Lewisville Independent School District

Donald 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

Donald Elementary, named Lewisville ISD's first STEM Academy in 2017, is a well-established school located in the Flower Mound. Our dedicated staff serves 583 students in Kindergarten through 5th grade, and we are committed to creating a connected community of learners. While a large percentage of our student body lives in the community surrounding our school, about 20% of our students have elected to transfer to our campus in order to participate in the enriching STEM curriculum found only at LISD STEM Academies. Our students and staff are supported by an active community, including highly engaged parents and guardians, which are dedicated to providing the students at Donald with unique, engaging, and authentic experiences inside and outside of the classroom.

Campus Ethnicity & Race
53% White
3% African American
18%Hispanic
17% Asian
1% American Indian
8% Two or More Races

Our campus serves students' diverse needs through a wide variety of instructional programs. 30% of our student body receives support through Special Education, and our campus is home to three Communications classrooms supporting students with communication delays and Autism.10% of our students receive direct support for Gifted and Talented learning. 4% of our students participated in targeted learning as they are learning English as a Second Language. All of our students participate in STEM learning and opportunities for engineering instruction daily.

Demographics Strengths

Donald Elementary is well known as a STEM Academy providing students with the opportunity to engage in STEM-based instruction each day. We are a National Certified School of Excellence for STEM Education and a Common Sense Media Certified Campus. Our active Student Council regularly supports the campus and community and they continue to earn the Texas Elementary Principals and Supervisors Association (TEPSA) Student Council Award of Excellence and the National Association of Elementary School Principals (NAESP) School of Excellence Award each year.

While we have many campus accolades, our community and families we serve are the true strength of Donald. Donald Elementary is a PTA Texas School of Excellence thanks to our incredible parent and community partnership. Each year, our PTA engages students in activities to build them academically, socially, and emotionally including Fall Festival, Donald After Dark, Dolphin Dash, Donuts with Dolphins, and many other programs and events. In addition to these special events, parents are also encouraged to actively engage in the school community through special volunteer roles including Dolphin Dads, Mystery Readers, Elf Alley, and other various opportunities.

Student Learning

Student Learning Summary

At Donald Elementary, teachers engage students in ongoing formative assessment to determine strengths and areas of needed growth. This data, combined with results of district and state assessment results, guide teachers in providing all students with the interventions necessary for success. To support teachers in this process, Donald Elementary utilizes a Multi-Tiered System of Support (MTSS) to track student progress in targeted areas when more intensive and individualized interventions are necessary.

Below, you can view a summary of achievement for Donald students on the State of Texas STAAR Assessments from 2025 to 2026

3rd Grade Math	2025	2026
Approaches	90%	88%
Meets	65%	76%
Masters	28%	42%

3rd Grade Reading	2025	2026
Approaches	89%	93%
Meets	65%	73%
Masters	35%	40%

4th Grade Math	2025	2026
Approaches	73%	76%
Meets	54%	61%
Masters	29%	33%

4th Grade Reading	2025	2026
Approaches	91%	94%
Meets	77%	75%
Masters	32%	44%

5th Grade Math	2025	2026
Approaches	88%	86%
Meets	73%	53%
Masters	38%	25%

5th Grade Reading	2025	2026
Approaches	98%	93%
Meets	89%	85%
Masters	60%	68%

5th Grade Science	2025	2026
Approaches	87%	78%
Meets	55%	48%
Masters	38%	42%

Student Learning Strengths

At Donald Elementary, our students continue to shine academically, earning our campus an overall "B" rating and an outstanding "A" in Student Achievement. Across all subjects, nearly 9 out of 10 students (87%) performed at or above grade level. We build on this momentum by prioritizing strong foundational skills in our early grades to set every child up for future success. By maintaining these high standards, our instructional focus remains clear: preserving our school's strong academic tradition while fostering ongoing growth for every student.

School Processes & Programs

School Processes & Programs Summary

In June of 2017, Donald Elementary received the National Certificate for STEM Excellence by the National Institute for STEM Education, and in the fall of Donald began the school year as the first STEM Academy in LISD. The initial certification received at the start of the 2017-2018 school year was valid for 5 school years. In April of 2023, Donald Elementary staff completed the requirements necessary to receive a Lifetime Certification as a NISE STEM School of Excellence. All teachers are continuously engaged in professional growth centered around STEM instruction.

In addition to providing students with engineering-focused STEM instruction daily, our campus educators continuously rely on LISD curriculum resources to develop and execute meaningful instructional experiences. Teachers design plans as grade-level teams to ensure students across the grade level are receiving the same high levels of instruction daily, and they work as a Professional Learning Community to review student success in order to inform their instruction.

Social-emotional learning is of high importance at our campus as we strongly believe in educating the “whole child”. Our campus counselors supports students with continuous learning about coping skills and self-advocacy. Our vision at our campus is to make sure “Donald Dolphins are fearless problem-solvers who choose to face challenges with an open mind and a kind heart.” To achieve this vision, we encourage all students to intentionally focus on growth of 6 specific skills we call the Essential Dolphin Skills. We want to support our students in making a SPLASH in our school and our community because we understand every small splash creates a ripple that extends to others!

Teachers implement restorative practices in their classrooms daily, build treatment and respect agreements with their classes and teacher and utilize calm down corners in every classroom; our counselors support these methods of relationship building through their instruction with students. To support our families in need, we partner with local food security programs including LovePacs and Food4Kids.

At Donald, students’ families are equally involved in the learning process. Our PTA is incredibly focused on providing all students with positive learning opportunities and demonstrates this commitment through earning the Texas PTA “Voice for Every Child” award year after year as well as winning the National PTA School of Excellence award.

Beyond the campus walls, Donald students and staff are actively involved in supporting the local community through service projects and donation drives. Each year, Donald Dolphins support American Heart Association Jump Rope 4 Heart, Christian Community Action’s Stuff the Pantry food drive, LISD’s Giving Tree item drive, and Lewisville Education Foundation’s Back to School Fair.

School Processes & Programs Strengths

At Donald Elementary, we exemplify a holistic approach to education by balancing academic rigor with social-emotional support and strong community engagement to create a nurturing, enriching environment for every student. The foundation of our school culture is built on safety and trust, highlighted by our April 2026 student survey where 95% of 4th and 5th graders shared that they feel comfortable talking to and confiding in a staff member. Beyond emotional well-being, we cultivate the next generation of innovators through daily STEM instruction alongside a rich curriculum featuring Physical Education, Music, Art, and Computer Science. Students continue to grow beyond the classroom through engaging leadership opportunities, interest-based clubs, Dolphin Tales Publishing, where students can become published authors, and Designing Dolphins, where students have an opportunity to explore the engineering design process.

Perceptions

Perceptions Summary

Stakeholders of Donald view the learning community as a strong collaborative team. The Donald staff is committed to providing all students with inclusive experiences, and this is a necessary strength considering over 34% of our student population is served through Special Education programs. Educators at Donald focus not only on ensuring students master state-required learning targets but on building students up as problem solvers. As a STEM Academy, students are consistently push their thinking further through peer collaboration, individual learning goal-setting, and personal reflection. Our campus is committed to the belief that all children can learn at high levels, and we believe all students deserve an opportunity to develop their own unique skills.

Perceptions Strengths

Donald Elementary's strengths lie in its inclusive and community-focused approach, commitment to holistic development, and dedication to fostering an environment where all students can thrive. As a STEM Academy, the curriculum encourages peer collaboration and personal reflection which pushes students to deepen their understanding and application of concepts in a supportive and inclusive environment. Our staff has a strong belief that all children can learn at high levels, and we are focused on ensuring that every student has the opportunity to develop their unique skills and reach their full potential.

On our 2025-2026 Pulse Survey 95% of parents reported that their child was glad to come to school most of the time and 95% of our parents feel welcomed and are involved at our campus.This is indicative of the positive learning environment that has been built here at Donald.

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: Establish a dedicated weekly collaboration window every Tuesday for teachers, instructional coaches, and support staff to systematically execute the LISD PLC Internalization Protocol and Lesson Rehearsal process. **Strategy's Expected Result/Impact:** The EOY K-2, 4-5 iReady Reading target 74% and K-2, 4-5 iReady Math target 73% Tier 1 instruction will be strengthened as a result using high yield instructional practices **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Establish vertical team alignment PLCs to deconstruct the curriculum gap between 3rd grade and adjacent cohorts in mathematics. **Strategy's Expected Result/Impact:** K-2, 4-5 iReady Math target 73% lower MTSS math intervention referrals in late 3rd and early 4th grade due to proactive, cross-grade foundational reinforcement. Points in mathematics will be earned in the Closing the Gaps domain on the State Accountability report. Tier 1 instruction will be strengthened as a result using high yield instructional practices **Staff Responsible for Monitoring:** Principal, Assistant Principal, teachers and support staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: ELAR teachers will have two Literacy Check-ins (one in the Fall Semester and one in Spring) to analyze data from i-Ready. PLCs focused on reading growth trends, subgroup progress, and instructional adjustments. Teachers will utilize the i-Ready reading data and the teacher toolkit to provide targeted instruction. **Strategy's Expected Result/Impact:** 92.5% of third grade student will score meets grade level or above on i-Ready Reading or achieve goals set in their IEP's by April 2027. 74% K-2, 4-5 students will score meet grade level or above on i-Ready or achieve goals set in their IEP's by April 2027 **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Campus Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Using the One Vision Walkthrough Form to build teacher capacity through observation and feedback cycles. **Strategy's Expected Result/Impact:** High yield instructional strategies used in all classrooms Exclusive use of HQIM (high quality instructional materials) within the classroom K-2, 4-5 iReady Math target 73% and 90% 3rd Grade Math Target or achieve goals set in their IEP's 92.5% of third grade and 74% K-2, 4-5 students will score meets grade level or above on i-Ready Reading or achieve goals set in their IEP's lower MTSS math intervention referrals in late 3rd and early 4th grade due to proactive, cross-grade foundational reinforcement. Points in mathematics will be earned in the Closing the Gaps domain on the State Accountability report. Tier 1 instruction will be strengthened as a result using high yield instructional practices **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 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. Implementation of Safe and Civil and Restorative Practices. **Strategy's Expected Result/Impact:** A 10% reduction of office referrals that occur in Common Areas. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Campus Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Each classroom will intentionally teach, model, and consistently utilize a calm-down spot as a tool for students to practice self-regulation and manage emotions before behaviors escalate. **Strategy's Expected Result/Impact:** A 10% decrease in office referrals in Common Areas Students will demonstrate increased use of self-regulation strategies The overall school climate will reflect a calmer, more respectful learning environment Decrease time out of learning environment for disciplinary purposes **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors General Education Teachers Special Education Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: All staff will Implement restorative practices with fidelity. Classroom teachers will collaboratively develop classroom treatment agreements with students and conduct daily morning circles that include a specific SEL focus lesson. **Strategy's Expected Result/Impact:** A 10% reduction in office referrals that occur in common areas more repaired relationships and fewer repeated behaviors The overall school climate will reflect a calmer, more respectful learning environment Students improve their communication, empathy, and problem-solving skills. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors General Education Teachers Special Education Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: All teachers and staff will utilize our campus token economy "Dolphin Dollars" as an incentive for positive behavior. Each classroom will have a store where students will be able to purchase items. The classroom store will include tangible items as well as in-school rewards. **Strategy's Expected Result/Impact:** A 10% reduction in office referrals that occur in common areas The overall school climate will reflect a calmer, more respectful learning environment Students improve their communication, empathy, and problem-solving skills. **Staff Responsible for Monitoring:** Principal Assistant Principals Teachers Counselors **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: Our campus behavior team will meet once a nine week to identify behavioral trends, and assess the whether the current strategies put into place are being effective. **Strategy's Expected Result/Impact:** A shift from a reactive discipline culture to consistent and proactive 10% reduction of office referrals in common areas Stronger accountability and tracking for Tier 2 and Tier 3 behavioral supports, ensuring repeat behavior issues are addressed Faster identification of campus "hot spots" (specific times, locations, or grade levels), allowing immediate adjustments to staffing, supervision, and Tier 1 classroom support. **Staff Responsible for Monitoring:** Principal Assistant Principals Behavior Team School Counselors **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

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 waivers

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: Engage staff in a structured 'Start, Stop, Continue' feedback protocol, synthesizing input into core themes for the Building Leadership Team to select and implement one targeted priority in each category. **Strategy's Expected Result/Impact:** >55% of staff will indicate on a short survey their involvement in the feedback loop process. **Staff Responsible for Monitoring:** Principal Assistant Principal Building Leadership Team **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: A weekly campus newsletter, "The Weekly SPLASH" will be shared with parents highlighting action items, calendar of events, District Information, classroom learning and Community resources. **Strategy's Expected Result/Impact:** 90% of parents will agree that amount of communication they receive from campus- "just right" **Staff Responsible for Monitoring:** Principal Assistant Principals **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: A weekly grade level newsletter will be emailed to parents every Friday with classroom pertinent information. A link in the campus newsletter called, "Just in case you missed it" will include all grade level newsletters for the week as well. **Strategy's Expected Result/Impact:** 86% of parents will agree that amount of communication they receive from teacher- "just right" **Staff Responsible for Monitoring:** Teachers Counselors Principal **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: A campus appointed Webmaster will update our social media platforms, Instagram and Facebook with upcoming events, highlighting student learning, and other engaging content. **Strategy's Expected Result/Impact:** An Amplification Score- Social Media target: 45.5% 90% of parents will agree that amount of communication they receive from campus- "just right" **Staff Responsible for Monitoring:** Webmaster (Librarian) Principal				

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 absenteeism. 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 services 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 the 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