schools framework with fidelity to establish consistent, proactive behavior expectations across all campus settings, resulting in a reduction of total discipline referrals to fewer than 70 for the school year. **Staff Responsible for Monitoring:** All staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Consistent implementation of Positive Office Referrals to recognize and celebrate positive character traits. **Strategy's Expected Result/Impact:** Through the implementation of a positive learning environment utilizing restorative practices, our students feeling comfortable talking to staff will increase on the LISD Student Survey to the target of 93.2% or above. **Staff Responsible for Monitoring:** All BBE Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Promote LISD's "Recognize SomeONE" program by including submission information in weekly newsletter, teacher newsletter/websites, parent lunch tables, flyers for car line, PTA meetings, posting in building, social media, etc. **Strategy's Expected Result/Impact:** We will increase our Recognize SomeONE submissions from parents and community members to over 45. **Staff Responsible for Monitoring:** All staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Strengthen communication and engagement with BBE families by utilizing social media as an accessible, timely, and positive platform for sharing important campus information, celebrating student and staff accomplishments, and highlighting learning experiences. **Strategy's Expected Result/Impact:** Increase parent awareness of campus events, opportunities, and important information while strengthening the connection between BBE and our families. Social media will provide parents with an accessible way to stay informed, celebrate our students, and feel connected as partners in their child's education. **Staff Responsible for Monitoring:** Administration, campus web master				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026