Lewisville Independent School District

Castle Hills 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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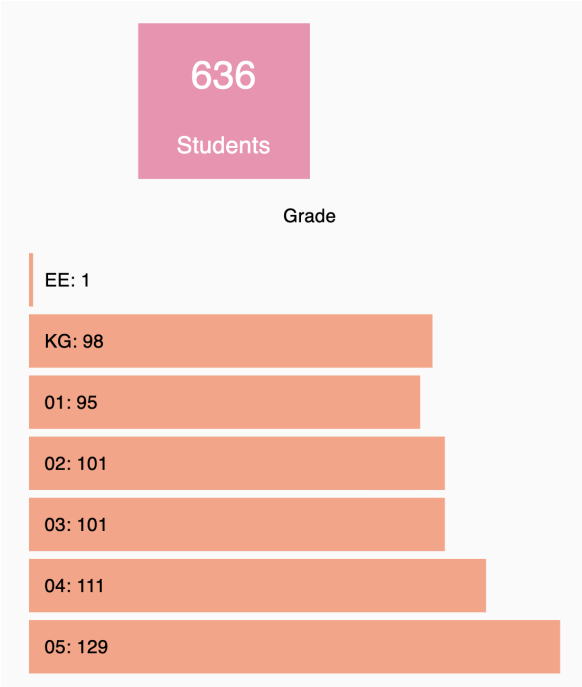
Comprehensive Needs Assessment

Demographics

Demographics Summary

Castle Hills Elementary School is located in a small community in the southeast area of Lewisville, TX.

Castle Hills Elementary has 635 students and 63 staff members; 71 staff members if one includes all district support providers designated for our school.

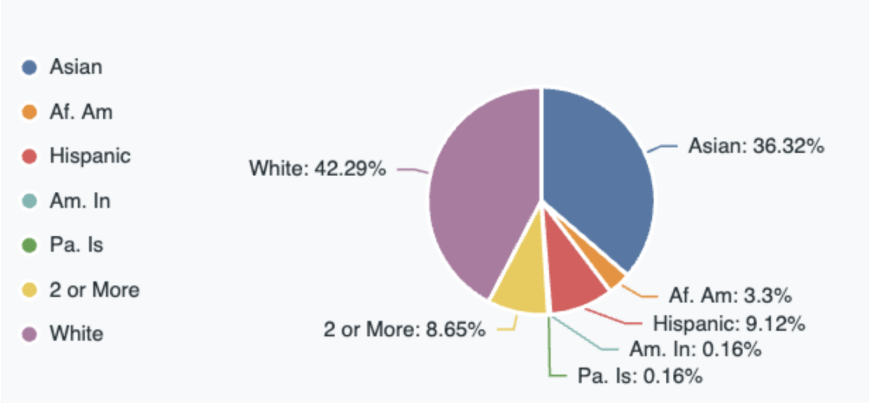


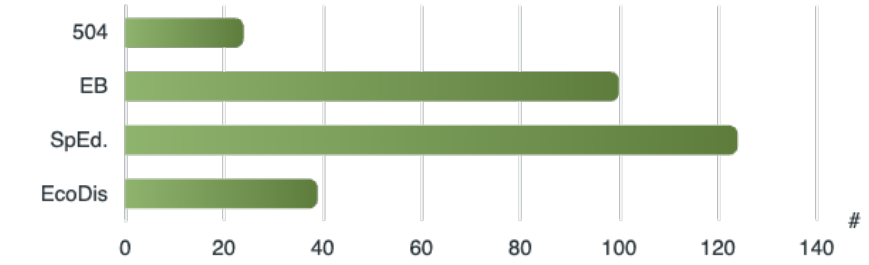
98% of our teachers hold a Texas teaching certification. 1 of our teachers is an Associate Teacher. Our student to teacher ratio varies from K to 5, from 23:1 to 20:1..

We have a Gifted and Talented (GT), special education, and English learner program on our campus.

Our daily average attendance rate is 96.7%

Our school population:





Demographics Strengths

Castle Hills Elementary School has a collaborative and highly engaged community. There are over two hundred PTA members and fifty nine faculty as members.

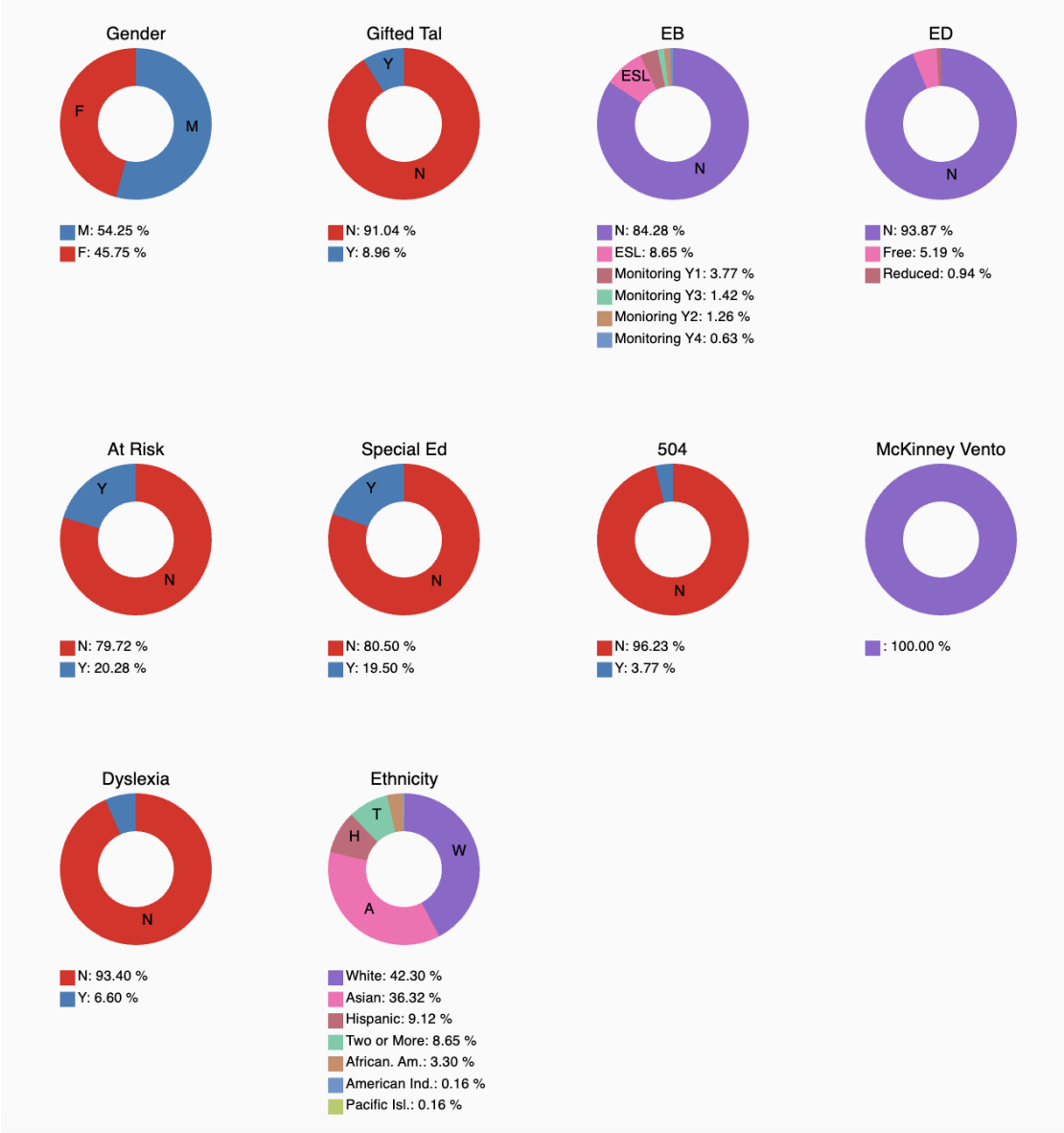
There are 80 parents who head PTA committees and are continually awarded the National PTA School of Excellence.

We pride ourselves in our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world.

All students participate in physical education, art, and music.

Our school also has various clubs for students to participate:

Running Club, Student Council, Welcome Crew, Honor Choir, Royal Tones Choir, News Crew, Safety Patrol, and Flag Crew.



Problem Statements Identifying Demographics Needs

Problem Statement 1: The % score for our Special Education students on STAAR averages between 15% and 20% lower than the campus as a whole.
Root Cause: Students in this demographic are frequently below grade level and require more intensive intervention and support.

Student Learning

Student Learning Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**93**	**A**	
Student Achievement		**94**	**A**	**70%**
STAAR Performance	74	94		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**89**	**B**	**0%**
Academic Growth	79	89	B	✓
Relative Performance (Eco Dis: 3.5%)		79	C	
Closing the Gaps	**78**	**92**	**A**	**30%**

Texas Education Agency

2026 Distinction Designation Summary
CASTLE HILLS EL (061902136) - LEWISVILLE ISD - DENTON COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	86,028.0	88,777.0	**96.9**	96.7	Q1
Accelerated Student Learning: RLA	2	10	20.0	56.0	
Accelerated Student Learning: Mathematics	2	10	20.0	60.0	Q4
Grade 3 Reading Performance (Masters Grade Level)	56	111	50.0	59.0	Q3
Grade 3 Mathematics Performance (Masters Grade Level)	50	111	45.0	53.0	Q2
Grade 4 Reading Performance (Masters Grade Level)	74	124	60.0	65.0	Q2
Grade 4 Mathematics Performance (Masters Grade Level)	77	124	**62.0**	57.0	Q1
Grade 5 Reading Performance (Masters Grade Level)	72	92	**78.0**	75.0	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	37	92	40.0	56.0	Q3
Grade 5 Science Performance (Masters Grade Level)	24	93	26.0	44.0	Q4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	579	747	78.0	84.5	Q2
Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics	244	326	75.0	80.5	Q2

Campuses that receive an overall rating of A, B, or C are eligible to earn distinction designations.

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	91%	57%	84%	92%	-	93%	*	95%	78%
At Meets GL Standard or Above	78%	43%	73%	74%	-	82%	*	84%	65%
At Masters GL Standard	52%	29%	44%	47%	-	61%	*	55%	41%
Number of Tests									
At Approaches GL Standard or Above	683	**	59	280	-	282	*	52	177
At Meets GL Standard or Above	579	**	51	225	-	249	*	46	148
At Masters GL Standard	390	**	31	142	-	183	*	30	92
Total Tests	747	**	70	304	-	302	*	55	226
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	92%	50%	86%	93%	-	94%	*	96%	78%
At Meets GL Standard or Above	82%	33%	79%	81%	-	85%	*	87%	62%
At Masters GL Standard	62%	33%	62%	58%	-	67%	*	65%	45%
Number of Tests									
At Approaches GL Standard or Above	301	**	25	125	-	125	*	22	79
At Meets GL Standard or Above	268	**	23	109	-	113	*	20	63
At Masters GL Standard	202	**	18	78	-	89	*	15	45
Total Tests	327	**	29	135	-	133	*	23	101
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	91%	50%	83%	92%	-	93%	*	91%	78%
At Meets GL Standard or Above	79%	50%	72%	74%	-	86%	*	87%	69%
At Masters GL Standard	50%	17%	38%	41%	-	64%	*	52%	40%
Number of Tests									
At Approaches GL Standard or Above	297	**	24	125	-	123	*	21	78
At Meets GL Standard or Above	259	**	21	101	-	113	*	20	69
At Masters GL Standard	164	**	11	56	-	84	*	12	40
Total Tests	327	**	29	136	-	132	*	23	100
Science									
Percent of Tests									
At Approaches GL Standard or Above	91%	*	83%	91%	-	92%	-	100%	80%
At Meets GL Standard or Above	56%	*	58%	45%	-	62%	-	67%	64%
At Masters GL Standard	26%	*	17%	24%	-	27%	-	33%	28%
Number of Tests									
At Approaches GL Standard or Above	85	*	10	30	-	34	-	**	20
At Meets GL Standard or Above	52	*	7	15	-	23	-	**	16
At Masters GL Standard	24	*	2	8	-	10	-	**	7
Total Tests	93	*	12	33	-	37	-	**	25

Both Subjects

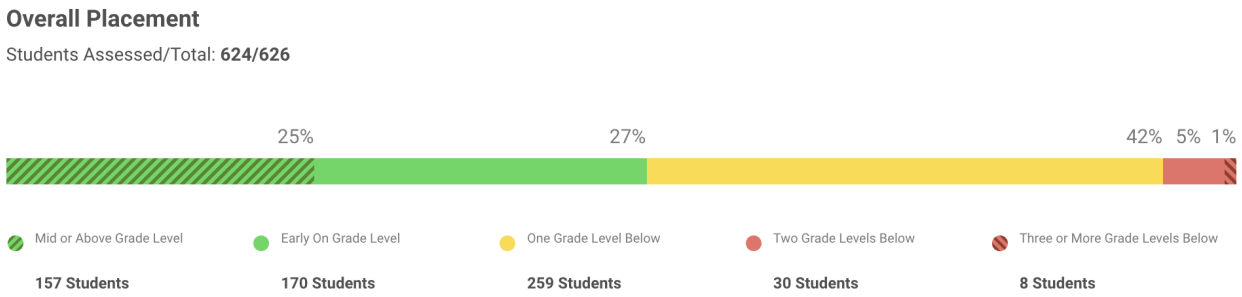
0 Points | 0.5 Points | 1 Point

Annual Growth													
	2025-26 Performance on STAAR												
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	7	0.0	1	1.0	0	0.0	0	0.0	0	0.0	0	0.0	8	1.0
High Did Not Meet Grade Level	3	0.0	5	2.5	1	1.0	1	1.0	2	2.0	0	0.0	12	6.5
Low Approaches Grade Level	0	0.0	2	0.0	3	1.5	3	3.0	6	6.0	2	2.0	16	12.5
High Approaches Grade Level	0	0.0	1	0.0	8	0.0	6	3.0	10	10.0	6	6.0	31	19.0
Meets Grade Level	0	0.0	0	0.0	3	0.0	9	0.0	47	47.0	63	63.0	122	110.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	3	0.0	45	0.0	186	186.0	234	186.0
Total	10	0.0	9	3.5	15	2.5	22	7.0	110	65.0	257	257.0	423	335.0

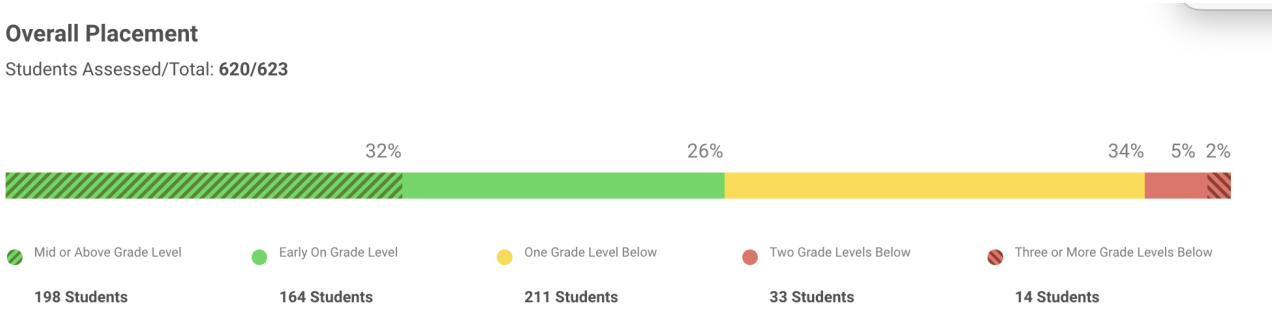
Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	16	2	2	0	20	4

Student Learning Strengths

CHES earned an overall rating with the state of 93 and earned a distinction in RLA based on being in the top quartile in 2/4 areas. Beginning of year i-Ready data is strong across the campus, with only 6% of Math students starting the year below grade level:



And 7% in Reading:



Problem Statements Identifying Student Learning Needs

Problem Statement 1: Castle Hills received only 1 distinction on its school rating during the 25-26 school year, and scored in the top quartile in top out of 9 academic areas.
Root Cause: A foundation and consistent instructional practices have not be vertically aligned; Tier 1 instruction must be more consistently rigorous and challenging for students.

School Processes & Programs

School Processes & Programs Summary

At Castle Hills, we are currently implementing the following programs for curriculum, instruction, professional development, and leadership:

Team Leader Meetings: once per month to communicate campus-wide information and address concerns related to each team

Building Leadership Team Meetings: four times per year to analyze data in the Campus Improvement Plan and parent engagement.

Behavior Committee Meetings: once per month to develop and analyze a campus-wide positive behavior support system based on core values

Staff Meetings: once per month to share information and build community

PLC Meetings: weekly in all grade levels

Literacy Check-In Meetings: twice per year to analyze literacy instruction and student progress (September 24 & 25 and January 14 & 15)

Time for Literacy: twice per year to analyze and review LISD curriculum resources and make instructional decisions based on best practices

School Processes & Programs Strengths

Current strengths include intentional planning and scheduling of committee and input opportunities for students, staff, parents, and community members. The focus this year is on weekly Tuesday PLCs, where teacher teams focus on unpacking an upcoming unit, internalization of a high-yield lesson, and data review.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Multiple changes in school leadership during the first 2 months of the year have led to changing expectations regarding PLC, meaning that the current rhythm of PLC is still developing.
Root Cause: While Assistant Principal Paige Dawkins has been a consistent leader, three principals - Worden, Winslow, and Gray - have led CHES from mid-July to present.

Perceptions

Perceptions Summary

Our scorecard data, which reflects student, parent, and staff surveys, highlights the following:

Performance Objective 3.4
Balance staff workload to better meet student needs and increase staff wellbeing.

Measurable Outcomes	Target	Baseline	Fall	MOY	EOY
Increase staff wellbeing- pulse	75%	77.25%	85.50%	79.40%	73.80%
Increase staff limited paperwork- pulse	55%	58.30%	54.80%	50%	52.40%

Performance Objective 2.5
Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Measurable Outcomes	Target	Baseline	Fall	MOY	EOY
Increase student survey- environment	93%	93.40%	96.00%		93.00%
Increase parent survey- health and wellbeing	95%	95.60%	97.20%		96.60%

Performance Objective 2.2
Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, anc

Measurable Outcomes	Target	Baseline	Fall	MOY	EOY
Increase in students comfortable talking to staff	93%	92.10%	92.60%		93.10%
Increase parent survey- child glad to come to school	95%	96.90%	96.70%		94.60%

Performance Objective 4.2
Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

Measurable Outcomes	Target	Baseline	Fall	MOY	EOY
Increase staff involve in decisions- pulse	75%	75.00%	80.60%	75.00%	71.40%

Performance Objective 5.2 Increase the utilization of feedback to build trust and inform decision-making.					
Measurable Outcomes	Target	Baseline	Fall	MOY	EOY
Staff survey on Positive Change	55%	50%	65%	54%	52.00%
Customer Satisfaction	95%	97.1% (41)	100%	100%	100.00%

Perceptions Strengths

The survey data is very positive overall, with all but one category falling within 3% of the target established in the beginning of the year. The campus and PTA undertake many events and initiatives to create a positive perception of the school, including:

- Fall Festival

- Spring Fun Run

- Multiple student events, including assemblies in Fall and Spring

- Student performances

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff feedback on surveys shows feeling involved in decision making dropped during the year from 80% to 71%, falling below the 75% baseline and goal.
Root Cause: Staff feel that their voice is not sufficiently heard regarding decisions at school that affect them.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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

Goals

Revised/Approved: October 29, 2026

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: Increase iReady Math & Reading in all grades to 92% with an intentional target on the economically disadvantaged students. **Strategy's Expected Result/Impact:** ED Students' academic performance on grade-level math and reading standards will improve as evidenced by their performance on iReady and common formative and summative assessments such as LISD CBA tests. During Kinder - Fifth grade PLCs, teachers will discuss and learn strategies that focus on small group strategies and extensions. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal, BLT and Grade level teachers.				

 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: Strategies to achieve campus behavior goal consist of Implementation of Safe and Civil and Restorative Practices. CHES core (Considerate, Helpful, Encouraging, Safe) values presented at BOY student assembly and daily on morning announcements. Decrease behavior in common areas from 209 to 180 incidents. **Strategy's Expected Result/Impact:** Clear routines will be established and aimed to prevent disruptions before they happen. The expected impact includes higher academic engagement, fewer discipline referrals and stronger student self-regulation. **Staff Responsible for Monitoring:** Administrators, all faculty and 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.

High Priority

Evaluation Data Sources: Scorecard measures to include waviers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Collaborate with learning facilitators and district staff to present professional development for quality Dufour/ Dufour Professional Learning Communities **Strategy's Expected Result/Impact:** Shared knowledge of critical vocabulary and concepts underlying key PLC terms. **Staff Responsible for Monitoring:** ADMIN, STAFF				

No Progress Accomplished Continue/Modify Discontinue

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Campus Start/Stop will be >50%. **Strategy's Expected Result/Impact:** Tasks that work better will be identified. Collaborative effort for identifying what behaviors or actions were not helpful in meeting goals. **Staff Responsible for Monitoring:** ADMIN				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
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