Lewisville Independent School District

Flower Mound 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

Demographics

At Flower Mound Elementary, our passionate group of 65 educators believe strongly in growing our K-5th grade students to be successful learners and leaders. We currently have 494 students which come first in every decision we make as we eagerly accept the responsibility of positively impacting students' lives. Together we not only strive to increase student achievement and motivation academically, but also focus on fostering students social skills and life long character building.

Our school is quaintly nestled in the middle of Flower Mound, Texas close to the intersection of 1171 and FM 2499. We've been blessed with an increasingly diverse student population. Below are the approximate demographics of our student population at the beginning of the 2025/26 school year:

FME Ethnicity & Race
50% Caucasian
16% Hispanic
17% Asian
11% 2 or > races
4% African American

FME Ethnicity & Race
<1% American Indian
<1% Pacific Islander

Other FME Demographics
7% Gifted and Talented

Demographics Strengths

Our diverse student population allows us the opportunity to include many cultures, traditions and customs in our learning. We respectfully appreciate the varying needs and learning styles in our classrooms.

Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork, and it helps build communities whose members are judged by the quality of their character and their contributions.

Interacting with diverse peers outside a classroom setting directly benefits students, making them better scholars, thinkers, and citizens.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student Learning Summary

Students at Flower Mound Elementary continue to **SOAR**, as evidenced by our strong academic outcomes and commitment to the growth of every learner. Flower Mound Elementary is a **TEA-rated A campus**, reflecting student growth, STAAR performance, and overall student achievement. In addition, FME earned **three academic distinctions**: **Academic Achievement in Science, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps**. These results reflect the collective efforts of our students, staff, families, and community and demonstrate our ongoing commitment to ensuring that all students have opportunities to achieve at high levels.

Our staff is committed to identifying and building upon individual strengths while proactively addressing areas of need. We strive to provide an environment that supports the academic, social, and emotional development of every student. Through strong relationships with students and families, we work to identify concerns early and provide targeted support, resources, and strategies to promote continued growth and success.

All students participate in **Restorative Practices** and have access to the **Lewisville ISD curriculum, common assessments, and i-Ready data for self-tracking and goal setting**. Student achievement data, including i-Ready results, is regularly analyzed and discussed collaboratively during Professional Learning Communities (PLCs). These conversations inform instructional decisions, help teachers identify areas of strength and need, and allow teams to adjust instruction to more effectively meet the needs of individual learners.

As reflected in our campus demographics, approximately **24% of FME students receive special education services**. When student needs are identified, staff collaborate to adjust programming, provide appropriate accommodations and interventions, and tailor instruction to support each student's individual learning needs. For students demonstrating academic or behavioral concerns, targeted goals and interventions are established, monitored, and adjusted as needed based on student progress and evidence of learning.

Moving forward, our campus will continue to prioritize **Professional Learning Communities (PLCs), WIN (What I Need) time, and Essential Standards** as key structures for ensuring that instruction is responsive, targeted, and aligned to the needs of all learners. We will continue to use student data to inform instruction, strengthen collaborative planning, and provide timely interventions and enrichment opportunities.

Our **A rating and three TEA distinctions are a reflection of the collective impact of intentional instruction, collaborative practices, student perseverance, and a shared commitment to doing what is best for students**. We will continue to build on this success while maintaining a growth mindset and ensuring that every Falcon has the support, challenge, and opportunities needed to continue to grow, achieve, and **SOAR**.

Student Learning Strengths

Learning Strengths

1. Reading (Consistent Strength)

High Mastery of Vocabulary & Context Clues (TEKS 3.3.C, 4.3.D, 5.3.C)

Across all three grade levels, vocabulary development and determining word meanings through context clues represent the campus's highest-performing strand:

- **3rd Grade: 3.3(C)** [S] — **97.6%**

- **4th Grade: 4.3(D)** [S] — **95.7%**
- **5th Grade: 5.3(C)** [S] — **96.9%**
- 2. Textual Evidence & Inferencing Readiness (TEKS 3.6.F, 3.7.C, 5.10.B)

Students consistently demonstrate strong basic comprehension when identifying key details and supporting claims with evidence:

- **3rd Grade: 3.7(C)** [R] *(Use text evidence)* — **92.8%**; **3.6(F)** [R] *(Inferences)* — **91.6%**
- **4th Grade: 4.10(E)** [S] *(Point of view/author's purpose)* — **85.1%**; **4.10(D)** [S] *(Author's use of language)* — **84.0%**
- **5th Grade: 5.10(B)** [S] *(Author's purpose)* — **92.9%**; **5.11(D.i)** [R] *(Verbs/grammar in editing)* — **89.8%**

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2. Math

- **Place Value & Representation:** Students demonstrate high mastery in comparing/ordering whole numbers and standard place value across grades (e.g., **3.2.D** at **90.7%**, **4.2.B** at **86.5%**, **5.2.B** at **72.4%**).
- **Data & Graphing:** Data interpretation is consistently a top domain across all grade levels (e.g., **3.8.A** frequency tables/dot plots at **85.2%**; **4.9.A/B** stem-and-leaf/frequency tables at **82.3%–85.4%**; **5.9.C** scatter plots at **76.8%**).
- **Basic Computation & Perimeter/Volume Formulas:** Computation with whole numbers (e.g., **3.4.A** addition/subtraction at **82.1%**) and applying specific formulas such as perimeter/area in 4th (**4.4.G** at **82.8%**) and volume in 5th (**5.8.C** at **80.1%**) reflect strong procedural fluency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 3rd grade math approaches and meets down by over 6% from previous year.
Root Cause: Emphasize Representational Schemas: Build routine practice with strip diagrams, input-output tables, and variable equations across 3rd through 5th grades to bridge computation into multi-step problem solving.

School Processes & Programs

School Processes & Programs Summary

WIN time & PLCs

PLCs will lead by the campus Guiding Coalition and the focus aligned K-5. Each PLC team will meet bimonthly to focus on essential standards for our PLC cycles. Common formative assessments will be designed and data analyzed with the team.

Student Leadership Roles

At Flower Mound Elementary, we will build student connections and a sense of belonging by expanding student leadership opportunities. By the end of the year, at least 50% of all 4th & 5th grade students will hold a meaningful leadership role, supported by staff advisors. These roles will foster voice, responsibility, and community involvement.

Leadership Development

We will build staff capacity by providing ongoing leadership development opportunities including leading committees, professional learning and student initiatives.

School Processes & Programs Strengths

PLCs

We will focus our efforts to specifically target areas of growth and have intentional conversations both as a Guiding Coalition and in team PLCs. Special Education teachers are present at grade level PLCs to ensure the learning consistent and focused.

Student Recognition

Our campus Student Recognition Committee will continue with Falcon Feathers and 'Caught You Soaring' tickets in an effort to increase

common vocabulary and positive student measures throughout school. The Soaring Falcons wall will highlight students demonstrating positive student character each nine weeks. These students will be awarded their Soaring Falcon award at PEP Rallies with parents present.

We work continually to educate, care for, motivate, and build on student's academic and character traits to prepare students for their future!

Career Week

To highlight Career Week, our students will rotate through stations learning about different professions and have the opportunity for first hand visualization of the demonstrated careers. In addition, a video bank with different professional discussing their career and their learning journey will be available for the students to watch.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Due to our diverse population, we want to ensure equal opportunity for all our students.
Root Cause: Our diversity is part of what makes us special!

Perceptions

Perceptions Summary

Beliefs

At Flower Mound Elementary, students look forward to coming to school and know their teachers care for them. In April 2025, FME parents were surveyed about the school. The following values represent the percentage of respondents who agree. The data is based on 103 responses:

My child is happy at school 95%

My child's health and wellness are supported 93%

The school/staff does a good job of communicating with parents/families. 97%

I am satisfied with FME 94%

School staff communicates well with families 91%

Parents feel welcomed at school and are involved 89%

Teachers do whatever it takes to help my child meet academic standards 95%

There is a staff member at my school with whom I feel comfortable talking 92%

My child's culture and individual needs are recognized by school personnel 92%

Staff is encouraging 97%

These responses show the level of care and dedication that is felt throughout the FME community!

Together we SOAR Higher!

This year, our campus theme focuses on collaboration and growing together!

Staff Culture

The staff at FME considers each other like an extension of their own family. Teachers assist each other in little, large and meaningful ways most often without being asked. We count on each other for support and do what it takes daily for our students. Not a day goes by that you won't see a staff member willingly lending a hand to another. Our students energize and bring out the best in each of us!

Perceptions Strengths

Safe and Cared For!

Students learn best when they feel safe and cared for. Based on the parent survey, It is evident our parents know staff is approachable, encouraging and wants the best for their children. These numbers help explain the success teachers see in their students daily. By fostering a love for learning, the sky is the limit for each of our students!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Flower Mound Elementary routinely receives phone calls from families moving into the Flower Mound area thinking we are the only LISD school in Flower Mound.
Root Cause: Educating parents on the LISD school district while highlighting on Facebook all our school activities is vital! Our office staff does an amazing job fielding phone calls and asking questions to best answer and guide parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

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

- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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: Build teacher capacity in mathematics by strengthening K-5 vertical alignment, instructional consistency, and collaborative planning. **Strategy's Expected Result/Impact:** Increase scorecard baseline score by 4% points. **Staff Responsible for Monitoring:** Admin, math teachers, support staff				

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 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 3: Strengthen collaborative planning so every lesson is standards-aligned, intentionally internalized, and provides students with clear learning outcomes, success criteria, and rigorous learning experiences.

Evaluation Data Sources: Internalization documents, lesson plans including success criteria, One Vision Walk Throughs, PLCs, assessment 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			
Strategy 1: Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: Strengthen proactive staff supervision in common areas to ensure consistent teaching, modeling, and reinforcement of campus SOAR expectations. **Strategy's Expected Result/Impact:** Decrease discipline referrals in common areas to be <120 in the 26-27 school year. **Staff Responsible for Monitoring:** Administration, campus staff	Formative			Summative
	Nov	Feb	May	

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: Strengthen communication and engagement with FME families by utilizing social media as an accessible, timely, and positive platform for sharing important campus information, celebrating student and staff accomplishments, and highlighting learning experiences. **Strategy's Expected Result/Impact:** Increase parent awareness of campus events, opportunities, and important information while strengthening the connection between FME and our families. Social media will provide parents with an accessible way to stay informed, celebrate our students, and feel connected to the FME community. **Staff Responsible for Monitoring:** Administrators, campus web master				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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