Lewisville Independent School District

Bridlewood 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

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
The STEM Academy at Bridlewood Elementary 4
Goals 6
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. 6
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. 11
Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact. 13
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. 16
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. 18
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. 20
Policies, Procedures, and Requirements 26

Comprehensive Needs Assessment

Demographics

Demographics Summary

The STEM Academy at Bridlewood Elementary

Bridlewood Elementary is a National School of Excellence recognized by the National Institute of STEM Education. Serving students in Kindergarten through 5th grade, Bridlewood is a community of dedicated educators who are committed to continuous growth, innovative instruction, and creating meaningful learning experiences for every child. More than 75% of our staff members have earned their STEM certificate through the National Institute of STEM, reflecting our collective commitment to high-quality teaching and learning.

Since becoming a STEM Academy in 2020, Bridlewood has continued to grow and evolve while remaining deeply rooted in the strong sense of community that makes our campus special. Our students learn in a positive, engaging environment where they are encouraged to think critically, collaborate, problem-solve, ask questions, take risks, and persevere through challenges. The engineering design process is embedded throughout the school day and across content areas, helping students develop skills that extend far beyond the classroom.

STEM at Bridlewood is not a program or a single class, it is part of how we approach learning. Students experience integrated STEM opportunities within their core academic classrooms as well as through Art, Music, Library, Computer Science, and Physical Education. Hands-on learning, scientific inquiry, authentic problem-solving, and student discourse allow our Broncos to become active participants in their learning.

As a campus, we are committed to high levels of learning and growth for every student. This year, our instructional priorities include strengthening high-quality instruction, implementing our curriculum resources with fidelity, deepening student understanding through meaningful academic conversations, and placing an intentional focus on science instruction, vocabulary, laboratory experiences, and the application of learning. Teachers regularly examine student work and assessment data to identify strengths, determine next steps, and provide responsive support and enrichment.

Our weekly Team Time professional learning communities provide protected opportunities for teachers to collaborate around standards, instruction, assessment, and student learning. Working alongside campus and district instructional leaders, our teachers continually refine their practice, learn from one another, and make instructional decisions grounded in evidence. We believe that when adults learn together, students benefit.

At the heart of everything we do is our commitment to the whole child: academically, socially, and emotionally. Strong relationships, student belonging, character development, and high expectations work alongside rigorous academics to create an environment where students feel known, valued, supported, and challenged.

Our 2026–2027 campus theme, “Every Bronco Has a Story,” reflects that belief. Every student enters our doors with unique strengths, experiences, interests, challenges, and possibilities. Our responsibility as educators is to know those stories, help students discover what they are capable of, and provide the experiences and support that allow each of them to continue writing a story of growth and success.

Located in the heart of Flower Mound, Texas, Bridlewood is fortunate to be surrounded by an active and supportive community of families, staff, and community partners who believe deeply in our school. Together, we continue to build a culture of learning, innovation, belonging, and Bronco Pride.

At The STEM Academy at Bridlewood Elementary, we believe every child matters, every day provides an opportunity for growth, and Every Bronco Has a Story worth knowing, celebrating, and helping to shape.

Bridlewood Elementary currently serves 518 students in Kindergarten through fifth grade, representing a diverse community of learners. Our student population is 62.55% White, 18.73% Asian, 10.42% Hispanic, 6.18% two or more races, 1.93% African American, and 0.19% American Indian. In addition, 18% of our students receive special education services, 4.8% are served through Section 504 programs, 5% are emergent bilingual students, and 3.1% are economically disadvantaged. These demographics reflect the wide range of strengths, experiences, cultures, and learning needs present across our campus and reinforce our commitment to knowing and supporting each individual child. As we live out our theme, “Every Bronco Has a Story,” we remain focused on creating an inclusive learning environment for all students to learn, grow, and have their individual needs met.

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: During the 2026-2027 school year, Bridlewood Elementary will successfully implement the new Amplify Math curriculum with fidelity across Kindergarten-5th grade, ensuring consistent implementation of the full instructional lesson cycle, assessment cycle, scope and sequence, academic vocabulary, and mathematical routines outlined within the district-adopted High-Quality Instructional Materials (HQIM). **Strategy's Expected Result/Impact:** All grade level staff along with administration will attend summer learning about Amplify math. Teachers will implement Amplify Math as the primary instructional resource while also analyzing i-Ready Math data and other student performance data to identify individual student needs and make informed instructional decisions. All Kindergarten-5th grade classrooms will incorporate purposeful small-group instruction within the mathematics instructional block to provide targeted intervention, reteaching, practice, extension, and enrichment based on student need. Teachers will collaborate with math and science facilitator Priscilla Gray throughout the school year for ongoing coaching cycles, collaborative planning, classroom support, data analysis, and targeted professional learning designed to strengthen understanding and implementation of Amplify Math. Campus professional learning time in October and February will provide opportunities for Kindergarten-5th grade teachers to collaborate vertically, examine Amplify instructional practices, discuss student expectations and mathematical strategies, and strengthen alignment of mathematics instruction across the campus. Grade-level teams maintaining alignment with the district Amplify scope and sequence, remaining within five instructional days of the expected pacing throughout the school year. Amplify serving as the primary instructional resource for mathematics while teachers intentionally use i-Ready Math data and other formative and summative data to identify and respond to individual student needs. Increased consistency in academic mathematics vocabulary, instructional routines, models, representations, and intentional problem-solving strategies across classrooms and grade levels. Evidence through classroom walkthroughs, observations, student work, planning conversations, and assessment data that teachers are increasing both their confidence and effectiveness in implementing Amplify Math with fidelity. Increased instructional coherence across Kindergarten-5th grade so students experience common mathematical language, routines, expectations, and instructional practices as they progress from one grade level to the next. **Staff Responsible for Monitoring:** General education and special education teaching staff and campus administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	

Strategy 2: During the 2026-2027 school year, Bridlewood Elementary will strengthen science instruction and student achievement across Kindergarten-5th grade through consistent implementation of the district science curriculum with fidelity. By the end of the 2026-2027 school year, Elementary Science STAAR performance will increase by 10 percentage points at the Meets Grade Level performance standard and 10 percentage points at the Masters Grade Level performance standard compared with 2025-2026 results.

Strategy's Expected Result/Impact: The campus master schedule will provide appropriate science instructional time at every grade level for both classroom content instruction and hands-on laboratory experiences.
Kindergarten-5th grade teachers will follow the district science scope and sequence, deliver all required components of instruction within five instructional days of the expected pacing throughout the school year.
All Kindergarten-5th grade classrooms will consistently utilize district- and campus-provided science academic vocabulary and vocabulary cards.
Every Kindergarten-5th grade student will maintain and regularly utilize an interactive science notebook, primarily in paper form, with digital components incorporated when developmentally appropriate or instructionally beneficial.
All students will have regular opportunities to participate in investigations, laboratory experiences, scientific discussion, writing, data collection, modeling, and application of science concepts.
Teachers across content areas will identify meaningful opportunities to reinforce science vocabulary, concepts, reading, writing, and academic thinking. For example, upper-grade ELAR teachers may utilize science-related informational texts to reinforce skills such as main idea, inferencing, text evidence, academic vocabulary, and Extended Constructed Responses while simultaneously strengthening science background knowledge and writing skills.
Kindergarten-5th grade teams will use weekly Team Time to examine upcoming science standards and units, prepare for laboratory experiences, review assessments, analyze student data and misconceptions, and plan responsive instruction.
Teachers will collaborate with math and science facilitator Priscilla Gray through Team Time, planning, coaching, data analysis, and targeted professional learning. Vertical collaboration will also be used to strengthen alignment of science instruction across Kindergarten-5th grade.

Consistent implementation of the district science curriculum and scope and sequence across Kindergarten-5th grade.
Increased teacher ownership of science instruction with science receiving consistent attention within planning, collaboration, professional learning, and classroom implementation across Kindergarten-5th grade.
Classroom walkthroughs, student work, science notebooks, assessment data, and collaborative planning demonstrating increasingly consistent, rigorous, hands-on, and student-centered science instruction.
Elementary Science STAAR performance will increase by 10 percentage points at the Meets Grade Level performance standard and 10 percentage points at the Masters Grade Level performance standard compared with 2025-2026 results.

Staff Responsible for Monitoring: General education and special education teaching staff and campus administration

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	

Strategy 3: During the 2026-2027 school year, Bridlewood Elementary grade-level teams will successfully implement and sustain weekly Team Time across Kindergarten-5th grade with a science focus.

Strategy's Expected Result/Impact: Establish a consistent Team Time schedule: Team Time will occur every Thursday during teacher conference periods for all Kindergarten-5th grade teams, with a primary focus on strengthening science content planning, instructional practices, assessment preparation, and data analysis.
All grade level teachers and administration will participate in launching Team Time during August professional learning.
In collaboration with Assistant Principal Caitlin Elam and instructional facilitators Priscilla Gray, specializing in math and science, and Jasmine Richard, specializing in English language arts and reading with an emphasis on grades 3-5, Team Time will provide teachers with targeted coaching and collaborative planning based on individual and grade-level needs.
Science-focused Team Time will include examination of upcoming standards and units, preparation for hands-on labs and investigations, review of upcoming unit assessments, analysis of student data and misconceptions, and planning for responsive instruction.
To ensure consistent administrative involvement and demonstrate the priority of this work, the principal and assistant principal will protect Thursday conference periods from 504 meetings, ARDs, and other campus meetings whenever possible, allowing grade level teachers and campus leadership to be fully present and engaged in Team Time throughout the year.

Consistent implementation of weekly Thursday Team Time across Kindergarten-5th grade throughout the 2026-2027 school year.
Regular participation and presence of campus administration and instructional facilitators to provide targeted support, coaching, and feedback.
Evidence in Team Time agendas and planning documents of intentional science content planning, including upcoming standards, unit assessments, laboratory experiences, instructional strategies, and student data.
Increased teacher ownership of science planning and instruction, with grade-level teams giving science the same level of collaborative attention traditionally devoted to reading and mathematics.
Increased use of student assessment data to identify misconceptions, adjust upcoming instruction, plan intervention or enrichment, and strengthen alignment between instruction and assessment.
Stronger vertical and horizontal alignment of science instruction across Kindergarten-5th grade.
Evidence of increasingly rigorous, intentional, and hands-on science instruction within classroom observations, walkthroughs, planning conversations, and student learning experiences.
Team Time serving as a key implementation strategy toward the broader campus priority of improving science instruction and student learning across Kindergarten-5th grade.
Campus professional learning time in October and February will provide opportunities for Kindergarten-5th grade teachers to collaborate vertically, examine science instructional practices, and strengthen alignment of science instruction across the campus.

Staff Responsible for Monitoring: General education and special education staff and campus 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: During the 2026-2027 school year, Bridlewood Elementary will strengthen a campus wide culture of positive student recognition by intentionally celebrating students for their effort, growth, character, leadership, and positive contributions. As part of this work, campus administration will complete at least 150 documented Kudos Calls to families while also providing additional recognition opportunities through Specials classes and Bronco Pride Character Awards. **Strategy's Expected Result/Impact:** At least 150 Kudos Calls will be completed and documented during the 2026-2027 school year to provide families with positive, personalized communication about their child. Students will receive additional positive recognition through each of our Specials classes, including PE, Art, Music, and Computer Science. These recognitions are separate from the Kudos Call goal and provide another opportunity to celebrate students for effort, participation, growth, creativity, citizenship, and other positive contributions. Bronco Pride Character Awards will provide an additional campuswide recognition opportunity for students who demonstrate strong character, positive choices, citizenship, kindness, leadership, and other qualities that reflect Bronco Pride. Positive recognition opportunities will intentionally extend beyond academic achievement and celebrate the whole child, including individual strengths, growth, perseverance, character, and contributions to the school community. Campus leaders will review recognition practices and Kudos Call progress throughout the year to ensure that positive student recognition remains visible, intentional, and representative of students across grade levels and learning environments. **Staff Responsible for Monitoring:** General education and special education teaching staff and campus administration				

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: During the 2026-2027 school year, Bridlewood Elementary will strengthen staff trust, shared ownership, and collaborative decision-making by implementing a Start, Stop, Continue feedback loop three times throughout the school year. Feedback will be reviewed by campus leadership teams and used to identify, communicate, and implement actionable solutions. By the end of the school year, at least 55% of staff will report seeing positive outcomes or meaningful changes resulting from the feedback provided through these cycles. **Strategy's Expected Result/Impact:** Conduct a Start, Stop, Continue staff feedback cycle three times during the 2026-2027 school year to gather staff perspectives regarding campus systems, practices, communication, culture, and areas for continued growth. Following each feedback cycle, Team Leads, the Campus BLT, and Campus Administration will review and analyze the results to identify trends, celebrations, areas of concern, and opportunities for improvement. Leadership teams will collaboratively discuss possible solutions, determine actionable next steps, and implement appropriate changes based on staff feedback and campus priorities. Following each cycle, administration will communicate key themes and resulting actions back to staff, creating a clear connection between feedback received and decisions or changes made. Progress on identified action steps will be monitored between feedback cycles, with subsequent Start, Stop, Continue opportunities used to determine whether changes are having the intended impact. By the end of the school year, at least 55% of staff respondents will indicate that they have observed positive outcomes, changes, or improvements resulting from the Start, Stop, Continue feedback process. Evidence of implementation will include feedback survey results, leadership meeting discussions, communicated action steps, and documented campus adjustments made in response to staff input. **Staff Responsible for Monitoring:** All Bridlewood staff				

 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

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 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